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PREFACE In a bid to standardize higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses viz. core, discipline specific / generic elective, ability and skill enhancement for graduate students of all programmes at Honours level. This brings in the semester pattern, which finds efficacy in sync with credit system, credit transfer, comprehensive and continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry their acquired credits. I am happy to note that the University has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade "A". UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 have mandated compliance with CBCS for U.G. programmes of all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme. Self Learning Materials (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English / Bengali. Eventually, the English version SLMs will be translated into Bengali too, for the benefit of learners. As always, all of our teaching faculties contributed in this process. In addition to this, we have also requisitioned the services of best academics in each domain in preparation of the new SLMs. I am sure they will be of commendable academic support. We look forward to proactive feedback from all stakeholders who will participate in the teaching-learning based on these study materials. It has been a very challenging task well executed, and I congratulate all concerned in the preparation of these SLMs. I wish the venture a grand success.

Prof. (Dr.) Subha Sankar Sarkar Vice-Chancellor

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Unit 1 ? Educational Studies Structure 1.1 Objectives 1.2 Introduction 1.3 Educational Studies: Concept, Nature and Scope 1.3.1 Concept 1.3.2 Nature 1.3.3 Scope 1.4 Aspects of Educational Studies 1.5 Education and Society 1.6

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Objectives After going through this unit, you will be able to – ?

understand concept, nature and scope of

Educational Studies; ? elucidate the aspects of Educational Studies; ? analyze how Education and Society are inter-

related. 1.2 Introduction “Education” is a very common term. But if I ask you, what do you mean by EDUCATION; in all probability you will find that this question will have multiple answers. Some will say it is learning, some may say it is acquisition of knowledge, some may say it is getting some degree after completing a course; some may say it is the all-round process of development of a person etc. However, the English term EDUCATION is derived from Latin Words: ? “Educere”, which means to draw out, ? “Educare” meaning to nourish, and ? “Educatum”, which means to instruct.

NSOU ? CC-ED-01 ? 8 On combining the three, we can see that “education means drawing out of the inner qualities of individuals and nourishing them through instruction[”. This may lead to a change in behavior. Thus, education helps in modification of one’s behavior.

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Education is also the process of acquisition of knowledge, skills, values, beliefs, and habits.

Thus, it means facilitating learning or modification of covert and overt behavior. This takes place right from the time of birth till the end of one’s life. It is not limited to the arena of schools and formal educational institutions only, it includes people in general and at work too. In short, it is a life-long process. So, we can see that it is a complex process. Does it take place only at an educational institution? No, we get education also from our family members, from friends, mass-media like newspaper, Television etc. 1.3 Educational Studies 1.3.1 Concept To understand an abstract concept like education or educational studies, one is required to explicate its meaning or nature from the point of view of the functions such concepts perform or the contexts in which such concepts are appropriately used. But there is another sense also in which people (probably wrongly) see education as an instrument by application of which certain individual or social changes are brought about. Interpreted in the latter sense, the economists would see education as a commodity in which it is profitable for the community to invest. Sociologists would tell people that education is a socializing force and teachers are the socializing agency in the community. Similarly, a psychiatrist would say that the role of education, and hence of teachers, would maintain the mental health of children. But you will agree that education is different from being a commodity, real estate, type of social work or psychiatry. Education is what it is and not the way it is differently interpreted. Education is there in all of the above and each one is linked to the process of education, yet it lays above all these. We talk of educating children, teaching or instructing them; socializing or developing or converting them into good citizens or good human beings. In all these expressions definitely something that we call education is involved. But what exactly is that, a process or a product is not very clear. If it is a process, how does it occur or what are its conditions? And if it is a product, what does it look like? How can one define that product? There are such and many more questions, which occur to us when we talk of understanding education. In this unit, an attempt has been made to seek answers to such questions in order to arrive at a deeper understanding of education.

NSOU ? CC-ED-01 ? 9 Etymologically, the word “Education” is derived from the Latin words “educare” and “educere”. Educare refers to “to bring up’ or “to

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nourish”, whereas the word ‘educere” means “to bring forth” or “to drag out”.

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others believe that the word has been derived from another Latin word “educantum” which has two components. Implies a movement from inward to outward and “

duco” refers to developing or progressing. An analysis of these words reveals that education aims at providing a learner or a child a nourishing environment to bring out and develop the latent potentiality hidden inside him. In India, the concept of education is traced back to the “Gurukula Parampara” which was developed in ancient times. Basically, a Guru-Shishya or Teacher-Pupil tradition emphasized the education of the latter in ancient times. Two prominent words in Sanskrit namely, “Shiksha” and “Vidya” also stand out equivalents of the term “Education”. The former has been

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derived from the root word “Shas” meaning “to discipline” or “to control”. The latter word is derived from the root word “Vid” which means “to know”.

Therefore, ancient Indian education stressed emphasis on two of major aspects in the education of an individual. These are 'discipline' and 'knowledge'. A learner must be disciplined and develop a curiosity to acquire new knowledge to lead a fruitful life. Therefore, Educational studies are a field of study that tries to see how education takes place. It intends to foster within students a deep understanding of the complexity of education and schooling. It also tries to develop the ability to think critically about the ways in which education interacts with a broad range of social, cultural, political and economic forces. It provides students with the opportunity to study the discipline of education as it relates to other liberal arts or social science disciplines. Looking back at the history, we find that Education was studied as a part of the teacher training course. As the demand for trained teachers increased, especially in schools, the B.Ed degree was considered to be degree in Education. Then Education was studied as a combination of philosophy, psychology, history and sociology. It dealt mainly with the environment of the classroom and school education. The different subjects of philosophy, psychology, history and sociology were taught as different entities were mainly theoretical in nature. The prime focus was on the subjects they were going only to teach in the classrooms and classroom management. Gradually, with changes taking place in the socio-political and educational fields, teaching was no longer restricted to classroom only. The role of teacher and the educational institutions started changing. With distance education, open learning, internet etc. coming in, the need for changing the outlook towards teaching and learning was felt. Along with school teaching, need to look at teaching in higher education, adult learning, distance and open learning were NSOU ? CC-ED-01 ? 10 felt. The different contributions of the different subjects like history, philosophy, psychology and sociology were needed to be combined along with management and technology to form a new discipline for academic pursuits called EDUCATION or EDUCATIONAL STUDIES. Definition: Education of a human being is, perhaps, the most cherished goal of any human civilization that ever existed or is yet to come in this world. Therefore, philosophers, educationists and great thinkers have tried their best to define education. But in most of these definitions, one would find the mark of their conceptions of the reality, values and belief systems. Although such definitions might reflect the contemporary societal systems.

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No single definition has been found so far that satisfies everyone. The search for a universal definition of education still

continues. However, the definitions of education given by the great philosophers and educationists can broadly be categorized into three major trends. They are discussed in the following paragraphs: Education as a Spiritual Pursuit: The stress on education as a spiritual pursuit is basically an Indian concept. Right from the Vedic period, Indian spiritual thinkers have been propagating education as the means of achieving spiritual goals. According to the Upanishada as, "Education is that whose end product is salvation" and Adi Shankaracharya said, "Education is the realization of the self". The Rigveda says, "

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Education is something which makes a man self-reliant and selfless". Viveknand says, "Education is

the manifestation of divine perfection already existing in man". All these definitions underline the pre-supposition that human beings are the creation of God. It is education whose role is to bring out the divinity already existing in man and help him to realize himself as well as lead him to achieve salvation. Development of Innate Human Potentialities: According to some educators, the human being is the embodiment of rich inherent potentialities and it is the task of education to help him to develop, enhance and realize these potentialities. These innate potentialities are to be tapped right from the birth of a child and nurtured through his growth and development of adulthood. Rousseau said, "Education is the child's development from within".

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Plato propagated that, "Education develops in the body and soul of the pupil all the beauty and all the perfection he is capable of",

whereas
Froebel said, "

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Education is unfoldment of what is already enfolded in the gene. It is the process through which the child makes the internal external".

According to
Mahatma

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Gandhi, "By education, I mean an all- NSOU ? CC-ED-01 ? 11 round drawing out of the best in the child and man - body, mind and spirit".

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T.P. Nunn says, "Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity".

A close analysis of these definitions reveals the following: ? Human personality has different facets - physical, mental, social and spiritual; ? It is the task of education to ensure harmonious and balanced development of these innate powers of an individual by providing a nurturant and conducive environment for their growth and development. Social Orientation: According to some thinkers, education is a means to achieve larger societal goals as it is a sub-system of the macro-societal system. Hence, education of an individual should emphasize his orientation to achieve the social goals. In this context, social dimension of education takes priority place in comparison to individual dimension of education. For example, Kautilya says, "

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Education means training for the country and love for the nation".

Similarly John Dewey has said that "

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All education proceeds by participation of the individual in the social consciousness of the race". 1.3.2 Nature Education

is a Tri-polar process: Fig - 1: The learner, teacher and environment form the three poles Interactions of the three lead to education and change in behavior. The bigger environment or society determines the aim, contents and methods of knowledge dissemination by framing the curriculum, through textbooks etc. Educational Studies tries to probe into the

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systematic process through which a child or an adult acquires knowledge, experience, skill and positive attitude. It

also tries ENVIRONMENT EDUCATION TEACHER LEARNER

NSOU ? CC-ED-01 ? 12 to look into the various methods of learning and teaching, stages of growth and development. It tries to look into the policies, socio-political conditions, means and methods of implementation of that etc. Thus, the Nature of Educational Studies is very complex, as education itself is a complex process. 1.3.3 Scope The scope of any subject or area of study

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means its range of view, outlook, field or opportunity of activity, operation and application.

In the broadest sense, education begins in the womb and ends in the tomb. It is concerned with the whole being of an individual and encompasses the entire life experiences of a person in relation to his environment. The scope of educational studies lies in the range of educational operation in terms of various social spaces or environments, the major focus of the study of knowledge or the mode of imparting education. On this basis the scope of educational studies can be stated as: Educational Philosophy Philosophy of education emerged as one of the separate and newest disciplines in the twentieth century. Educational philosophy is the combination of philosophy and education. Educational philosophy is the philosophy applied in the field of education for solving various issues related to it. It forms the basis for determining the aims of education. Educational Sociology

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Educational sociology may be defined briefly as a 'study of relations between education and society'.

This branch of society deals with the aim of education, method of teaching, administration and supervision, curriculum and school of environment. Educational Psychology Psychology has been regarded as one of the most influencing factors which affect the process of education in different ways. Educational psychology studies various stages of physical, social, mental and emotional development of a child. It deals with the problems related to personality, intelligence, adjustment and understanding of a child. Educational Technology This branch of study helps the teacher and students to achieve the most effective learning with the least possible time, energy and resources by applying various teaching techniques. Special Education Special Education refers to the methods of imparting education to deviant groups of the society – differently abled, backward or marginalized.

NSOU ? CC-ED-01 ? 13 Other Fields of Study Since education plays a dynamic role in the dynamic society, many new subjects of studies are coming under the jurisdiction of education such as Inclusive education, Library education, Audio-visual education, Population education, Environmental education, Adult education, Women's education Health and Physical education, Globalization and education etc. 1.4 Aspects of Educational Studies In the last sub-unit, we have discussed about the meaning of the term education, its concept, nature and scope of educational studies. Now we will look into the aspects that are dealt with in Educational Studies. In the formal sphere, we find that educational studies cover the various aspects of education including student learning, teaching methods, teacher training, and classroom dynamics. Following are the important points related with the aspects of educational studies: ? For this it takes into consideration about the educational philosophy so as to decide on the

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aims of education, nature of education, importance of education and functions of formal education. ? Main aim of education is the development of child. Psychology helps to understand the child better and also the development of child with respect to physical, mental, emotional, social adjustment, individual difference, personality, thinking, reasoning,

and problem solving. Psychology also helps in understanding the appropriate teaching methods, means of drawing attention and increasing attention of the learners, dealing with teacher stress and teacher personality. These aspects are looked into with the help of Educational Psychology. ? The child as well as the teacher, lives in the bigger society, while the classroom is a miniature society. Educational Study looks into the, need and type of society, culture, interrelation and interdependence of culture and society. ? The present always stands on our past. Educational studies tries to look into the aspects of nature the historical development of the present system of education, its aims, policies, methodology of teaching, study materials used etc. History of Education is an important aspect considered by Educational studies. ? Education leads to the development of human resources which again can help in the economic development of the country. It is important to look into the

NSOU ? CC-ED-01 ? 14 cost or investment and the return. Educational Studies tries to look into the demand of knowledge, the scope in the national and global sphere. Economics of Education is also an aspect that has to be looked into. ? With changes in the socio-economic-political and cultural spheres the roles of teachers have changed too. Teaching methods are also changing at a drastic speed. Teaching skills and proficiency need to be refreshed, technology has to be applied as per the needs and demands of the learners. This aspect forms an important part of Educational Studies. ? In the fields of Non-formal and Informal Education the aspects that are very often looked into are the role of social institutions, mass media, distance learning methods etc. ? In fact, educational studies have a whole lot of areas to constantly revisit and research for the progress of the society, nation as well as whole mankind.

1.5 Education and Society

Right from the pre-historical age we find that man has tried to adjust himself or change the environment to suit his needs. He used stones to kill animals to feed himself. Then he learned to sharpen the stones and make weapons, which made his hunting of animals easier. He learnt to use the skin of hunted animals to cover himself and protect himself from the fury of the weather. Once he discovered how to light fire by rubbing two stones against each other, he learnt to keep himself warm, cook or rather roast the raw flesh of animals and have a tastier meal. His learning to change has been taken place from the environment. His environmental needs and experiences have been his motivating teacher. We all know that education helps us to adjust with the environment. And this adjustment carries on throughout life. For example, we learn the language from our family members who form our first environment. We use gestures and then learn to speak to express our needs and communicate with others in the environment. Family is our first place of socialization. Our family members are a part of the larger society. The family members educate us with the norms, culture and social customs. We learn and gradually modify our behavior to be a part of that society. School or Educational institutions are in fact miniature society. The aim and values are reflected in the aims of education. Those are transmitted through the curriculum. We can also see how the values upheld by the society are reflected in the curriculum overtly as well as covertly. For example, dress code, the celebration of important days

NSOU ? CC-ED-01 ? 15 etc. In fact, teachers and students come to the institution from different culture, follow different customs and language. At the institution, there are interactions amongst the members leading to assimilation and adaptation. The rules of the institution develop in us the value that we may have freedom and differences as individuals yet we need to follow certain rules, which are common, for the benefit of the institution and society at large. Education and society are intimately related. Education is a social process which can help in bringing about social change. At the same time, we find that the aims of education are decided by the need and values of the society. Through the educational institutions like schools and colleges we develop the following social processes which are required by the society for the future citizens. ? Interaction - Interaction helps in the development of communication and relationship. For a society to exist interaction amongst its members is of vital importance. Interaction is a system of response which brings about changes in the social attitude and behaviours of the individual. Interaction helps in changing both the individual and society. ? Socialization - It is the act of adapting behaviour to the norms of a culture or society. For example, learning of language, developing certain habits, ways of taking food etc. Through socialization social rites, rituals, traditions are transferred to the next generation leading to the preservation of social heritage, ? Opposition and co-operation - Changes in society can take place through opposition. Opposition may be expressed through competition and conflict. Competition is constructive and controlled by social laws whereas conflict is narrower and destructive in nature. Individuals working together to reach a particular goal is co-operation. Co- operation is vital for the members of the society in order to bring about any progress. ? Assimilation - When a culture or group accepts certain social ideals from another culture or group and makes it a part of their own it is assimilation. ? Acculturation - It is a type of cultural modification process. Two social groups through constant contact influence each other leading to the emergence of a new cultural unit. ? Accommodation - When two groups of equal ability tend to live together without dominating on each other, accepting each other by adjustment and tolerance of the differences, it is accommodation.

NSOU ? CC-ED-01 ? 16 From the above social processes, we can see that educational process is very similar with the nature. There are mutual interactions between pupil and teacher, pupil and pupil, teacher and teacher as well as the other individuals of the educational institution. Socialization also takes place in the educational institution through purposive and balanced interactions. Competition and co-operation are encouraged. Through assimilation, acculturation and accommodation new ideas develop leading to the development and progress of society. Again, society decides on the aim of education and provides it to its citizens for the future. Let us look at an example. Think of India 100-150 years back. Initially most girls were not given the opportunity for education. Only few girls belonging to affluent class were trained in the basic skills of reading and writing by tutors who would go to their respective homes. Then most of the schools catered only to boys. There were very few Indian girls of the middle-class families who went to school later on. The need for the education of girls was being emphasised by Vidyasagar, Raja Rammohon Roy and also the other social reformers. Slowly girls were given more opportunity to pursue formal education So there were few girls' schools, and no co-educational schools. Gradually, as girls started getting school education, they started realizing the importance of pursuing education further. They also felt the importance and need of equality and economic independence. Hence, families started becoming less rigid and became more permissive for female education. Slowly with a change coming in due to education and outlook as well as value for education, society realized the need and importance of allowing girls to pursue higher education. It was realized that women would add to the human resource of the nation. So, girls were allowed by society to take admission into technical and vocational courses too. Slowly society created opportunities for girls to avail the technical and vocational education by either establishing institutions for girls or allowing boys institutions to be converted to co- educational institutions. Girls too by bringing in success in the different areas of work had started bringing about a change in the approach and outlook of society. Thus, we may conclude that education arises from the need of the society and helps in the development and progress of the society. The two are intimately related to each other and one leads to other. Society

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Society is a group of people living together. According to Ottaway (1953), "People living together are said to live in a society or community". R.G Collingwood, cited by Ottaway describes a society as "a kind of community (or a part of a community), whose members have become socially conscious of their mode of life and are united NSOU ? CC-ED-01 ? 17 by a common set of aims and values. It is a collection of people who look to the future." From a sociological perspective, human society owes its culture, certain norms and systems from existing society. All these systems are made by society itself but once these systems are made, they control the functioning and activities of the society. The systems (economy, education policy) which control the functioning of the society are the sub-systems of that society. These sub-systems are interdependent because they transfer ideas or principles which are interrelated to each other. As a sub-system, nature of education is dynamic, not static as it goes through various changes according to the needs of society. You can read many books, theories etc. which might have given you conceptual knowledge and practical aspect of education as a sub-system. Education is also related with different sub-systems like economy, polity etc. You will read interrelationship of all these

sub-systems

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further with education in this Unit. Characteristics and Functions of Education as a Social Sub-system As a sub-system, education has the following characteristics: ? Education is a part of larger system called society. ? Education as a sub-system has its own rules, regulations, norms and more importantly,

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parts like school which includes primary-elementary secondary and senior secondary levels. ? Education, as a sub-system, has specific aims and objectives. Education has the objective of overall development of the human being. ? Education as a sub-system receives input from the society and changes occur in the system of education according to the needs and requirements of the society. ? As a sub-system, education arranges its resources in the form of teachers, infrastructure, etc. from external environment, and from other systems of the society. ? As a sub-system, education enhances the functioning of other systems of society and acts like a changing factor and transmitter of changes. ? As a sub-system, education is also affected by other sub-systems like culture, religion, economy etc. Education, as a sub-system, helps to build a qualified and creative workforce which can use technologies to develop the economy of the country. This way, capacity and ability of working of people living in any society is increased which enhances the sense of respect among each other and creates cooperation and respect for inter- cultures and inter-traditions. Education brings in a sense of rights and responsibilities NSOU ? CC-ED-01 ? 18 among individuals. People come to know about different values and life skills, learning to be, learning to do, learning to know, learning to live together etc. by education. This inculcation of social attitude leads to the development of a healthy society having people of peaceful mind and responsible attitude towards society. People learn how to preserve their culture, perform duties and avail their rights etc. with the help of education. Thus, education is an important medium of transmitting values, preserving cultural heritage, inculcating multiple values and life-skills, and helps in the holistic development (social, economical, political, and cultural) of the society.

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Structure and Nature of Indian Society Social structure is a social organization which is based on the pre-established patterns of social interaction between different relationships like parents and children, teachers and students, employees and employers etc. These relationships regulate through accepted norms, concepts, beliefs, principles, behaviors between the relationships. Anthropologically, social structure is an enduring pattern or interrelationship of social elements/entities. In other words, it is more or less enduring pattern of social arrangements within a particular society, groups or social organizations. In general, social structure is an arrangement of persons in institutionally controlled or defined relationships (Brown, 1952). Indian society is a versatile society. Many castes, creeds, religions categories have formed Indian society and live together peacefully. In India, there exist many religions, customs, and beliefs. Social structure of Indian society is an amalgamation of various castes, religions, language, ethnicity, social classes etc. Caste System As we all know, Indian society was divided into four major castes: Brahmin, Kshatriya, Vaisya, and Sudra. Being a conservative social caste systems practice in India, still in the present time it has experienced to live with cooperation and cordially with each other. Indian society is the biggest example of 'unity in diversity'. There are equal rights for all. This describes the diversified structure and nature of Indian society which is based on unity in India. Social Structure The beauty of Indian society is its joint family lifestyle which still exists all over the country but due to the effect of modernization on the Indian family system nuclear families have come into existence. It shows that social structure of India is a mixture of multiple cultures, castes, and creeds and follows hereditary principles. Social structure

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of the Indian system is based on the hereditary principle. Members of the particular families of our society are related to each other by their blood.

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People generally follow the customs, religion, culture and even occupation prevalent in the families to which they belong. Indian social structure is Multi-religions, Multicultural, Multilingual. But at the present scenario a lot of changes in the system have been observed specially in the occupations. Democratic Structure Structure of Indian society is democratic. Everyone has the freedom and equal right to live. Indian political system follows democracy in which all the people have the right to vote and select the government. It follows the democratic principles of "of the people, by the people, and for the people". In Indian democracy justice, equality, brotherhood and liberty are the four pillars. In Indian

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society every religion has its norms and principles. Indian society is coloured with multi-religious groups like Hindu, Sikh, Muslim, Christians etc. These religions make Indian society a very rich and vast one. Each culture respects the existence of the other and people carry respect in their hearts for each other. Because Indian society is multi-religious and multi-cultural, there are many languages used in Indian society like Marathi, Bengali, and Gujarati etc. This is also a

sub-system of Indian society.

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Education in Indian social structure Indian education system has moved from the Gurukul system to 21st Century modern education system. There was a time when Gurukul system, Madrasa etc. were followed to educate children. Students used to study in Ashramas or Madrasas, but since British education systems to till date, India has developed a lot in its present education system. Now, education is given in the formal schools. As we can also see in our modern Indian society, inclusive education system has prevailed in Indian schooling. Education provisions are made for all children and special provisions are for children belonging to disadvantaged section of society. Gender and Indian Society In ancient Indian social structure, women were not treated equal to men but in the present structure women have equal rights to education and occupation. Indian social structure gives special place to women, as women are the bearers of family culture and duties. Women in the modern Indian social structure also are the important workforce of Indian economy. For protecting the rights of females, special laws and provisions have also been made in Indian Constitution. Economy and Indian Social Structure: The economy of India is a developing one. There are many professions followed in India, from a small trade to big industries, from agriculture, handicrafts to manufacturing

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companies. Indian economy is strengthened by varied and multiple working industries. It is developing day by day and technology has played an important role.

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Indian economy was earlier dependent, only on small trades and has developed and now Indian economy is developing day by day and various forces like privatization, globalization and liberalization have influenced

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Indian economy at large, which results in expansion of trade, business and commerce. The trades and commerce is adequately associated with the Indian social structure. Starting from the traditional business, Indian society has never hesitated to enter into the global world and business.

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Education and its Relationship with Indian Social Structure There are various forces in a society which act like social sub-system. These

sub-systems are

related with education, for example, education helps to provide the right direction and solution for cultural conflicts. Through education, culture is transmitted from one generation to another. Education provides strength to the economy of a country. It helps to make policies and provides directions to implement various policies. Inter-relationship between Education

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and Economy Education is a key factor which influences the abilities and skills of working people. These increased abilities lead the economy towards better productivity. It also enhances technological skills, like using computer and ICT along with the workforce and ultimately these increased and polished skills results in good economic growth. Innovations in education improve the capacity of the economy by promoting more insights, ideas, economic, social and industry trends, technology etc. Education is

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medium to increase the capacity of the economy. According to Organization for Economic Co-operation and Development (OECD 2010), education functions like a means of applying and framing new ideas for the growth of national economy and it also includes knowledge of using new technologies for broader private and social returns. Education

as a social phenomenon is concerned with the preparation of the children for their future occupations in life. This is one of the main economic functions of education and it is in the interest of both the nation and the individual. Education and Policy

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Education is treated like a strategic agent for the transformation of mindsets and for the creation of a well-educated nation. A nation where all citizens are well equipped with knowledge which is required to competently and competitively solve the challenges comes

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the development of a nation. In this light, the education system NSOU ? CC-ED-01 ? 21 is restructured and transformed qualitatively time to time. With a focus on promoting free and compulsory education to all the children from 6 to 14 yrs of age group; the vision emphasized the need to ensure that all children of India should get basic education so that they can be future productive citizens of a country. Poor communities and

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backward sections of the society have been targeted to ensure their access to basic education. As more equalisation facilities have been provided to the backward classes more workforce has come into existence. More skillful persons have become the part of the social system and policies are framed and reframed from time to time to develop the nation. Education and Caste System India is a country of very strong social institutions. Caste system is one of the main reasons of this strong social institution. Children who belong to lower class and caste face various challenges like economic backwardness, lack of education, lack of resources. After independence, to upgrade the lives of backward class, various policies have been framed. Modern liberal education system which is based on democratic values like equity and equality, liberty and fraternity has changed the thinking process of the people. Various scientific values that have also

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included in the present education system that have increased the thought process of the people with the spread of education. Education guides the nation to live peacefully without any difference. Education and Amelioration of Social Backwardness Amelioration means "to make or become better". In any society when traditions become a burden on the members of the society or if any social change does not act in favor of the members of the society than education acts like an agent or a sub- system to ameliorate or improve the situations for betterment. Education improves the level of awareness by making people ready for learning. There are certain members of a country who used to suffer from gross economic deprivations and social humiliations. The major segment identified among the backwards has been the scheduled castes and scheduled tribes, and the backward classes. Another category of the backward group included women in Indian society. One major single cause of their social backwardness has been identified as lack of education. It has been the feeling that education could erase the stigma of backwardness. Education brings in a sense of consciousness to a backward section of the society about their rights and privileges. Education, works as a vital aspect of all developmental schemes for the advancement of backward classes. Special education policies, reservation schemes and social provisions have been framed for social and economic upliftment or amelioration of social backwardness.

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Education and Language Language is a means of communication, expressing the feelings and emotions. It is used to convey messages verbally as well as non-verbally. Language can be defined as generic, communicative phenomena especially in teaching learning process, language is used to communicate the content, ideas and to give instructions. Teachers use spoken or written language to transact the content, to interact with students, to assess and facilitate their learning. Students use language for learning process, to ask or present their questions, assignments, their academic content etc. Therefore, in a teaching learning process language is a means of displaying knowledge and skill and it maintains and also forms the teaching learning environment in the classroom. As the economy is globalizing and modern societies are developing, need of learning international languages have emerged and education plays as a medium to learn languages. Language forms from the very beginning in the families and the society. The students use vocabularies (phrases) while narrating and they listen and speak in the environment in which they live. While teaching language in classrooms, teachers need to be sensitive to cultural variations in narrative performance and in assessment of children's language abilities because learning and teaching language constitutes the children's language abilities, cultural variations and the type of education system of a society. Learning about a language enhances the knowledge of a person and it brings the children close to the social structure. This is because language is a medium of joining people with each other and building harmonious relationships from sociological point of view. Education and Culture You have already studies about the regional and cultural diversities in India. The term culture has been derived from the verb 'cultivate' and the noun 'cultivation'. In this way, it is

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refinement of individuals as a result of cultivation. Culture is an integrated group of people who follow same ideas, beliefs, norms, customs, behavior, attitudes and the values. Culture can be defined as that complex whole

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consists of everything we think, do and have as members of the society. It is transmitted from one person to the other. This interaction forms an integrative culture. Culture is progressive and aims at enhancing the capacity of individuals. Education plays its role as a medium to teach about the culture to the individuals. Education system not only helps to understand the culture but it also helps to promote and transmit the cultural heritage from generation to generation.

NSOU ? CC-ED-01 ? 23 1.6 Summary In this unit you have introduced to the discipline of Educational Studies as the concept, nature and scope of the discipline are discussed in detail. Various aspects of Educational Studies are also looked into covering the formal, non-formal and informal parameters of education. Finally, the inter relationship between education and society has been explored under the sub-unit titled; Education and Society. 1.7 Self-Assessment Questions 1. Discuss on the nature and scope of Educational studies. 2. How is Education and Society related? 3. Mention the terms from which the word education has been derived. 4. What is Educational Studies? 5. Mention a few aspects of Educational studies. 6. What is socialization? 7. What is interaction? 8. Give an example of accommodation in educational institution. 1.8 References Durkheim, E. (1956), Education and Sociology, Chicago: Free

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Unit 2 ? Education and Human Resource Development Structure 2.1 Objectives 2.2 Introduction 2.3 Education as Human Rights 2.4 Education for Human Resource Development 2.5 Education for Sustainable Development 2.6 Summary 2.7 Self-Assessment Questions 2.8 Reference 2.1

Objectives After going through this unit, you will be able to – ?
understand concept
of

human rights; ? analyze how education can help in developing human resources; ? elucidate the role of education in bringing about sustainable development. 2.2 Introduction Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. The entire related issues related to human rights and education will be discussed in this unit. 2.3 Education as Human Rights Human rights include— ? the right to life and liberty, ? freedom from slavery and torture,

NSOU ? CC-ED-01 ? 26 ? freedom of opinion and expression, and ? the right to work and education, and many more. These basic rights are based on shared values like dignity, fairness, equality, respect and independence. These values are defined and protected by law. The concept of human rights emerged from the need to ensure social, political and economic justice and providing equal growth opportunities to all individuals. Education can serve as a means to move towards this goal. Achieving it in totality may be a herculean task due to ignorance, poverty and illiteracy widespread in our country. This requires not only the awareness about these but also respect for other rights and capacity to protect our own rights. Education can and does influence the attitudes of individuals by creating awareness through disseminating knowledge. It can be used effectively in evolving a culture sensitive to the needs and rights of individuals. That Education as a human right has been thought of right from the framing of our Constitution. However, to legalize it in India the (Eighty-sixth Constitution Amendment) Act, 2002 has inserted Article 21-A to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right.

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The Right of Children to Free and Compulsory Education (RTE) Act, 2009,

represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full-time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. Article 21-A and the RTE Act came into effect on and from 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government,

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shall be liable to pay any kind of fees or charges or expenses which may prevent him or her from pursuing and completing elementary education. '

Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups. The RTE Act 2009 provides for the- ? Right of children to free and compulsory education till completion of elementary education in a neighborhood school. ? It clarifies that 'compulsory education' means obligation of the appropriate NSOU ? CC-ED-01 ? 27 government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that

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no child shall be liable to pay any kind of fees or charges or expenses which may prevent him or her from pursuing and completing elementary education. ?

It makes provisions for a non-admitted child to be admitted to an age appropriate class level. ? It specifies the duties and responsibilities of appropriate governments, local authorities and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments. ? It lays down the norms and standards relating inter alia to Pupil-Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours etc. ? It provides rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief. ? It provides for appointment of appropriately trained teachers, i.e., teachers with the requisite professional entry and academic qualifications. ? It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fees; (d) private tuition by teachers and (e) running of schools without recognition. ? It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning. There is a field of study which deals with Human Rights. Human Rights education is directed towards

strengthening respect for human rights and fundamental freedom; full development of human personality and sense of dignity; promotion of gender equality, understanding, and

tolerance and enabling everyone to participate effectively in a free society. On 10 th December 1948, the international statement of these rights was adapted by the General Assembly of UNO. Since then, this day has been celebrated as 'The Human

NSOU ? CC-ED-01 ? 28 Rights Day' every year. The declaration proclaims economic, social, political, civil and cultural rights. Through its Universal Declaration of Human Rights (UDHR), United Nations is endeavoring to teach the people the "Common language of Humanity". In December, 1994. UN General Assembly proclaimed 1995-2004 as United Nations decade of Human Rights Education. They appealed to all governments to contribute to the implementation of a global plan of action for assessing needs and formulating strategies for promotion of Human Rights Education, building capacities for Human Rights Education at various levels, co-coordinating the development of Human Rights Education material; strengthening the role and capacity of mass media for propagating Human Rights Education and global dissemination of Universal declaration of Human Rights. The preamble to the Indian Constitution reflects the basic principle of Universal Declaration of Human Rights. Justice, liberty, equality and fraternity are the four basic ideals mentioned in it and this forms the core of our Indian Constitution. In the year 1993, Protection of Human Rights Act was adopted and soon after National Human Rights Commission was constituted with a former Chief Justice of India as its chairman. Constitution of India and Act by Parliament for Education Constitution of India nothing tells about human rights directly but it deals with these rights through Fundamental Rights and Directive Principle of state policy (DPSP) described respectively in part III and part IV. Acc. to UDHR, every person of the world has the right to education which means the basic education should be given to every person. The Preamble of Indian Constitution talks about equality, liberty, and dignity of an individual, which means Indian Constitution's basic objective is to secure the rights of its citizen. [In Minerva Mills vs Union of India Judgement, Supreme Court of India clearly said that Preamble describes the soul motto of the Constitution and legislature has no power to amend its basic structure.] So, the education is the only key by which we can make aware the people about their basic and fundamental rights which came into existence with their birth. Indian Education Commissions have recommended policies for human rights education in India, which are: University Education Commission: In 1948, Indian Government appointed a Commission under the chairmanship of Dr. Radhakrishnan. The commission submitted its report in August 1949 and recommended various steps for higher education. It described duties and responsibilities of the Universities for developing 'the skilled minds for the nation'. Secondary Education Commission: The Government of India in September 1952

NSOU ? CC-ED-01 ? 29 appointed a Commission under the chairmanship of Dr. A. Lakshmanswami Mudaliar. Commission's main objectives were the development of democratic citizenship, development of personalities, education for leadership, the concept of world citizenship, the introduction of basic knowledge related to societies and human being surrounding. Kothari Commission: Indian Education Commission which was popularly known as Kothari commission was appointed under the chairmanship of Daulat Singh Kothari in July 1964. The Commission submitted its report on 29 June 1966. The Kothari commission recommended 22 major recommendations in the education system like that equalization of educational opportunity, educational structure, improvement in methods of teaching, quality of text books, teachers' education etc. Indian government introduced the National Policies for Education in 1968; which was on the basis of recommendations given by education commission (1964- 1966). These policies were called for compulsory education for all children up to the age of 14 years and talked about better training for teachers and quality education. These policies focused on 'three language formula'. Then govt. further introduced other national policies for education in 1986 which was focused on girl child transformation, up gradation of backwards classes, the special school for mentally and physically challenged students, education for tribal people, admission on merit list in higher education, etc. After that Indian Parliament established new Commissions; one in 1992 under the chairmanship of Acharya Ramamurti for evaluating the progress of National Education Policies and further, under the headship of S.B. Chavan, Chavan Committee, has recommended value based education which includes truth, righteous conduct, peace, love, and non-violence, as these five are the universal values. On the recommendations of the law commission of India, The Indian parliament passed an amendment bill in 2002 which provides Free and Compulsory Education for the children age of 6 to 14 years as a Fundamental Right and such right is inserted in Part III of the Constitution of India by adding additional Article 21A. The Indian Parliament also inserted an additional duty for the parents under Article 51A; which creates an obligation on the parents to provide education to their children age of 6 to 14 years but such duty is not under legal obligation. National Education Policy Indian Parliament introduced the national policies for secondary education and higher education in 1969 and 1986 respectively, which was the result of the various education

NSOU ? CC-ED-01 ? 30 Commissions like University Education Commission in 1949, Secondary Education Commission in 1952, Kothari commission in 1964, and so many, as these policies were on the principle of equalization of educational opportunity. The recommendations are given by National Education Policy (NEP), 1986: ? To provide good educational facilities for the rural areas and other backward classes; ? Schools are suggested that admission should be on merit list; ? To educate the girl child for accelerating the social transformation; ? Provide the basic education in the tribal areas; ? Special school for the mentally challenged students. Model of Human Rights Education There are three models of Human Rights Education which are generally used in the world including India. 1. Awareness and Value Model 2. Accountability Model 3. Transformation Model These three have different approaches; the awareness model highlights basic knowledge of human rights issues and to promote the growth of human rights integration into public values. The value and awareness model includes health and hygiene issues, environmental issues and consumer rights matter. The accountability model is related with political approach as well as legal approach, in which it covers the area of the case study, code of ethics, media dealing, transparency in the system, the right to information, training and networking, etc. The transformation model is more effective than the other two. This model has psychological and sociological approaches and its main objective is to empower the individual. It also talks about stop abuse. Need of Human Rights Education in India Now-a-days, moral and ethical values in education system of India are sometimes loosing the norms. It is very harmful to the democracy and dignity of individuals; which are covered by human rights as well as Constitutional rights; so, that In India, it is strongly recommended to establish human rights education as a subject at primary level as well as in higher education. Knowledge is the best defense for human beings to protect their rights against violation; education is the basic source which will provide the information about the human rights. Learning about the ones rights which build about others' rights and which

NSOU ? CC-ED-01 ? 31 helps to establish a peaceful and tolerant society. The promotion of human rights can be fulfilled with the mass awareness program about human rights issues. Through these programs, we will get help to reduce the violence of Human rights. The National Human Rights Commission of India; the Indian Institute for Peace, Disarmament and Environmental Protection (IIPDEP); and many NGOs have launched a public information campaign for human rights countrywide. Its main objectives are to make everyone more conscious of human rights and fundamental freedom and better equip and to stand up for them. At the same time, the campaign spreads knowledge of the means which exist at the international and national levels to promote and protect human rights and fundamental freedoms. IIPDEP and many NGOs work to make school authorities and the general public aware of civic education and to know about their birth rights. They focus on developing knowledge, skills, and attitudes needed to apply fundamental human rights and freedom. and consequently, the non-violent resolution of conflict. 2.4 Education for Human Resource Development The development of any country depends on its resources and their proper utilization. One such important resource is human resource. For any nation, development of skilled and productive labor forces is required. The skilled and productive labor forces of a country are considered as human resources. Human resource can also be considered as human capital, educated, trained and technologically developed people from the human resources. Without human resource, other factors of development become ineffective. Human resources are not fully in born and natural. It means that man does not turn into resources just after his birth. As we have seen in Unit1 the work of education is to draw out and refine the inner qualities of the individual. So, the process of formal and informal education enables him to be turned into human resource. According to Verna and George (2000) "Human resource development has been defined as the process of increasing the knowledge, skills and the capacities of the people in a society". The concept of development is qualitative as well as quantitative. According to Prof. Sethi (2000), "Human resource development, if taken as total development means optimum utilization of existing human capacities - intellectual, technological, entrepreneurial and even moral and creation of new ones."

NSOU ? CC-ED-01 ? 32 There is a difference between a man and human resource. A man is considered human resource when he actively involves himself in any socially productive process. As for example: i) A person is considered a resource, only when he or she can participate in any production process in the society. ii) Only a healthy man is considered as a resource. Health or physical capacity is an essential component of human resource. iii) There is some individual and special mental capability in a man beside his common mental capability. This individual mental capability helps him in drawing a special activity or work efficiency. A man with this individual and special capability is called a human resource. iv) Education is the most important element of human resource and the literacy must be up to the specified social standard. v) Human resource development is a long and continuing process. There is no blue print of HRD. The power in manpower comes from education. Education is an effective means for the transformation of the society through the development of human resources. It itself is a fundamental need because it increases an individual understanding of himself, his society and his natural environment and gives him access to his cultural heritage. It improves living standards, enhances productivity by improving work skills and decreasing birth rate by raising women status. Education, an important indicator of the strategy of human development, is the key to open the door to modernization. To build the skill and knowledge for the development of resources for economic, social, cultural and political growth and to provide avenues of participation, to create a better society for all are the aims of the strategy of Human resource development. The accumulation of human capital might begin with moral education and could eradicate illiteracy to make people realize their responsibility. "Education is the most useful instrument in human capital formation efforts or a vehicle of social transformation. Education, more than any other single initiatives, has the capacity to foster developments, awaken talents, empower people, and protect their rights." (UNICEF, 2000 Impact of Education on Human Resource Development) There is no alternative of education and training to convert people into human resource. The influence of education on human resource development is extensive.

NSOU ? CC-ED-01 ? 33 The impact of education on human resource development is given below: i) Awareness development: Education increases self-awareness. It can help to know their habit, culture, social status and management. ii) Learning: By acquiring knowledge one can develop one self, his family and also can participate in country's development. iii) Thinking and judgment: Education can help to think transparently free from emotion and prejudice. As a result, they can invent exact work process on the basis of analyzing individual and socio-economic conditions. iv) Generous outlook: Education can help man's outlook to be generous and democratic. It teaches to be united. So, they can be able to build up society, Social welfare organizations and other co-operative organizations. v) Duties and responsibilities: Education can build up consciousness about their Duties and responsibilities. So, they can implement and establish their rights in their social and political life. vi) Modern science and technology-based education: Modern science and technology can enhance the ability to do heavy work within a short time and it can also increase the quality of work. vii) Medical science and economic effect: The application of higher education in medical science can develop the health services of a country. As a result, the life expectancy will increase and that would be helpful to play a role in economic development for longer time. Thus, we find that development of human resource is impossible without education, be it formal, informal or non-formal. 2.5 Education for Sustainable Development (ESD) Before we start our discussion, we need to know what sustainable development is? It has been defined in many ways, but the most frequently quoted definition is from our common future, also known as the Brundtland Report (1992). "Sustainable development is the

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development that meets the needs of the present without compromising the stability of future generations to meet their own needs."

Education is an instrument to support the sustainable development process. It can generally be stated that - Education for Sustainable Development covers all kinds of educational concepts, steps and processes, which are suitable to foster in the individual and/or collective contribution towards sustainable development.

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UNESCO aims to improve access to quality education on sustainable development at all levels and in all social contexts, to transform society by reorienting education and help people

to

develop knowledge, skills, values and behaviours needed for sustainable development.

It is about including sustainable development issues, such as climate change and biodiversity into teaching and learning. Individuals are encouraged to be responsible actors who resolve challenges, respect cultural diversity and contribute to creating a more sustainable world. Education for Sustainable Development generally focuses on the development and strengthening of individual competencies, enabling the individual to contribute to and participate in sustainable development processes of various kinds and dimensions. From that definition it is obvious that all types of competencies and skills including basic competencies such as reading, writing, numeracy are included. Higher level competencies such as creativity, solution-oriented thinking and action ability are fundamental for Education for Sustainable Development, since without them it would not be possible to find ways, concepts techniques, which make us succeed to reach the space of sustainability. ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about life-long learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society. Learning content: Integrating critical issues, such as climate change, biodiversity, disaster risk reduction (DRR), and sustainable consumption and production (SCP), into the curriculum. Pedagogy and learning environments: There is no 'correct' pedagogy for sustainability education, but there is a broad consensus that it requires a shift towards active, participative, and experiential learning methods that engage the learner and make a real difference to their understanding, thinking and ability to act. Five pedagogic elements that cover a host of pedagogical approaches or methods that may be used to bring these elements into the learning environment. 1. Critical reflection: Including the more traditional lecture, but also newer approaches such as reflexive accounts, learning journals, and discussion groups. 2. Systemic thinking and analysis: The use of real-world case studies and critical incidents, project-based learning, stimulus activities, and the use of the campus as a learning resource. NSOU ? CC-ED-01 ? 35 3. Participatory learning: With emphasis on group or peer learning, developing dialogue, experiential learning, action research/learning to act, and developing case studies with local community groups and business 4. Thinking creatively for future scenarios: By using role play, real-world inquiry, futures visioning, problem-based learning, and providing space for emergence. 5. Collaborative learning: Including contributions from guest speakers, work-based learning, interdisciplinary/ multidisciplinary working, and collaborative learning and co-inquiry. Thus, designing teaching and learning in an interactive, learner-centred way that enables exploratory, action oriented and transformative learning and also by rethinking about learning environments, physical as well as virtual and online may inspire learners to act for sustainability. Societal transformation: Empowering learners of any age, in any education setting, to transform themselves and the society they live in. ? Enabling a transition to greener economies and societies; ? Equipping learners with skills for 'green jobs'; ? Motivating people to adopt sustainable lifestyles; Empowering people to be 'global citizens' who engage and assume active roles, both locally and globally, to face and to resolve global challenges and ultimately to become proactive contributors to creating a more just, peaceful, tolerant, inclusive, secured and sustainable world. Learning outcomes: Stimulating learning and promoting core competencies, such as critical and systemic thinking, collaborative decision-making, and taking responsibility for present and future generations. After more than two decades of intense discussions an international consensus was reached with the following set of eight competencies published by UNESCO in 2017: Systems thinking competency: The abilities to recognize and understand relationships; to analyze complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty. Anticipatory competency: The abilities to understand and evaluate multiple futures – possible, probable and desirable to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.

NSOU ? CC-ED-01 ? 36 Normative competency: The abilities to understand and reflect on the norms and values that underlie one's actions and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions. Strategic competency: the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further a field. Collaboration competency: the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem-solving. Critical thinking competency: the ability to question norms, practices and opinions; to reflect on one's own values, perceptions and actions; and to take a position in the sustainability discourse. Self-awareness competency: the ability to reflect on one's own role in the local community and (global) society, to continually evaluate and further motivate one's actions, and to deal with one's feelings and desires. Integrated problem-solving competency: the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the above mentioned competences. Importance of Education for Sustainable Development ? Converse to the traditional way of teaching, ESD means adopting a more holistic approach to education with the aim of 'creating a better world for this generation and future generations of all living things on planet Earth'. This allows every child

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to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. ?

Humans tend to look at development as a needed and normal process, but when this process becomes increasingly dependent on over-exploitation of our natural resources, the replenishment of these reserves and supplies is affected; and managing this imbalance demands assuming a slightly different school of thought. ? One way to cultivate this mindset in our youngsters is by encouraging sustainable lifestyles through Education for Sustainable Development. Living sustainably is about changing our attitudes in a way that helps to transform our lives into something that doesn't impact too heavily on our current routines, while using the planet's resources in moderation.

NSOU ? CC-ED-01 ? 37 ? Education for Sustainable Development incorporates key-environmental challenges like climate change into core subjects like mathematics science and art, and involves modifying the teaching-learning process to a more all- encompassing approach. Students are thus able to relate what they learn in the classroom to their real life actions, and will increasingly be in a better position to take the lead in changing behaviours and adopting sustainable lifestyles, more of this type of education is to be adopted. ? As schools no longer function in isolation, their integration with the world outside has exposed students to different people and cultures', giving them the opportunity to appreciate what the planet offers, while respecting the need to use resources efficiently and responsibly. ? The decade of ESD is already proving popular with thousands of students across the world taking part in environmental education programmes; among them, Be'ati Watani and Eco-Schools UAE, both implemented by EWS-WWF. These two programmes are serving as vital tools for schools to produce environmentally-responsible citizens. ? One evident example of how environmental education is helping to shape a sustainable future is from an Eco-School in the UAE recently awarded the Green Flag, a symbol of excellence in environmental performance. These students identified the need for more wall space to spread environmental awareness messages in their schools, so they create a huge mobile wall of used cartons piled one above the other. Besides reducing the amount of waste produced in their school and saving school funds, these students put forward the important message within their school community and beyond, of thinking innovatively to make maximum use of available and reusable resources. ? ESD is not only about being environment-friendly; it also involves developing life-skills including leadership, communication and management; all of which are extremely important for personal development. By equipping young people with these relevant capabilities in addition to their environmental knowledge, they can excel at living lives which not only further humanity, but that care for and respect our planet's resources too. ? There are numerous examples that only serve to reiterate the benefits of implementing Education for Sustainable Development in schools in the UAE. Students from an Eco-School in Ras Al Khaimah encouraged their head teacher to install water dispensers in the corridors and fellow students to bring a reusable bottle to school; saving both money and plastic. The reason of these

NSOU ? CC-ED-01 ? 38 youngsters did this was simple, because of their belief in the need to lower water usage and waste in their school. ? ESD can help change our future. Continued support from authorities, appropriate policies and laws, responsible action by individuals and communities, and above all a deep compassion for our planet will together serve to alleviate the global environmental crises we face today. ? This type of learning goes beyond the school. What a child learns during this process shouldn't stop there, it must be practiced by the family too. Wise use of water and energy both at home and in the work place must be the part of our natural behaviour as parents and care-givers. ? Greater efforts must be put in by families and communities to reduce waste, recycle regularly and opt for public transport to demonstrate the importance to our children of living more sustainably. Our homes and communities can be the ideal platform for children to exercise and experience what they learn in the classroom.

2.6 Summary In this unit we looked into some important areas concerned with education and their impact as well as relevance in our contemporary world scenario. The thrust of the topic 'Human Rights Education' was on discussing the importance of education as a right and how it has been provisioned in our country through the RTE Act, 2009. While the topic 'Education for Human Resource Development' sought to bring out the relevance of education in developing the human resources of a nation, the topic 'Education for Sustainable Development' brought to highlight the role of education in enabling mankind to progress and advance without jeopardising the lives of the future generations.

2.7 Self-Assessment questions

1. What is Human Rights?
2. What is the full form of RTE Act?
3. When was RTE Act implemented?
4. What does RTE Act provide for?
5. What is human resource?
6. When does a man become a human resource?
7. What is the impact of Education on human Resource Development?
8. What is meant by Sustainable Development?
9. Define Education for Sustainable Development,
10. How can Education help in bringing about sustainable development?
11. Discuss the role of Education in developing Human Resource Development.
12. What is the role that Education can play in bringing about Sustainable development?

2.8 References

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Unit 3 ? Education as Academic Discipline Structure 3.1 Objectives 3.2 Introduction 3.3 Educational Studies in the Domain of Social Sciences 3.4 Education as the Discipline of Study: Liberal Vs. Applied 3.4.1 Education as the Discipline of Study: Liberal 3.4.2 Education as the Discipline of Study: Applied 3.5 Foundations of Education 3.6 Summary 3.7 Self-Assessment Questions 3.8 Reference 3.1 Objectives After going through this unit, you will be able to – ?

understand concept

of Educational Studies in the Domain of Social Sciences; ? analyze Education as the Discipline of Study Liberal Vs. Applied; ? state the Foundations of Education; 3.2 Introduction Sciences as the field of study may broadly be classified as natural sciences and social sciences. The natural sciences cover topics such as physics, biology and chemistry. Social sciences, on the other hand, examine the development and operation of societies and the relationships between individuals and societies, rather than studying the physical world. In this unit, educational studies will be discussed in the domain of social sciences. 3.3 Educational Studies in the Domain of Social Sciences Social sciences help to explain how society works. It tries to explore how economic growth takes place, what are the causes of various societal problems like unemployment

NSOU ? CC-ED-01 ? 41 and what makes people in the society happy? This branch of science studies how people interact with each other, behave, develop a culture, and influence the world. Social Sciences also help to shape government policies. We have seen Educational study deals with the miniature form of society, the learners and the educators in the educational institutions. It tries to frame and rethink about the curriculum or the knowledge to be given to the future citizens of the society. It also tries to develop the ability to think critically about the ways in which education interacts with a broad range of social, cultural, political and economic forces. It looks into the kind of education that will help in the development of the country and society and thus reframe the curriculum and suggest ways of developing the future citizens of the country. We can see that Educational studies describe education as an input-output-outcome system which a good policy can make more efficient (Windham, 1990). Investment in education gives people much more opportunities by developing their latent abilities. Society gains much more from its educated members. Economic development depends upon positive utilization of advancement in technology and science and educated members are better equipped to do so. Education also leads to better health care, population control increased community awareness and participation. Education plays a critical role in demographic transition and female education in particular is responsible for lowering mortality and fertility. So, we find that educational studies are intimately related to society and thus have made its place in the field of social sciences.

3.4 Education as Discipline of Study: Liberal Vs. Applied

What is a discipline of study? Discipline is defined by the Oxford English Dictionary as "a branch of learning or scholarly instruction." A field of study or academic discipline that is taught at college or University level and also researched at the higher education or University level may be considered as a discipline. Disciplines are recognized by learned society and academic journals by publishing research in those areas. In other words, an academic discipline or field of study is a branch of knowledge, taught and researched as a part of higher education. It is commonly defined by the university faculties and learned societies to which they belong and the academic journals in which they publish research papers. A new academic discipline should address issues of ongoing concern that are not NSOU ? CC-ED-01 ? 42 adequately addressed by existing disciplines. In spite of sharing content and methods with other disciplines, it should have its own well-defined aims objectives, content and methods.

Education

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is relatively a new discipline that combines aspects of Psychology, History, Philosophy, Sociology and some practical studies. The discipline of Education is nowadays a compulsory subject used for educating teacher educators.

Education is, of course, also a field of research that aims to understand the process of education.

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The main problems and questions in education deals with - What content should be taught to pupil and students (the question of curriculum)? How should the content be taught (the question of teaching method)? What other educational goals shall be pursued in addition to teaching knowledge and skills (the question of values)? In other words, education has to answer the questions of truth, learning and morals. It has to reflect on the higher goals of education beyond passing on random knowledge and skills. The study of education would be the reflexive effort of looking at the reality of education and trying to understand how it is practiced. This is a serious question that whether education can be called a discipline, and there are three schools of thought on the subject. The first suggests that since education borrows from and combines with other, more traditional disciplines and often focuses on practice, it should not be called a discipline but a field of study or a second level discipline. Using the same rationale that many areas within education bring together a traditional discipline within an educational frame, the second school of thought calls education

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an inter-discipline. In addition, education has its own set of problems, questions, knowledge bases and approaches to inquiry and a third school of thought pushes for accepting education as a discipline.

One reason for the lack of consensus around the use of 'discipline' for education is that as a field of study, education may be seen as one of a set of academic program anomalies in which the enterprise itself is primarily an activity. Looking specifically at areas in education that bring together a traditional discipline and education, we could use the term inter - discipline to describe education. Considering education as an inter-disciplinary study suggests that the work of scholarship in education should focus on bringing together the disciplines as a means of solving problems and answering questions that cannot be satisfactorily addressed using single method or approach.

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At this point, it would be well worth examining education as a discipline. Not only does education have its own set of problems, questions and knowledge bases, and

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approaches to enquiry but also that which is borrowed from other disciplines often becomes transformed within the study of education. Can we consider Education as a Discipline

of Study? To Answer this we can look into the following reasons: ? It has its own theory and practice. ? It has a well-defined function. ? As a discipline its objectives and purposes are clearly defined. ? The function of Education is the development of individual and growth of society. ? Education has well defined scope and subject matter. ? Education is purposive. ? Practitioners of Education require specific skills, aptitude and knowledge in the discipline. The discipline of study or approach to learning that empowers individuals and prepares them to deal with complexity, diversity and change is considered to be liberal. 3.4.1 Education as the Discipline of Study: Liberal Liberal Education is a term used for its multi-disciplinary approach to education. Liberal Education emphasizes a learning system of education which provides students the choices to take courses which are varied and responds to the discovery and explorations of the student needs to make. Students can experience a broad spectrum of courses and they have the possibility of meandering into many streams of knowledge to discover. Their curriculum is not close ended. There is a structure and the student experiences some courses across the streams of existing knowledge to be able to make very well informed choices in their specializations. It is an interdisciplinary platform of education that propagates different models and paradigms from various learning disciplines. This platform develops students with abilities to connect and integrate knowledge helping them to apply it in current and future real world scenarios. Liberal Education strives to deliver an academic experience that fosters intellectual curiosity, a critical thought process, self-reflection, leadership and teamwork skills, a sense of commitment and professionalism and a heightened sensitivity to one's socio-cultural environment. It lays emphasis on the creation of a learning environment where the student takes the responsibility of learning and the role of the teacher is to facilitate the learning process. It provides students with broad knowledge of the wider world as well as in-depth study in a specific area of interest. It helps in the development of a sense of social

NSOU ? CC-ED-01 ? 44 responsibility as well as strong and transferable intellectual and practical skills like communication and the ability to apply knowledge and skill in real-world settings. In essence, Liberal Education inculcates the following: ? Broad knowledge of multiple disciplines; ? In-depth study of a chosen discipline; ? Inter-disciplinary learning; ? Differential approach to learning; ? Transferable skill set; ? Ability to apply knowledge to practical real world situations; ? Connecting through various mental models; ? Habits of self-reflection; ? Contextual learning; ? Freedom of the mind; ? Life-long learning. 3.4.2 Education as the Discipline of Study: Applied or Professional The applied areas are those wherein the knowledge of basic disciplines are used. For example, scientific and industrial knowledge is used in technological applications. The areas of bio-engineering, bio-technology, applied physics, environmental biology, medical sciences are some of the examples of applied areas. Meteorology, oceanography and space science may be grouped with the earth sciences, like geology, ecology, mineralogy and environmental science which by the application of methods and principles used in mathematics, physics, chemistry and biology describe the earth and its environment. Although the domain of a human knowledge can be regarded as composed of a number of logically distinct forms of knowledge, we do, in fact, for many purposes, deliberately and self-consciously organize knowledge into a large variety of fields which often form the units employed in teaching science. Apart from this, as knowledge advances, new specializations be developed from the roots of basic disciplines and merged with other relevant areas. When the knowledge gained through research and experiences are put to practical use or when that knowledge can be put to use in real life situations it is the applied study. Academic discipline is formulated for the professional training of researchers, academics and specialists. It is a branch of knowledge that is taught and researched as part of higher education. Examples for Academic Disciplines are Anthropology, Space Science, Education is an art of appreciating life. Its purpose

NSOU ? CC-ED-01 ? 45 is to teach values, develop stimulated intellect, understand tolerance for disagreeable belief systems, dig out opportunities to question what exists, and contribute to the growth of the human society. The knowledge of Education can be applied in the areas of Primary Education, Secondary Education, Higher Education, Teacher Education, Special Education as well as Distance Education and many more. The analysis of policies and their impact on society as well as the suggestion for formulation of future policies etc. require the knowledge of Education. Thus, it is both a liberal as well as an applied discipline. 3.5 Foundations of Education In the previous units we have seen that Education is a very complex process. As a subject of study, it is based on four basic foundations. ? Philosophical Foundation ? Psychological Foundation ? Sociological Foundation and ? Historical Foundation Philosophical Foundation Etymologically philosophy is derived from Greek words 'Philo' meaning 'love' and 'Sophia' meaning 'wisdom'. Wisdom is something more than knowledge. It goes beyond knowledge to find relationship and its impact. Education on the other hand means to draw out the innate abilities, to nourish them. Human life cannot properly be understood without philosophy.

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Life and education are inseparably connected. One cannot be separated from the other. Hence, life has a philosophical base and so education also has a philosophical base.

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Philosophy furnishes the goals of life and education gives the means to achieve those goals. Man is the common subject of both philosophy and education. Philosophy and education are interrelated, interdependent, identical and inseparable from each other. Every philosopher has an educational outlook and every educator has a philosophy of life.

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The truths and principle established by philosophy are applied in the conduct of education process.

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Philosophy exercises tremendous influence on education in all its aspects—aims, curriculum, methods, teachers, textbooks, administration, discipline, evaluation etc. There is no aspect of education, which is not influenced and determined by philosophy.

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Thus, we find that philosophy effects both the theoretical and practical aspects of education. One cannot be separated from the other.

Right from the beginning of

NSOU ? CC-ED-01 ? 46 civilization, man has been trying to find the meaning and aim of life. For reaching the answer to this, one needed the help of education. In fact, philosophy determines the aim of education. Sir John Adams describes 'education as the dynamic aspect of philosophy'. That is the theory of what to teach or what one is going to learn is determined by the philosophical foundation of Education. Again, based on the philosophy, one decides the curriculum or what to learn. Based on this depends the study materials and the way of teaching and learning. Study materials are the text books or activities that are to be selected for learning and teaching. In other words, it is the methodology of teaching. Whether the aim of education has been attained or not is verified through evaluation. For example, if the philosophy is to train the future citizens as productive members of society, then the aim of education will be to develop more of vocational skills. So, its curriculum will include more of subjects which will help in specific skill development. Its methodology will be more practical oriented. Thus, we find that the foundation of philosophy is essential for any sort of education to take place. Psychological Foundation Psychology is the science of behaviour. We know that Education is that which leads to a modification of behaviour. Until and unless we understand behaviour we will not be able to modify it.

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Psychology has greatly influenced the development of modern education. Basic connections and relationships between psychology and education are manifold. Educational theory and practice are conditioned by the nature of human behaviour.

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Educational Psychology has been developed to study scientifically the behaviour of the students and to help the process of education.

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Educational psychology discusses process of development of the students, process of learning, social adjustment of the students, individual differences in physical abilities and mental traits and powers, interest and motivation of child and various problems associated with the mental health of the students. The function of educational psychology is to know the child and his educational process completely. It tries to determine the means of attaining the educational goals and objectives outlined by educational philosophy. It helps the teacher, the students as well as the parents. The primary aim of education

is the total development of the child. Modern education is child-centric, that is why psychology studies the nature and behaviour of the child in different developmental stages. Child centered education has the direct effect of psychology on education. All the principles of modern school organization and administration have directly been influenced by psychology. For example, timetable in a class is framed on the basis of fatigue index
NSOU ? CC-ED-01 ? 47 of the students. The modern concept of school discipline is also a psychological product. Psychology emphasizes the importance of freedom of the child in the maintenance of discipline in the school. Thus, we find that philosophy determines the aim of education, while psychology tells us the way to reach that aim in the most effective way. Sociological Foundation Sociology is the science of society, social institutions, and social relationship specifically the systematic study of the development, structure, interaction, and collective behavior of organized groups of human beings. Education takes place in the society which is

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constituted of individuals. It is a social process. It has a social function as well as social relevance. A school is created by the society and the society is shaped and molded by the school. Thus, education is both a cause and product of society. It originates in the society and it must fulfill the needs and aspirations of the society. There is thus, an intimate relationship between education and society.

Modern education has two-fold functions. It must help in individual development as well as social progress. Education helps to solve the multifarious social problems. Education is not a static phenomenon but a dynamic and ever-changing process. Every society with its own changing socio-cultural needs require education to meet those needs. Since needs change continuously therefore education must also change. As the needs of different societies differ, education too should be dynamic. Educational sociology analyses and evaluates the groups and institutions in which learning takes place and the social process involved in learning and teaching. It analyses and evaluates the social trends and ideologies, which affect education. It helps us to understand that education is a means of social change. It throws light on human interaction and relationships within the school and the community. It emphasizes that learning is a social process. It is the total cultural milieu in which and through which the learning experience is acquired and organized. Educational sociology plays a vital role on the modern educational theories and practices. It influences

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the aims of education, the principles of curriculum construction, the methods of teaching, the school organization and administration.

Historical Foundation Our present is formed by our past. The history of education helps in knowing the early educational thoughts and its evolution to the present state. The main task of history of education is to trace the development of education to try to evaluate the functions it has fulfilled at different stages of social development and so to reach a deeper understanding of the function it fulfills today and also in solving different educational problems.

NSOU ? CC-ED-01 ? 48 The study of educational organizations

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of pre-historic, ancient and modern periods, relation of culture and education, pioneers of education and educational thoughts of various educationists

are studied. The history of education may suggest causal explanations for changes that punctuate the political and social timelines of educational development. It helps us to understand the evolution of the educational system and structures to date. There are key-dates and events within the development of the education system that reflect the significant political and social issues of the time. While the scope of education has changed radically since the late nineteenth century, the disciplinary knowledge distribution, functions of schools, and other education establishments are found significant in modern societies. If we try to trace the historical pattern of education in India, we will see that it has gone through various phases. Education during the Vedic period to the change in the Medieval period and again changes in the modern age with the influence of Western education. It has had an effect on the present system of education in India as well. With globalization taking place at the socio-political and economic levels, education is bound to get influenced. Technology crept into education. Along with it came the ideas of distance and open learning. 3.6 Summary This unit may have helped you to conceptualize and comprehend the role of Educational Studies in the domain of Social Sciences. With its foundations on such varied and rich disciplines like Philosophy, Psychology, Sociology and History, the discipline of Educational Studies, finds a remarkable position in the field of Social Sciences. Education being a integral part of the social system, its bearing in the society is crucial and indispensable and hence we find the discipline of Education as the discipline of both liberal and applied studies. 3.7 Self-Assessment Questions 1. What are the characteristics of an academic discipline? 2. What is liberal discipline? 3. What is an applied discipline? 4. Is Education liberal or applied discipline? Justify. 5. What is Social Sciences?

NSOU ? CC-ED-01 ? 49 6. Why is Educational Studies included in the domain of Social Science? How does History form the foundation of Education? 7. Justify why Education Studies should be considered as Social Science. 8. Discuss on the Foundations of Education. 3.7 References Brubacher, John S., Modern Philosophies of Education, McGraw Hill Book Company. Inc, New York. Kneller, George F. Introduction to Philosophy of Education, John Wiley and Sons, Inc., New York. Ozman, Howard A., & Craver, Samuel M., Philosophical Foundations of Education. Allyn & Bacon. Boston. Chandra S. S., R. Sharma, Rejendra K (2002) "Philosophy of Education." New Delhi, Allantic publishers. Chakraborty A. K.(2003)." Principles and Practices of Education." Meerut, Lal Book Depot. Gupta S. (2005). "Education in Emerging India. Teachers role in Society." New Delhi, Shipra Publication. Ananda, C.L.et.el.(1983). Teacher & Education in Emerging Indian Society, NCERT, New Delhi.

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Unit 4 ? Goals

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of Education Structure 4.1 Objectives 4.2 Introduction 4.3 Aims of Education: Individualistic and Socialistic 4.3.1 Individualistic Aims of Education 4.3.2 Socialistic Aims of Education 4.4

Factors of Education 4.4.1 Child / Learner 4.4.2 Teacher 4.4.3 Curriculum 4.4.4 Educational Environment 4.5 Types of Education 4.5.1 Informal 4.5.2 Formal 4.5.3 Non-formal 4.5.4 Virtual 4.6

Summary 4.7 Self-Assessment Questions 4.8 Reference 4.1

Objectives After going through this unit, you will be able to – ?

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aims of education, ? know factors of education, ? state types of Education. NSOU ? CC-ED-01 ? 51 4.2 Introduction Education is a social necessity. It takes care of the changing social needs and aspirations. It is an activity which is directed to some goals. It always acts with an aim. This aim makes it a purposeful activity. The basic aim of education is to help each individual to progress towards the attainment of his or her full potential, both as a person and as a member of society. Any other human activities like education should have its own aims and objectives.

Different aims of education

will be discussed in this unit. 4.3 Aims of Education

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Knowledge Aim of Education Knowledge has widely been accepted as one of the most important aims of education. It is essential for adjustment to and mastery of one's environment. Human progress through ages has been made possible through the increase and diffusion of knowledge. It is indispensable for the continuity and growth of society. It is a powerful agent for intellectual satisfaction and innate curiosity of man. Vocational Aim of Education It says that education is meaningful only when it aims at some employment. It is the direct outcome of industrial and scientific advancement. The modern democratic education has placed the vocational aim in its fore front. It makes the student self-sufficient in life. It makes education a purposeful activity. The vocational aim, however is narrow and one-sided because it does not consider higher values of human existence. It neglects the intellectual, aesthetic, cultural, moral and spiritual aspects of human life. Cultural Aim of Education Preservation, transmission and enrichment of culture is regarded as the ultimate aim of education. Education for culture attempts to develop man's aesthetic sensibilities to appreciate fine arts and cultivate human powers and virtues. It helps in inculcation of noble ideas, attitudes and patterns of behavior. Over emphasis on cultural aim, however, may lead to neglect of other aspects of learner's personality. Education with cultural aim alone may be misused by the privileged group in such a manner that many of the social evils may reappear. Character Building Aim of Education Development of moral character is the supreme aim of education. It consists in the NSOU ? CC-ED-01 ? 52 cultivation of values, social attitudes, ethical conduct and habits of a person. The moral aim of education serves as the basis of discipline and order in the school system. Over emphasis on the character-building aim of education will, however, de-accelerate free thinking, material prosperity, scientific development and the economic growth of the society. Citizenship Aim of Education Education for citizenship is the outcome of the sociological approach to education. It involves teaching and inculcating democratic values in the children. Education for citizenship should train the individuals to discharge his duties and make him conscious of his rights. This aim will help the learner to acquire democratic values such as liberty, fraternity, equality, fellow-feeling, tolerance; cooperative living etc. It prepares the students to uphold the dignity of the individual. Harmonious Development as Aim of Education Man is born with many innate powers and capacities. A progressive education should aim to develop all these powers and capacities in a harmonious manner to produce a well-balanced personality. It aims to produce individuals who are personally and socially well-adjusted and productive.

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that, there is no agreement among educationists regarding the standard of development of various capacities to consider it as ideally harmonious. Moreover, complete and harmonious cultivation of all powers cannot be achieved within the limited formative years of an individual. Spiritual Aim of Education Spiritual aim in education seeks to make man morally sound by developing the spiritual potentialities. It is only through education that spiritual virtues like generosity, sacrifice, good intention, sympathy, compassion etc. can be awakened. Spiritual aim of education makes a person gentle and pious. It reduces the problems of indiscipline, conflicts, quarrels, corruption, hatred etc. in the society. Leisure Hours Aim of Education Leisure means free and unoccupied time. The advancements in science, technology and means of transport and communication has reduced time and space resulting in the increase of leisure hours. Hence, education should aim at the wise and the proper use of leisure hours. Proper use of leisure will increase the efficiency of the students besides providing pleasure to them. Leisure is essential and helpful in making our life dynamic and rich. One great cause of strikes and indiscipline among the students is that they are not taught how to utilize their leisure hours.

NSOU ? CC-ED-01 ? 53 Nature of the Aims of Education: In order to know the aims of education, we must know the nature of aims. Aims of education are not fixed and universal. These are changeable and relative in nature. We can point out some specific nature of educational aims as follows: ? As education is not a single aimed activity, plurality is an important feature of educational aims. Different aims represent different ways of looking into the same thing. ? Educational aims differ in nature and orientation. Some are permanent, definite and unchangeable, whereas others are flexible, adjustable and changeable. ? Educational aims are related to the multiple needs of the individual, as well as, of the society. ? Educational aims are correlated with the ideals of life. Thus, educational aims change in keeping with the different schools of philosophy, religious, political and economic ideals held by an individual or by a country. Therefore, the formulation of aims of education is formulation of aims of 'life', itself. ? In reality, education is a reflection of the society and a process of social control. So educational aims are the means to shape and form a society. ? Educational aims change from age to age and place to place. Thus, these aims are not fixed. ? Lastly, different types of education have separate aims of education. Thus, educational aims are changing according to the specific needs and ideals of the individual as well as the society. Quest of educational aims has been made since time immemorial. This quest gains momentum with the appearance of great thinkers and philosophers and with their educational experiments. Social and economic issues also serve as determinants of educational aims and objectives. Education must prepare the future generation for the economic and social system of the country. In determining its educational objectives, every country has to take into consideration its economic conditions. Thus we find variability is the nature of educational aims. The Secondary Education Commission (1952) puts it: "As the political, social and economic conditions change and new problems arise, it becomes necessary to re-examine carefully and re- state clearly the objectives which education at definite stage should keep in view."

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Importance of Educational Aims According to Encyclopedia of Modern Education, "Education is purposeful and ethical activity. Hence, it is unthinkable without aims." We cannot proceed in any walk of life without

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aim. For achieving success in activity of life, clear and well defined NSOU ? CC-ED-01 ? 54 aim is essential. An educator without the knowledge of aims can be compared to a sailor who does not know his destination. This means that a system of education which is not clear about its aims or which has undesirable ends is bound to fail. Aims give foresight to the educational planner. All our methods of teaching, our curriculum and our system of evaluation are shaped and molded according to our aim of education. It is the ignorance of right aims that has vitiated our educational system, its methods and its products, and has successfully resulted in the physical, intellectual and moral weaknesses of the race. There is a great necessity of aims in education because of the following reasons: To direct efforts: If aim is known we can make efforts to that end. Educational aims keep the teacher and the taught on the right track. They provide a line of action and guidance to the teachers. They give direction and zest to the work of the pupils. Educational aims help us to avoid wastage in time and energy. In the words of John Dewey, "To have an aim is to act with meaning." Aims help us to act intelligently and to act with a meaning. We know what is to be done and we straight away start doing that. To evaluate ourselves: Educational aims help us to evaluate ourselves. They use to take stock of the results of our effort. The aim is a yard-stick with which we can measure our success and failure. They are necessary to assess the outcome of the educational process. To evaluate the existing conditions: We as educators carefully evaluate the existing conditions, i.e., contents of education, methods of teaching, efficiency of teaching, library equipment, planning of curricular and co-curricular activities in the light of our objective and plan for the future. To provide efficient school administration: Aims are necessary for efficient school administration and organization. They help the school authorities in organizing, equipping, and administering the school. Various aspects of school administration and organization such as proper selection of teachers, proper curricular and co-curricular activities are guided by educational aims. It is rightly said that good schools evolve out of enlightened aims. Aims are guide-lines in the educational process. Like the sun, aims illumine our life. The ignorance of right aims will spoil the whole educational system. Factors Determining Educational Aims: Many factors have been contributing and do contribute to determining of educational aims. These factors touch every phase of human life that was, that is or what will be.

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Factors associated with Philosophy of life Aims of education are always influenced by the philosophy of life of the people of that country. Idealistic philosophy lays down different aims like education for self- realization. Pragmatists have not faith in any fixed aim of education. The philosophy prevailing in the life of the people is reflected in the aims of education of that country. Factors associated with Psychology The aims of education should be according to the nature, needs, requirements, inspiration and interest of learners. If the aims of education are not in tune with the music of life, they will prove futile, useless, fruitless and ineffective. The aims of education should relate knowledge with the activities of life. Factors associated with Socio-economic problem Besides, political ideologies, the

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economic problems of a country determine the aims of education. Education is a vital force, which can silently bury the socio-economic problems. It can thus evolve a society based on equality, co-operation and socialistic ideals. Factors associated with Political ideology Political ideologies also help in determining the aims of education. Different political ideologies like democracy, totalitarian, fascist or communist etc. will fix different aims for education in the state. The aims of education under democratic state are flexible and changeable according to changing needs and conditions of many on the contrary in a totalitarian state. The aims of education are fixed in accordance with the ideology of the state to uphold the rights of state. Factors associated with exploration of knowledge Education has also to give due consideration to the advancements in knowledge as far as the question of educational aims are concerned. Education today has become science oriented all over the world. Like other countries, in India also more and more stress is being laid on the study of modern sciences. This clearly shows that the spreading of new knowledge is an important factor in determining aims of education. Factors associated with Culture Cultural heritage of a country also determine the aims of education. It is the most important function of education to develop and preserve the cultural heritage. The changing and developing pattern of cultural factors directly influence the aims of education.

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Factors associated with Religion Religious factor also influence the aims of education. Education and religion have close relationship. They affect society in different ways. In India although there is no state religion, yet different religious viewpoints influence the aims of education. There are many large number of institutions run by different religious organization. They have to work to realize the aims accordingly. 4.3.1

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Individual Aim of Education Individual aim emphasizes the development of the individuality of the learner according to his or her natural tendencies to hold the central notion that individual should be in the forefront of the educational process. It wants to foster the free growth of the individuality of the learner, helping him to achieve the highest degree of individual development in social context. Individual aim of education means that education should develop individuals according to their interest capacities and specialties. It should be noted that individual aim of education is not a new aim. In ancient India, Greece and some other countries also this aim was given due importance and prime position. In the present time also, since the entry of psychology in the field of education, Rousseau, Pestalozzi, Frobel, Nunn and other eminent educationists have again started giving greater emphasis on the individual aim of education. In the following lines we are throwing light on the narrower and wider meanings of this aim.

Sir Percy Nunn, a British educationist, is the chief proponent of the

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individual aim of education. According to him, "Nothing good enters just the human world except in and through the free activities of individual men and women and that educational practice must be shaped to accord with that truth."

The success of education lies upon the complete development of the highest potentialities of an individual. Individual development implies self-realization of his/her native potentialities, which then flourishes the national growth. Narrower

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of Individual Aim In its narrow sense, individual aim is known as self-expressing, all-round development of the child is natural development. In its narrower sense, individual aim

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is based on the philosophy of naturalization according to which education should develop the unique individuality of a child in accordance with self instincts. History reveals the fact that it was Rousseau who first of all advocated this aim though his insistence on education in the lapse of nature according to the nature of the child, but after him some other educationists also emphasized the importance of this aim. NSOU ? CC-ED-01 ? 57 Amongst such an educationist sir Percy Nunn of England is the chief-supporter and hence, ranks at the top of the list. He holds that the central aim of education is 'the autonomous development of the individual.' In his famous book 'Education, Its Data and the first principles' he says, "Nothing good enters into the human world except in and through the free activities of individual men and women, and that the educational practice must be shaped to accord with its truth." In the second chapter of his book Nunn further remarks that each species is moving towards perfection. Hence, individual aim is according to nature. Thus, in its narrow sense, individual aim of education emphasizes self-expression or natural development of the child so that after receiving education according to his interests, inclinations, capacities and needs, the child is able to choose a vocation according to his nature. Wider Meaning of individual Aim In its wider sense, individual aim is known as self-realization. Psychology also corroborates the development of individuality. This is because psychological researches have clearly established the fact that each individual is born with his own peculiar and distinct innate tendencies and capacities. Hence, it is the prime function of education to develop each individual fully and completely according to his or her interests, inclinations, aptitudes and capacities in such a way that he or she becomes an able and capable person.

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words, education of the individual should be planned with a view to individual good as well as the good of the society of which he is an integral part. Sir Percy Nunn reveals himself as a naturalist when he argues in favour of individual aim on the basis of biological phenomena in the second chapter of his book. But this is not the reality. Actually, Nunn believes that if an individual is cut away from society, he cannot develop himself in any way.

Merits of Individual Aim ? Allows self-actualization of the individual beings. ? Develops individuality and unique expression of character. ? Individual development brings social development. ? Improves economic effectiveness. ? Drives motivation and satisfaction for personal growth. Demerits of Individual Aim ? Makes individuals selfish and self-centered. ? Discourages the development of man's uniqueness. ? Ignores the socio-cultural heritage derived from society. NSOU ? CC-ED-01 ? 58 ? Impractical idea as individuals can't live without a society. ? Too much emphasis on personal development may lead to immoral behavior and sense of superiority. 4.3.2 Social Aim

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of Education The social aim of education is based on the assumption that the society is superior to the individual. Thus, the aim of education should be the good of the society. It should aim to meet the needs of the society and ensure the welfare of the state. The social aim of education will help to strengthen social qualities like loyalty, co-operation, sacrifice equity etc. it will make man civilized and bring security, peace and justice in society. Some educationists have laid greater emphasis upon the social aim of education so that education develops in the children social feeling which will make them contribute their utmost to meet the demands of society after meeting their own needs. These educations evaluate the society higher than the individual. They believe that man is

a social being. He cannot live without the

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society. In case he is cut off from the society, it will be very difficult for him to remain alive.

John Dewey, an American philosopher and educational reformer, was the chief exponent of the social aim of education. According to him, "

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All education proceeds from the participation of the individual in the social consciousness of the race."

According to J. Ross, another great thinker, "

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Individuality is of no value and personality a meaningless term, apart from the social environment in

which they are developed and made manifest." The social aim of education expounds that the development of society is of per importance of individual development as man cannot live in vacuum. Every moment of his life is influenced by the social environment. Education must train the child to live as an effective member of the society and provide constructive contributions to social development. In other words, Social aim means 'Cooperative efforts, shared interest.'

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Narrow meaning of Social Aim In its narrow meaning, social aim of education is equated with the state socialism. In this sense, liberty of the individual is totally curtailed and all aspects of individual cannot even dream of his individual life are socialized. Any individual cannot even dream of his individual identity. He is expected to scarifice his everything, even his life for the welfare to the state. As such the state frames such a scheme of education thought by which it will be able to control the aim, curriculum and the methods of NSOU ? CC-ED-01 ? 59 teaching. Individuals are subjected to rigid discipline to cube their sense of identity and individualism. Wider Meaning of Social Aim In its wider sense the social aim is equated with democratic socialism. In this sense, it does not accept the importance of state, but at the sametime does not agree with the insignificance of the individual before the state. Thus, in its wider meaning, the social aim grants liberty to the individual to enjoy certain rights to develop his personality but at the same time expects from the individual to serve the state to best of his ability and capacity. India and other democratic countries where democracy has been combined with socialism. It may be noted that true citizens are greatly essential for the progress and prosperity of the state. Therefore, all the democratic states having accepted the individual aim of education in its wider meaning, indifferent forms. The American educationists John Dewey and Bagley have also accepted the wider meaning of social aim. Prof. Bagley in his book 'Education values' has mentioned three chief characteristics of a socially efficient individual. They are: (1) Economic efficiency, (2) Negative morality and (3) Positive morality. By economic efficiency, he means ability to pull one's own weight in the economic life. By negative morality, he means willingness to sacrifice one's desire when their gratification would interfere with the economic efficiency of others. By positive morality he means willingness to sacrifice one's own desires when their gratification would not contribute, directly or indirectly to social progress. In this way socially efficient individual is not a parasite on any member of society. He is a good citizen to understand and appreciate the world and is ready to sacrifice his own desires if they are harmful for others.

Supporters of the social aim of education ? According to Prof. Dewey - a socially efficient individual is an asset to himself as well as to society. He is able to earn his Livelihood. He conforms to moral and social standards of conduct. ? Reymont says that an individual is a social being. An isolated individual is figment of imagination an individual lives in the society. So, he or she should be trained through social contacts. ? The education commission 1964-66 emphasized that education cannot be considered in isolation. It is to be planned in social settings. It must contribute to national development. Merits of Social Aim ? Social Aim enables proper socialization and makes man a 'human being.' ? Social Aim brings the development of social living.

NSOU ? CC-ED-01 ? 60 ? Social Aim of education inculcates the 'we-feeling' among the members of society. ? Social harmony and cohesion is greatly caused by the social aim. ? Culture becomes more enriched and flourishes with the help of social aims of education. Demerits of Social Aim ? Makes the individual a 'non-entity'. ? Promotes narrow nationalism, i.e. implies the superiority of state over individuals. ? Ignores the psychological aspect of individual differences. ? Zero-importance of self-realization of the individuals. ? Discourages individual freedom. 4.4 Factors of Education In order to bring about a change in the individual and the society, education is organized through institutions like schools and colleges. For this process to take place certain indispensable elements are required. These elements are the factors of education. There are FOUR main or basic factors of education. ? Whom to teach? - the child or learner ? Who will teach? - the teacher ? What to teach? – the curriculum ? Where to teach? – the educational environment or the institution like school Now let us see why and how these factors are important in institutionalized education. 4.4.1 Child / Learner As we have seen previously that

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the term 'Education' has been derived from Latin words "educere", "educare" and "educatum" which means to

draw out or bring out, to nourish and to instruct. So, we can see that the learner is the first and most important factor of education. Education needs to draw out or bring out the innate abilities of the learner and nourish them in and through the socio-cultural environment. The old concept of education was stuffing the brain of the child with information from outside. This information is to be provided by the teacher. Then the child did not have any place in the educational endeavour. But now education is centred round

NSOU ? CC-ED-01 ? 61 the child. It is the child whose innate powers are to be drawn out through education. The innate powers of the child are to be modified by selecting, coordinating, organizing in and through proper socio-cultural environment, so as to form an integrated personality. One has to learn to adjust successfully with the ever-varying socio-cultural environment. The innate powers of the child are immature and flexible. Through education they get modified and prepare themselves for adjustment with the present as well as with the future. This learning and modification takes place throughout life, through various phases of maturation and development. In the sphere of formal or institutionalized education this guidance for the modification comes from the teacher, through the curriculum, in the institution or school. Thus, the main factor is the child or learner, based on who are the other factors. 4.4.2 Teacher: In order to bring out or nourish the innate good qualities and eradicate or subdue the bad ones through instruction and guidance someone is required. This role is played by the teacher. At a point of time education was thought to be a bipolar process, with the learner or educand at one end and teacher or educator at the other. It was thought that the matured personality of the teacher will act on the tender immature child and make the child a better individual and a productive citizen. Initially when there were no formal schools, the parents and elder members of the family and community acted as teachers. As life started getting more complex a separate group of efficient individuals were assigned with the special task of training and assisting children to learn the important lessons of life, over a stipulated time span. The personality of the teacher is very important. The immature child looks up at the teacher as a role model. The role of the teacher is not limited within the classroom or just in the transfer of information. It is something more than that. The teacher is the 'friend, philosopher and guide'. In the modern era where there is information explosion taking place due to internet and social media the role of the teacher is more challenging. The teacher is the facilitator. The teacher is a trained person who can use technology, create interest and motivate the child to learn, to do and to be a productive member of the future society. 4.4.3 Curriculum The modification of the individual's behaviour that is done by the teacher is done through the curriculum. Curriculum is derived from the Latin word "Currere" which means the race course, or the run-way to be covered by an individual to reach a certain destination. Curriculum, infact, is the sum total of all the experiences and activities provided to the learner in order to bring about desirable

NSOU ? CC-ED-01 ? 62 changes in the individual and also the society. It is the resultant of the two forces - need of the child and aspirations of the society. It is the tool through which the aims and goals of education are to be achieved. It is not just the syllabus or subject of study. It includes interactions during school hours, library activities, co-curricular activities, morning assembly, concerts, social welfare works organized by the school or institution along with the students and others too. It is the vehicle through which the treasures of culture and social norms can be preserved and transferred to the next generations.

4.4.4 Educational Environment Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions. Now education is considered as a tri-polar process. The three poles are formed by the child or educand, teacher or educator and the third pole is the environment. The environment is made up of the agencies, both formal and informal. School is one of the most important formal agency or formal institution. It is the first stage of formal education which is assigned with the purpose of educating young people. The family, religious institutions, internet, mass-media etc. are not directly responsible for imparting education. So, they are the informal agencies and have a great influence on the growing minds. Though the four factors have been dealt with separately, yet they are not completely separate entities. They are interrelated as well as correlated with each other. The components of environmental education are: ? Awareness and sensitivity to the environment and environmental challenges; ? Knowledge and understanding of the environment and environmental challenges; ? Attitudes of concern for the environment and motivation to improve or maintain environmental quality; ? Skills to identify and help resolve environmental challenges; ? Participation in activities that lead to the resolution of environmental challenges. Environmental education does not advocate a particular viewpoint or course of action. Rather, environmental education teaches individuals how to weigh various sides of an issue through critical thinking and it enhances their own problem-solving and decision-making skills.

NSOU ? CC-ED-01 ? 63 4.4.1 Child Centric Education: The term Child-centered learning refers to a wide variety of educational programmes, learning and experiences, instructional approaches and academic support strategies that are intended to address the distinct learning needs, interests, aspirations or cultural background of individual students and group of students. The concept of child-centered education implies that the child occupies the central place in the educational process. On the contrary, the old concept of education emphasized the importance of the teacher who always remained at the giving end. The modern concept of education gives more importance to the child and places him/ her at the centre-stage. In child-centred education, the child is the centre of activity which means all programmes are organized and extended to his requirements., Prof. P.M. Lohithakshan elaborates the concept of child-centred education, in the Dictionary of Education, by saying that in this type of education "educational activities are designed and implemented on the basis of the capacities, needs and interests of children. Curricula, teaching methods, evaluation, co-curricular activities, etc. are all planned accordingly." The primary objective of child-centred education become important, responsible and confident. This approach wants to cover all areas of growth and development including social, emotional and physical. The important features in child-centred education in the present education system children become active participants in the teaching-learning process. They are enjoying enough opportunities for active learning, classroom interaction, social involvement and scope of problem solving and creative work in the classroom. Child-centred education accommodates individual differences. It involves an understanding of the cause-and-effect relationship, questioning one points of view and that of others, clarifying one's beliefs and values and formulating a framework for taking decisions and acting on these decisions. After studying the basics in child-centred education, we shall now conclude that the concept of child-centred education is based on the premises that individual's life is self-contained and self-sufficient, and the individual is the end, not the means. It emphasizes that education must center on the perception and feeling of the individual in order to facilitate understanding of personal reaction or responses to life situations and since life is based upon personal meanings, the nature of education should be largely determined by the learners. Individual learners should not be forced into predetermined programmes of study rather learning provision must be made by the teacher according to the choice of the learners.

4.4.2 Role of a Teacher: In the 21st century classrooms, teachers are facilitators, mentors, manager and a motivator of student learning and creators of productive classroom environments, in

NSOU ? CC-ED-01 ? 64 which students can develop the skills they might need at present or in future. The role and presence of teacher in whole teaching-learning process was very important in earlier time. In modern education system, teaching is viewed in broader perspective and teaching is observed as a comprehensive process. There has been a tremendous change in the role of the way of understanding teaching. Now, teaching includes all the activities organized by a teacher to bring about learning, be it inside or outside a classroom with or without the presence of the teacher. Teacher assumes a wide range of roles to support school and student's performance. Teacher exhibits leadership role in multiple, sometimes overlapping ways. Among these some roles are formal with designated responsibilities. Whereas, others are informal roles emerge as teacher interact with peers and students. The variety of roles provided the teachers to find out different ways to lead the students and tackle the challenges. Regardless of the roles they assume teachers shape the culture of their schools, improve instructional practices and students learning. Teachers become resource provider not only to students but also to their own colleagues by sharing instructional resources, planning lessons and exploring appropriate instructional methodologies. Facilitating learning opportunities to students is another important role teacher plays, as well as serving as a mentor for students is a common role for teacher.

4.4.3 Curriculum

Curriculum may be defined as the "educational and social environment in motion". It is the sum total of all the activities and experiences provided by the schools to the learners for achieving the desired objectives. The courses of studies are merely a suggestion for curricular and activities and procedures, a guide for teaching to follow. Curriculum is one of the most important items in the educative process. The curriculum, in fact, is the fundamental problem which determines the 'warp' and 'woof' of the process of education. What to do and how to do is the very essence of curriculum. There are three important aspects of a curriculum that we should bear in mind and these are as follows:

1. A curriculum is always pre-planned; it is not a set of activities developed on the spot or spontaneously.
2. Any curriculum has five bases i.e. philosophical basis, social forces, knowledge of human development as provided by the accepted theories, the nature of learning and the nature of knowledge and cognition. Hence, a curriculum is meant for education in a particular society and for learner and particular age group.
3. The purposes of a curriculum are reflected in the set of educational objectives

NSOU ? CC-ED-01 ? 65 that accompany it. These objectives are the end and the given curriculum is meant to achieve them. Definition: Let us examine some of the definitions of curriculum as given by experts: ? A curriculum is the formulation and implementation of an educational proposal, to be taught and learnt within schools or other institutions and for which that institution accepts responsibilities at three levels: its rationale, its actual implementation and its effects (Jenkin & Shipman, 1975). ? According to Wiles & Bondi (1988), "A curriculum can be called a plan for learning, which contains assumptions about the purpose of education in our society. It also has a definite structure through which the vision of the planners can be translated into learning experiences for the learner. Hence, any curriculum comprises two major dimensions: a vision and a structure". ? According to Hilda & Taba, "Curriculum usually consists of statement of aims and objectives indicating selection and organization of content: it implies or manifests certain pattern of learning and teaching. Because the objective demands or because the content organization requires, it includes a programme of evaluation of the outcomes."

4.4.4 Educational Environment

The educational environment discussed here is in the context of a school. School is a formal set up of education, wherein teachers and students interact with each other for achieving pre-determined objectives. It is through this interaction that students learn. The quality of interaction enhances the quality of learning outcomes. Classroom processes and interaction depends upon many factors in a classroom, like regularity in classroom activities, discipline, motivation of students, resources availability and so on. Classroom interaction also gets influenced by the school environment outside the classroom like cleanliness, state of infrastructure, conduct of co-curricular and extra-curricular activities. Today the school has been assigned the function of imparting information regarding the various discipline related to cognitive and non-cognitive domains of learning. These domains incorporate the areas related to the learning of certain subjects for the attainment of knowledge and understanding. They also focus on the application of the acquired knowledge in real life situation. The non-cognitive areas of learning sensitize the child to various other aspects such as appreciation of art, creative aspects of one's personality. The school has been marked as a temple of learning or a centre to seek knowledge and information. So, the vision of school is getting changed and with this the prime function of the school is also to preserve,

NSOU ? CC-ED-01 ? 66 disseminate and transmit the values, culture and principles of that society in the children. According to the educationist's view the school is an essential part of the society which does not and should not have a separate existence, distinct from society, because it is an important institution meant solely for the development of society. The present day school envisages certain functions to perform such as: ? To discharge its responsibility towards the education of a child; ? To be sensitive to know the local needs of the community and their fulfillment; ? To educate children according to the needs and aspiration of the society; ? To prepare the future citizen by providing awareness about their rights and duties; ? To assume leadership to develop self-confidence and self-reliance.

4.5 Types of Education

FORMAL NON -FORMAL TYPES OF EDUCATION INFORMAL VIRTUAL Education may be broadly classified as Informal, Formal, Non-formal and Virtual.

4.5.1 Informal

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Informal education is quite diverse from formal education and, particularly, from non-formal education, although in certain cases it is capable of maintaining a close relationship with both. It does not correspond to an organized and systematic view of education; informal education does not necessarily include the objectives and subjects usually encompassed by the traditional curricula.

It is aimed at students as much as at the public at large and imposes no obligations whatever their nature are. There being no control over the performed activities, informal education does not

NSOU ? CC-ED-01 ? 67 have necessity of providing degrees or diplomas; it merely supplements both the formal and non-formal education.

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Informal education for instance comprises the following activities: (a) Visiting to museums or to scientific and other fairs and exhibits, etc.; (b) Listening to radio broadcasting or watching TV programmes on educational or scientific themes; (c) Reading texts on sciences, education, technology etc. in journals and magazines; (d) Participating in scientific contests, (e) Attending lectures and conferences.

There are many instances of situations/activities encompassed by informal education, from those that may take place in the students' homes - such as scientific or didactic games, manipulation of kits, experiments, reading sessions (biographies, scientific news etc.) - to institutional activities - lectures in institutions, visiting museums, etc. It is easy to see

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that the higher the degree of systematization and organization involved in informal education activities, the nearer

to it will be to non-formal education. This is a relevant fact in as much as it suggests the possibility of transition from informal to non-formal. We must ponder that, considered by itself, we cannot generally assert whether an educative action belongs to the formal, to the non-formal or to the informal universe. For instance, a visit to a Science Museum may be an informal education instance if arising from a personal and spontaneous decision by a student,

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as it is not directly related to his scholastic activities. However, if such a visit is

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curriculum, requiring from students a written report and including assessments by the teacher, or tutor, then it will probably be an activity associated to either the formal or to the non-formal education. Importance of informal Education 1.

Gathering and collecting the desired knowledge is easier today owing to the exhaustive media and devices we have. Informal Education does not require any prior learning experiences or prerequisites. All you need is the willingness to complete your learning. 2. Learning informally is more relaxing and less threatening for most people. With no exams or projects to complete within limited schedules, many learners commit to learning a new skill or a concept readily. 3. In an informal setting, you will find SMEs willing to share more knowledge than ever. So if you have a group of experts in your organization simply arrange an informal meeting and have them share their expertise. Better yet, make them

NSOU ? CC-ED-01 ? 68 leaders in the online community where employees post questions and they can answer them. A low-stake, no-hot-spot setting is the ideal for this kind of knowledge sharing and knowledge management. 4. Informal learning is close to natural learning. People tend to follow the pathway that best suits their individual needs. Lifelong learning is a great example of informal learning. We acquire more knowledge informally than formally. 5. Resistance to learn new concepts and ideas is also lower when learning is presented informally. Adult learners strive on autonomy and self-direction. They readily complete self-generated tasks. 6. Boredom and procrastination are replaced by excitement and curiosity. Time and cost barriers are almost non-existent in informal learning environments. 4.5.2 Formal

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Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology.

It is characterized by a contiguous education process named, as Sarramona¹ remarks, "prudential education", which necessarily involves the teacher,

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the students and the institution. It corresponds to the education process normally adopted by our schools and universities. Formal education institutions are administratively,

physically and curricular based organization and require from

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students a minimum classroom attendance. There is a program that teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage.

It confers degrees and diplomas pursuant to a quite strict set of regulations. The methodology is basically expositive, scarcely relating to the desired behavioral objectives - as a matter of fact, it is but seldom that such targets are operationally established.

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Assessments are made on a general basis, for administrative purposes and are infrequently used to improve the education process.

Their character is, for the most part, punitive, obeying

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a mono- directional methodology that fails to stimulate students and to provide for their active participation in the process,

though in most cases, failures are ascribed to them.

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The setting-up of a formal education system does not consider the students' standards, values and attitudes that are relevant to the education system which, generally, is not tested or assessed at the level of student

acceptance, as well as for efficacy and efficiency. The same methodology - poor, ineffective, scarcely creative - is adopted, whether the universe contains 10, 50 or 200 students. Other institutional resources other than the expositive method are seldom employed, and when they are employed, the basic learning principles are disregarded. The subjects are presented in isolated blocks, whether as to content or methodology. Thus, for instance, in the case of

NSOU ? CC-ED-01 ? 69 Physics, for techno-administrative reasons the subject is divided into theory, laboratory and exercises and, their adequate order and correlation are disregarded. In general, the objectives aimed at the personal growth of students are negligenced and, the basic principles of learning fail to be considered in the planning and the performance of education systems. It is not excessive to say that in the case of formal education, for the most part teachers pretend to teach; students pretend to learn; and, institutions pretend to be really catering to the interests of students and of the society. Thus, generally, formal education cannot disguise its aloofness from the real needs of the students and of the community. IMPORTANCE OF FORMAL EDUCATION: Knowledge and Learning Traditionally, the schools and colleges are responsible for the formal education of a child. They affect the way a child thinks and gives direction to life. The ultimate purpose of formal education is to impart knowledge. It is through the formal education that the child learns the basic art and sciences. It teaches us the usage of this art and science in everyday life, and that is how a child becomes a learned person. It helps a person develop views and insights about various things. Degrees and Certificates Formal education provides you with degrees and certificates of merit that informal education does not. Informal education is also important, and that should go on throughout your life, but if being formally educated it is mandatory to survive in the competitive society today. Students need their degrees from educational institutions to practice law, accounting, etc. Share Knowledge Knowledge is power. So, to be powerful, you must be knowledgeable. The way to understand the importance of knowledge and use of it in practical life is by being formally educated. Having gained experience, you must share it with other people. This helps you gain their respect too. Discipline Formal education instills a sense of discipline in you. When we go to schools and colleges, we are bound to follow a set of rules and regulations. Gradually, we start following these rules in everyday life. This is good because it helps in keeping yourself and your activities organized. Specialization The world today consists of people who have developed the understanding of the deep and complex aspects of various things. Only through formal education can one NSOU ? CC-ED-01 ? 70 fit in the specialized world. The people driving the world today are those who have understood the complex nature of various subjects. This kind of understanding takes time and a gradual system of learning. Schools and colleges help us to develop a sense of competition and motivate us to contribute to the development of the nation. Organized Formal education is an organized way of education. In the absence of a systematic system of education, the learning process remains patchy. Economy of the Country By being formally educated, one can hope to improve the economy of a country. This is because the employers would be impressed by an educated work force and chooses countries which have a higher population of an educated work force. 4.5.3

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Non-formal As seen, formal education has a well-defined set of features. Whenever one or more of these is absent, we may safely state that the educational process has acquired non- formal features.

Therefore, if a given education system is not prudential most of the time - non-contiguous communication - we may say that it has non-formal education features. Likewise,

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non-formal education characteristics are found when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student and most activities take place outside the institution - as for instance, home reading and paperwork. Educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace, certainly do not correspond to those comprised by formal education,

but fit into

the so-called non-formal education. Proportionally to the number of formal education factors that are absent from a process, we find several grades of non-formal systems. These preliminary considerations emphasize the need clearly and objectively to establish the possible basic features of non-formal education. This, however, is not an easy task. As remarked by Ward and collaborators, "A comprehensive and standard definition of non-formal education is not yet available in common usage. Perhaps such a definition will not emerge until after much more study of the educational issues and potentialities inherent in the variety of experiences now called non-formal education has been done." As regards the distinction between both educational models, the same authors point out that "the implied and real distinctions between formal and non-formal education should be seen within a systematic and holistic view of education." In the same paper, they remark that education remains relatively undefined because the non-school view of education has merited little interest and responsibility

NSOU ? CC-ED-01 ? 71 from educational planners. Notwithstanding the above, even a preliminary analysis of the existing non-formal systems reveals the constant presence of two features: (a) centralization of the process on the student, as to his previously identified needs and possibilities; and, (b) the immediate usefulness of the education for the student's personal and professional growth. Non-formal education seems better to meet the individual needs of students. According to Ward, et al., 'a systematic analysis of the main features of non-formal education, diversely from formal schooling, shows

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that participants are led to non-formal programmes because these offer the expertise that they hope to

acquire and the necessary assistance

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for a better understanding of their own selves and of their world'. It is natural that if

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education offered by schools is without value for a student's life and fails to prepare him to deal with daily problems, he will simply refuse to participate in

programmes that may finally disappear or, at best, have to be reformulated to gain it significance for students. As non-formal education is focused on the student, it presents flexible features as regards the initially established and adopted procedures, objectives and contents. It is therefore, quicker to react in face of the changes that may affect the needs of students and of the community. With the basis on these preliminary considerations we may easily conclude that the non-formal label encompasses a wide variety of educational systems endowed with features that either lead them towards or away from the established formal systems. Thus, we might infer the existence of a certain degree of continuity linking the formal and the non-formal education. This view is not limited to a merely academic interest because, as will be seen below: It is an extremely objective and practical one in search for alternative solutions to educational problems. Given its scope, non-formal education is comprised of an ample diversity of educational situations, many of which have played a significant role in the renewal of educational systems. We shall now analyze three educative processes, namely: "correspondence learning", "distance learning" and "open education systems", which, because of their features fall within the scope of non-formal education. Correspondence Learning: It has been continuing as organized, structured correspondence schools from more than one century. Several works and authors mention that in 1856, at Berlin, Toussaint and Langenscheidt founded a correspondence languages course. In 1886, a graduate studies correspondence course was introduced in England. A "Society to encourage Study at Home" was organized in 1873, in Boston, and the first formal experience took place in 1883, at New York, the "Correspondence University".

NSOU ? CC-ED-01 ? 72 Correspondence course participants are found in all ages in brackets and economic- social classes. It is a planned and systematized activity, based on the preparation of printed educational materials which are forwarded to students who are physically separated from the teachers and who can give but a limited assistance to them. Correspondence learning is an individualized learning system that allows students to proceed at their own pace, according to their interests. The institutional materials are for the most part printed and are generally prepared by a teacher who has not enough didactic and technical knowledge to prepare top quality educational material. Although a number of correspondence courses currently offer other types of instructional material - audio-tapes and videotapes, kits, etc. We shall for classification purposes solely consider the printed materials offered by correspondence courses. We shall reserve the name "distance learning" to the courses prepared on a high technical level, by a multi-disciplinary team, administered by a relatively large institution, comprising a wide variety of educational materials. Correspondence courses generally establish a bi-directional communication by mail, supported by the teacher who corrects the paperworks, offers guidance and the requested explanations. A degree may or may not be obtained and there is no pressure - the student's motivation is the basic factor for the program's success. It is not difficult to see that correspondence courses do not incorporate several features of the formal education and are thus classified in the field of non-formal education.

Distance Learning: According to Holmberg, "Distance study is learning supported by those teaching methods in which, because of the physical separateness of learners and teachers, the interactive, as well as the preactive phase of teaching is conducted through print, mechanical or electronic devices." Distance learning is based on non- contiguous communication , that is, "the learner is at a distance from the teacher for much, most or even all the time during the teaching-learning process". Based on this definition, we may infer that the concept of distance learning is wider than that of correspondence learning, with which it is sometimes confused. Thus, Butts remarks that "the rapid adoption, over the past 10 years, of the phrase 'distance learning' to replace 'correspondence courses' would seem to reflect the incorporation of media other than print (and particularly the medium of broadcasting); the fresh impetus coming from research into individualized learning and self- instructional methods; the broadening of the social base for open learning systems; and the development of courses and qualifications designed specifically to meet the needs of distance learning students." The concept of open learning systems used by Butts is wider than that of distance learning, as analyzed below:

NSOU ? CC-ED-01 ? 73 In sum, according to Holmberg , the three universally accepted features of distance learning are as follows: 1. Typical of the whole distance study is that it is based on non-contiguous communication, i.e., the learner is at a distance from the teacher for much, most or even all of the time during the teaching-learning process. 2. A pre-produced course, as self-instructional as possible, printed and/or consisting of presentation brought about by other means than print (audio or video-tapes, radio or TV programmes, etc.) guides the study. 3. Organized non-contiguous two-way communication is a constitutive element of distance study. It is in most cases principally brought about by assignments for submission for the students to solve and answer and for the tutors to comment on (in writing or on audio-tape), but freer forms of communication also occur." The organization and administration of distance learning significantly differs from those of formal education. Thus, for instance, no student attends classes at the institution, except for occasional visitors. There are no classrooms; instead there are places where multidisciplinary teams comprised of tutors, authors, audio-visual experts, and so on, plan and compose the materials that will be used. In distance learning we find no "academic semesters". The students may at will discontinue studies whenever he needs or wants to do so. As per Holmberg, distance learning is comprised, of the following basic activities: ? the development and technical production of distance study courses; ? the distribution of course materials; ? the non-contiguous two-way communication between students and tutors/ counselors, and record-keeping. Holmberg also reminds us that, in some cases, other activities may be required, as for instance: "course certificate - examination and degrees - supplementary face-to-face contacts between students and tutors/counselors." A large experience has been obtained over these years through application of distance study at various levels, for different target populations. Our main concern in this Chapter relates to the use of distance study for higher level education. A well-succeeded example of such use is the Open University. As pointed out by Oliveira, Open Universities are generally based on distance study through one or more communication media, such as radio, TV and the printed press. They mostly formulate the instructional materials used in their courses, for the most part employing a distance tutoring system that contracts teachers to provide the required support to the performance

NSOU ? CC-ED-01 ? 74 of supplementary activities. The assessment and graduation requirements are not uniform and in some cases, the diplomas are on par with those issued by regular universities, whereas in others we find that certain restrictions are made with regard to given courses. There are also open universities which are in no way concerned with the validation or equivalence of the offered courses and of their diplomas to those given in the existing formal universities. Open universities need their own organizational structure that differs widely from that of traditional universities. According to Oliveira, "The nature of their tasks and the *modus operandi* of open universities provide a mixture of academic culture and industrial activity", requiring the cooperation of professionals from varied backgrounds to act as redactors, educational planners, professors specializing in the different fields, audio-visual experts, and so on, thus displaying a multi-disciplinary character. The materials forwarded to the students, comprising printed texts, audio or videotapes, kits, etc., is usually validated prior to their utilization, so as to ensure a high degree of efficacy and efficiency. Oliveira also notes that "in countries with a shallower academic sedimentation, open universities seldom have their start on an academic basis and this results in their remaining for the most part on the fringes of the educational process" - an extremely significant aspect which will be relevant to the proposal that will be submitted below. The British Open University may be mentioned as being the most successful among all open universities. As described by Grayson, the British Open University founded on 1969 was created in order to remain open to new people, methods and ideas. The traditional matriculation requirements were abolished and efforts were made to attract working students. Approximately, 63.000 students enrolled in 1980, and its syllabus included printed materials, audiotapes, reading, study guides, self-assessments and radio and TV programmes. Tutorial assistance and counseling are available in about 280 study centers throughout Great Britain. We must include here about the high quality of the produced instructional resources, as well as to the disposition shown by the planners of the British Open University always to remain receptive to non-conventional programmes. The courses encompass six areas, namely: education, mathematics, sciences, social sciences, and technology. Their duration is approximately one year. The success of the British Open University led to the creation of several open universities in France, in Germany and in the United States as from 1971, without even mentioning the several Latin-American efforts in this field. Oliveira mentions the pilot-experiment of the China Open University which is planning to enroll approximately two and a half million students. According to that author, "despite NSOU ? CC-ED-01 ? 75 a variety of forms and contexts, Open Universities illustrate the many possibilities for widening the scope of higher level education." As to the expression "Open" he remarks that it may relate to - (a) The moment in which the student enrolls on a course for which the required credits system has been extremely simplified; (b) The educational process itself, as well as the range of options offered to the students as regards programmes and courses; (c) The fact that the course is taught at a distance; and (d) The fact that although not generally providing final degrees, they offer to students the possibility and the required flexibility to stay on or to leave the courses. Open Systems: The third instance of non-formal education corresponds to open systems or open learning, which have drifted much farther apart from the features of formal education, creating a wide, deep rift. As remarked by Butts, "open learning systems are defined as those which offer students a measure of flexibility and autonomy, to study the programmes of their choice when and where they wish, and at a pace to suit their circumstances. "The features ascribed to open systems, by the author, necessarily sets them as non-formal education instances, jointly with correspondence learning and distance study. As Butts points out, "...distance learning is seen ... as one type of open learning." As mentioned before, correspondence learning can be deemed a type of distance learning and, as distance learning can be said to be an instance of open systems, we may conclude that this concept is the most widely encompassing class among non-formal education examples. Some authors also consider rather freely the concept of open education - as synonymous with open systems. As Yalli says, "the idea of openness may be two-fold: open as to structures, that is, a rupture of the physical barriers of educative institutions, so as to provide free access to schools; or open as to methodology and learning resources." And, he concludes: "The essential fact about open education is that it does not matter how knowledge is acquired, all means are valid. The open learning system aims at the formation of independent students who have the capacity for self-discipline and a high capacity for synthesis and for analysis." Thus, in an open system, learning is the function of an interaction between the student and the actual world. 4.5.4 Virtual Education Virtual education is delivered, usually via information technology networks, without restricting the learner in space and time. There may or may not be the existence of an institution physically or in reality. For example some Universities have a provision for on-line or digitalized library which the students can access even if they are not present

NSOU ? CC-ED-01 ? 76 in the campus. Again there are certain on-line sites which have no institution in the physical sense. Virtual education is often seen as synonymous with on-line learning. Virtual education, in the past would have included distance education but in the second decade of the twenty-first century it usually implies learning via the Internet without any formal requirement to attend a physical campus. In some cases virtual education compliments on-campus learning. Now in the Covid pandemic situation, as new crises in the field of education has been emerged, the virtual education is found most relevant. Importance of Virtual Education: ? Virtual education for student gives interactive access to the digital libraries provides with powerful search engines, can study at home or where there is an Internet access. ? Virtual educational space modelling for higher education based on competence- based approach for students professional development is actual than ever. One way or virtual education realization is virtual reality technology application where highly-realistic professional activity multi-component space modelling supports dynamic interaction with students. In this process, the complex psychology-pedagogical conditions, where the virtual education opportunities realization are possible to be implemented. ? Virtual educational space creation for higher education is innovative for future students' professional development, and directs on professional education quality improvement. ? Virtual educational space creation for university education has to take into account properties of virtual reality, and based on virtual outlook phenomenon. The virtual educational environment is realized in the conditions of pedagogical interaction in space and time, online. These signs provide various models creation optimum conditions. ? Virtual reality forms new forms of mentality and consciousness activity manifestation, and the return impact on factors which have generated them, and human life. ? The virtual educational environment influences to human knowledge and reality transformation; on human activity, worthiness, self-determination, and self-realization. Therefore, the virtual educational environment has to be based on recognition of humanistic essence and focused on professional education. ? The virtual educational environment of university education consists of six main components - informative, integrative, communicative, co-ordinating,

NSOU ? CC-ED-01 ? 77 developing and professional focusing. These cognitive and logic-subject components provide professional knowledge individual conceptual system formation. ? The virtual educational environment organization for university education the educational models, methods and receptions for future student's professional development have to be focused on virtual education opportunities realization and provide training process of reflexive management. ? The virtual educational environment as part of system of a common information space allows increasing the students' professionalism. 4.6 Summary In this unit we have covered some essential dimensions related to the process of education. Education is a purposive activity and therefore is driven towards a goal or aim. The aims of education give direction to all that is to be done and achieved in and through education. The Individualistic as well as Social Aims of education, among many other consequential aims, strive towards achieving a twofold purpose of individual growth and development as well as social progress and advancement. The aims give direction to the educational process which encompasses the various components or factors of education comprising of the learner, the teacher, the curriculum and the environment. The educational process remains incomplete in the absence of any of these factors of education. As discussed in the preceding units, education is a life-long process and does not end with the attainment of a degree. Hence, it can be categorized into different types like Informal, Formal, Non-formal and Virtual Education. These avenues open up multiple prospects for providing and receiving education. 4.7 Self-Assessment Questions 1. What is individual aim of education? 2. What is social aim of education? 3. Justify which aim of education is more relevant individual or social. 4. What are the factors of education? 5. Why is child considered as a factor of Education? 6. What are the types of education?

NSOU ? CC-ED-01 ? 78 7. State differences among the types of education. 8. Give an example each of formal, non-formal and informal education. 9. Justify which aim of education is more significant-Individualistic or socialistic. 10. Discuss on the types of Education. 4.8 References Ananda, C.L.et.el.(1983). Teacher & Education in Emerging in India Society, NCERT, New Delhi. Chandra S. S., R. Sharma, Rejendra K (2002). Philosophy of Education. New Delhi, Atlantic publishers. Chakraborty A. K.(2003). Principles and Practices of Education. Meerut, Lal Book Depot. Gupta S. (2005). Education in Emerging India. Teachers role in Society. New Delhi, Shipra Publication. Dasgupta, P. (2004): Non-formal Education in India, in J.S. Rajput (ed.), Encyclopedia of Indian Education, New Delhi: NCERT. Devdas, R.P. (2004): Vocational Education, in J.S. Rajput (ed.), Encyclopedia of Indian Education, New Delhi: NCERT.

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Unit 5 ? Education as a Process Structure 5.1 Objectives 5.2 Introduction 5.3 Education as the Process and Product 5.4 Agencies of Education 5.4.1 Family 5.4.2 Society 5.4.3 Organization 5.4.4 Mass Media 5.5 Characteristics and Significance of Child-Centric

Education 5.5.1 Characteristics of Child-Centric Education 5.5.2 Significance of Child-Centric

Education 5.6 Summary 5.7 Self-Assessment Questions 5.8 References 5.1

Objectives After going through this unit, you will be able to – ?

understand education as the process and product; ? know about the agencies of Education; ? understand the characteristics and significance of Child-centric education. 5.2 Introduction We have seen in the previous units that Education is modification of behaviour. Now this modification takes place through a process. So when education is acquisition of knowledge and skill, leading to wisdom and bringing about changes in our thought process and helping in bringing about a modification in our behaviour, it is a process. In this unit, education is considered as process and product will be discussed.

NSOU ? CC-ED-01 ? 80 5.3 Education as the Process and Product Education can also be called a process when education is helping in the act of developing the intellect, critical thinking abilities, social and cultural understanding, and understanding of one's own self. Education is considered as an active and a dynamic process which takes place continuously during one's life by way of various experiences acquired through either a formal type or an informal type of agency. The individual continuously learns for successful adjustment with the environment. In this process, he or she learns to utilise the experiences in learning and reconstructing new things in the place of old ones. Thus, the learning takes place throughout life which is an active and a dynamic process. When education leads to a quantitative increase in knowledge or recollecting and retrieving the stored or memorized information for later use it acts as a product. Again, when the knowledge, skill and wisdom acquired through the process of education is assimilated in the culture and society and is transmitted from one generation to another, education becomes a product. Education fosters values in people,

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which are universally accepted as valuable at a given point of time.

Transmission of knowledge or skills which takes place as a purposeful activity in a variety of ways could be termed as the product of education. Let us look at some real life learning experiences. For example, when a child is learning to do addition. Say, $5+3=8$. A child will learn that when there is + sign between two numbers it implies addition, that is putting together the value of the two numbers and the resultant value will have to be written after the = sign. So, here a child is learning the process of addition. Similarly, the child learns the process of subtraction where the symbol or sign – (minus) implies taking away the number after this sign from that before the sign. This will lead to a lesser value than the first one. e.g. $5-3=2$. So this is the process. When the child can solve problems like $6+2=?$, education becomes the product. That is the knowledge of addition and subtraction now becomes the product. This product knowledge can help in the process of acquiring further knowledge, for example applying it in the BODMAS (coding) sums. Similarly, when one is initially learning to read, one learns to combine alphabets leading to a certain word. One learns the process of formation of words and how the combination of alphabets can lead to different sounds or pronunciation. This becomes a product when one can read words by looking at the words instead of spelling each letter of the word. So, it can be said that education is a process as well as a product.

NSOU ? CC-ED-01 ? 81 5.4 Agencies of Education We have seen that education leads to modification of behavior. This modification takes place throughout life. So, we

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understand that education is a life-long process. It starts

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birth of the child and continues till the death. During the entire period of one's living, the human being comes in contact with various situations, institutions, and organizations and get themselves educated through different agencies of education.

One of the functions of education is socialization. We have seen in the previous units that the aims of education can broadly be divided into individualistic and socialistic. We have also discussed how these two aims are interrelated and interdependent. Our interactions with the environment or society can help us to have an impact in the modification of behavior as they form the sources for getting information and knowledge. The social agencies of education like the Family, School, Community, Media etc. contribute in our learning.

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According to Bhatia (1994), 'Society has developed a number of specialized institutions to carry out the functions of education. These institutions are known as 'Agencies of Education'. Agencies may be

classified in various ways as prescribed by Brown (1947) and stated by Saxena (2009). Among the classifications, one may be based on being a formal agencies of education like schools, libraries, educational programmes etc. or informal agencies like family, market place, fairs etc. Another is based as active agencies, like school, family, community, religion, social clubs etc or passive agencies like Cinema, TV, radio etc. The third classification of agencies is based on four categories - formal agencies of education like schools, libraries, etc.; informal agencies like family, society; commercial agencies like radio, T.V., club, theatres, movies etc.; and non- commercial agencies like sports clubs, social welfare centres, scouts and guides etc. The

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various agencies of education can be clubbed in each sub-category of the agencies, keeping in view their scope and the functions of getting education. It is therefore said that only one agency of education is not enough for the child to get education and for their growth and development. There is the scope to get education from the formal as well as the informal systems, active and passive systems, commercial as well as non-commercial

systems.

NSOU ? CC-ED-01 ? 82 5.4.1 Family Family is an active informal agency of education. It is the first social habitat of human being and the most influential agency of education. Brown has defined family as the "we group having an affectionate tie amongst members and sharing of common interests. It is a place of security and safety for the healthy growth of a child".

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Psychologically and physically the first contact and interaction the child makes with the outer world is with his/her mother. Learning process of the child begins the moment s/he is born. His/her brain takes shape in accordance

with

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the responses made to the stimulus. The child's brain is nascent, eager to record the first reaction of the person who comes in contact with him/her. The home environment gives shape to his/her psychological and sociological growth. Mother becomes the first teacher. Undoubtedly, that is the reason that the first language a child learns is called "mother tongue". When we use the term "Home", it signifies the place where there are parents and other family members who the child comes in contact with, where the child is loved, cared for, disciplined, reared, taught and brought up, where a responsibility is felt by the family to modulate the child and attend his/her needs. Home, therefore, plays a very important role in laying the foundation of the child's personality in terms of physical, emotional, social, moral and cognitive aspects. As change is a continuous process,

socially, the changes in family system have taken place. Joint families have given way to unitary families. Now the size of the family is smaller with only the parents and one or two children.

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In joint families, there are other family members who are emotionally attached with each other and play an active role in the upbringing of the development of the child. The following are the major educational functions of the family which works for developing the all-round personality of the child: ?

It helps in physical, mental, and emotional developments

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of the child. From the very beginning of infancy, child learns to understand others, recognize signs and symbols, speech and imitate others. This is the family that educates the child, not through formal process but informally by action, play, and stories.

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The behavior of the parents defines the emotional development of the child. Needless to say, the child first develops emotional bonding with the parents. The feeling of 'acceptance', 'love and belongingness' and 'togetherness' comes from the family only, which provides emotional maturity to the child.

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It educates the child about the attitude, moral values, ethics, skills, behavior pattern at the family as well as the society. ? It teaches the child about the culture, tradition, and customs of the society and also, teaches fellow - feeling, love and belongingness in living together.

NSOU ? CC-ED-01 ? 83 ? It influences the socialization and actualization of the child.

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The first step towards socialization is learnt by the child is the love and affection receives from his/her family. Home is the first social institution that attempts to socialize the child. The social development of the child depends upon the love, affection, recognition, security, approval, freedom etc. the child receives from the family. The child receives approval for righteous conduct from parents. The child also observes parents' day to day activities and it impinges upon behavior of the child. The manner in which the family conducts itself channelizes future role and performance of the child. ?

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Home not only provides basic necessities of the child, it also equally provides many opportunities to the child for future living. ?

Moral and religious education starts from the family.

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The parents become the first role model for the child. It is widely seen that a girl child copies her mother and so does the boy of his father. The reinforcement that comes as a response to the child's behavior creates the value system. The reinforcement that a child receives from his/her parents towards a particular act makes the child differentiate between the right and the wrong. The immoral acts of the child should be checked by the parents at the very initial stage. The value system of the child depends on the morals and religious activities practiced within the family. Apart from these, the family has further responsibility to make the child develop a sense of nationalism towards

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country, to understand their duties and responsibilities to the society, to respect human life and dignity, and to preserve family values and culture. ?

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It helps the child for developing a balanced personality in all aspects of human living.

Thus we see that the family through its various stages and interactions with the child acts in an informal way to educate the child.

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Family as an Agency for the Development of the Child Family brings the following developments among the child –
Physical Development The child spends his/her infancy within the family. The priority, initially, should be on the physical growth of the child. The family should take care of the diet of the child and ensure that the child is nourished.
Social Development The first step towards socializing is learnt by the child is the love and affection receives from his/her family. Home family is the first social institution that attempts NSOU ? CC-ED-01 ? 84 to socialize the child. The social development of the child depends upon love, affection, recognition, security, approval, freedom etc. the child receives from the family. The child also receives approval for righteous conduct from parents. The child also observes parents' day-to-day activities and it impinges upon behaviour of the child. The manner in which the family conducts itself channelizes future role and performance of the child.
Emotional Development The behavior of the parents defines the emotional development of the child. Needless to say, the child first develops emotional bonding with the parents. The feelings of 'acceptance', 'love and belongingness' and 'togetherness' come from the family only, which provides emotional maturity to the child.
Mental Development Like the physical growth, mental development of the child also goes on simultaneously. From the very beginning of infancy, child learns to understand others, recognise signs and symbols, speech and imitate others. This is the family that educates the child, not through formal process but informally by action, play, and stories. Moral

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religious Development The parents become the first role model for the child. It is widely seen that a girl child copies her mother and so does the boy of his father. The reinforcement that comes as a response to the child's behavior creates the value system. The reinforcement that a child receives from his/her parents towards a particular act makes the child differentiate between the right and the wrong. The immoral acts of the child should be checked by the parents at the very initial stage. The value system of the child depends on the morals and religious activities practiced within the family. Apart from these, the family has further responsibility to make the child develop a sense of nationalism towards

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country, to understand their duties and responsibilities to the society, to respect human life and dignity, and to preserve family values and culture. 5.4.2

Society The two terms 'society' and 'community' are often confusing. However, there is a difference in the two. A society is a group of individuals involved in persistent with social interactions, or a large social group sharing the same spatial or social territory, typically subject to the same political authority and dominant cultural expectations. Community refers to a group of people who live in a definite locality but society refers

NSOU ? CC-ED-01 ? 85 to a system of social relationships. There exists more than one community within a society. Hence community is smaller unit than society. The society, thus has different types of social relations under it which affect the education of individuals. As agencies under the macro-system of society comes the Government or state, the religious institutions, the socio-cultural organizations, etc. Neighborhood can be said to be a local social unit where there is constant interactions among people living near one another or people of the same locality. In such spatial units, face-to-face interactions frequently take place. In this sense they are local social units where children grow up. Children through interactions learn the language and social norms. Interaction with different age groups of the society helps an individual to socialize. Besides one may observe diverse set of people in the neighborhood who differ in caste, class or religion or occupation. By interacting with such diverse set of people, one is exposed to various customs and practices; various occupations that people pursue; the skills required for such occupations and also the qualities possessed by those members. The growing child may also imbibe values of discipline and orderly behavior. The concept of inclusiveness also develops through the social interactions at the society. One learns to accept diversity. Interactions are both physical and social environments wherein children get easily affected. If the child is surrounded by people who are warm and cooperative, it will get definitely transmitted to the child. On the other hand, if the locality is peopled by aggressive and violent group, it is possible that such children may learn unsocial or anti-social behaviors. Social values, thus develop through the social interactions which help in the development of personality and character. It is easy to observe interdependence among people of the same locality. There may be individual differences. At the same time these residents of the same locality seek to realize common values share common traditions, folk-ways and customs, socialize youth, and maintain effective social control. So, we can see how society has a tremendous effect in educating us directly and indirectly leading to a modification of behaviour throughout our life. 5.4.3 Organization When a group of people work together with a particular purpose they form an organization. There are various organizations in the society which act as formal and informal agencies of education. The School and educational institutions, library are formal organizations. Whereas, religious institutions, state or Government, Clubs, socio-cultural organizations act as informal agencies of education.

NSOU ? CC-ED-01 ? 86 As it is not possible to discuss on all sorts of organizations, we will see a few and how they act as agencies of education. School For an individual, the school is usually the first direct, active and formal organization. It is one of the most important agencies of education. The child spends a great part of his days in this organization. The school being a direct and formal agency of education has specific aims and method of modifying the behaviour of the child or imparting education. The teachers are the parent substitutes, who are like role models to the children. The matured personality of the teacher through various interactions acts on the child and brings about modification of behaviour. As an agency of education the school performs various functions – ? Custodian function – The children stay in school for a greater part of the day, under the care and responsibility of the institutional authority. The school acts as a custodian of the developing children. ? Supplemental function – For the few years before coming to school children grow and develop in and through their respective home environment which may be influenced by other non-school agencies. The influence of the family creates unique behaviour patterns, mental structure etc. All the influences the child may not have the be useful experiences. The school tries to supplement those with useful learning which the child may not have got from the home. ? Corrective function – It is a fact that all homes are not good homes. Different types of behaviour problems of children are found to originate from home or other non-school agencies. Specially in the modern era the mass-media and social media are creating a great impact on a child's behaviour, all of which may not be beneficial for the child. In these cases, the school performs the corrective function by modifying these unwanted physical and mental problems. ? Preventive function – The school makes an attempt by manipulating the environment and framing the curriculum in such a manner that children are dissuaded or prevented from developing undesirable habits or traits. The maxim of "prevention is better than cure" is better to follow as undesirable behaviour patterns once formed cause difficulty in its eradication. ? Conservation and transmission function – The cultural heritage is preserved and transmitted to the future citizens by the school through its various curricular and co-curricular activities. ? Stimulative and Creative function – The school through its activities of the curriculum manipulates the academic and psycho-social environment in such

NSOU ? CC-ED-01 ? 87 a way so that it acts as a stimulant to nurture the creative abilities of the child. Flexibility of the thought is developed through discussions, debates etc. ? Socialization function – The school is a miniature society. It deals with children during the most crucial stages of its development – programmes and activities can help in the socialization of the child. The value of punctuality, discipline, hard work is infused by the school. Mutual respect amongst individuals is childhood and adolescence. Interaction amongst peer group and adults through various situations. ? Evaluative function – The school not only teaches, but also evaluates the learnings in the different dimensions be it physical, academic, cultural, aesthetic or social and determines the learner's future as a member of the society. ? Man-power training – The school takes the responsibility of creating the future citizens of a country. It tries to bring out the latent quality of its students and develop the leadership qualities. ? Educational and vocational guidance – With diversification of subjects and specialization in various fields, the school has an important role to play in providing guidance as per the aptitude and interest of the students. Pre- Vocational skills are to be developed by the school so that in future the children can be on their own feet economically and act as a human resource to the country. Thus, from the above discussions we can see that the school as an agency of education has a very crucial role to play. The State or the Government Initially education was a personal or private affair. The family took the responsibility of teaching its younger members the knowledge required to live. Gradually when men started living in groups or tribes, the elder members of the group decide on the type of education and who will impart the education to the younger members. Gradually, as kings came in, some benevolent rulers started patronizing the educational institutions by providing lands, or financial assistances. However, most of the time personal grants by the rich or voluntary services by the members of the society were taken to run the educational institutions. At present the Government directly and indirectly control the education of the country. Education Acts as the means through which the thought of the ruling political party is disseminated. This is done by determining the aim of education, framing the curriculum and syllabus, revising the textbooks etc. Direct control is practiced through the policies, rules and regulations, financial assistance, affiliating agencies by way of

NSOU ? CC-ED-01 ? 88 supervision and inspection. The Government also collects, compiles and publishes information. The Government also makes provision for teacher training and research on teacher education. Education being in the concurrent list of the Constitution of India both State Government and Central Government has a responsibility in the expansion and implementation of it. Socio-Cultural Organization The socio-cultural organizations spring up out of the needs and interests of the people. These are specified, at the same time spontaneous agencies of education. These may have some forms depending on their demands like clubs, sports organizations, Scouts and Guides etc. These organizations cater to innumerable needs of the people. They help in social interactions, group work and have an everlasting influence upon the development of one's personality. Education is a life-long process of learning and an unending process of development of powers in response to the socio-cultural aspirations. An individual develops his/ her body and mind, expands the horizon of knowledge, creates new values, acquires skills and unfolds the latent powers to the full. These organizations benefit both the individual and society. The individual is benefitted through the development of his/ her powers, learning of skills, social interaction, sublimation and fulfillment of creative urges. The society on the other hand benefits as it gets better citizens. Awareness programmes, relief work during natural calamities, blood donation camps, inter club sports programmes etc. help in the development of cohesion and feeling of unity among the citizens.

5.4.4 Mass-Media Mass media refers to a diverse array of media technologies that reach a large audience via mass communication. It may be print media like newspaper, magazines or non- print media like drama, Jatra, puppet show or electronic media like TV, radio, movies, internet etc. The goal is to reach out to the mass or large number of people without establishing any personal contact between senders and receivers. It permeates into all aspects of society, be it political, linguistic, cultural or spiritual. Media is all pervasive; its functioning is very subtle and has both positive and negative influences. Mass media can perform the functions of providing information. Through this information education can be transmitted, mass-media can act as an entertainment media too. It has broad appeal. It can reach out to majority or mass at great speed. Compared to formal schools and institutions the cost of reaching the mass is lower. Long before the birth of formal schools, education of the mass took place informally through various forms. Philosophy, values, religious preachings and culture were

NSOU ? CC-ED-01 ? 89 preserved and disseminated through indigenous ways, like Kirtan, Jatra, Kavigaan, Kathakata, Puppetry, folk-songs and dances like Chau of Purulia. These were the mass media that were less expensive, a part of the peoples' lifestyle and entertaining. These forms of mass-media were attractive to the common man and helped them to know about various things, imbibe our cultural norms and modifying the thought process. With an increase the literacy and advent of press, newspapers became popular. They are less expensive and readily available. They help in the development of public opinion and awareness of the surroundings. The press, specially the newspaper tries to fight against ignorance, social evils and keep the people updated with the day to day affairs of the administrative machinery of the state as well and thus try to build the democratic spirit. The Radio, Television and Cinema are not only means of entertainment but are providers of education too. The radio or transistor being handy to carry and battery run can be carried to different places as per conveniences. It can be heard from a certain distance too. It is a powerful mass-medium for disseminating information. Unlike the newspaper which can reach the literate people only, the radio can be effective on those who are illiterate. The television and cinema has a greater impact on the mass than the radio. Both of them use the auditory as well as the visual sense organs. So not only the people with vision and hearing can gain benefit from it, even those deprived of these sense organs can use the other and be a part of the receiver. The television with its discussions, debates, news and programmes can help in the dissemination of knowledge, awareness and formation of opinion. Through its various programmes vocational classes and educational programmes can also be reached to the mass. In the present era, the internet and the social media like twitter, you tube, face book, whatsapp are helping to act as a two-way or interactive mass-media. It is not only helping in the circulation of knowledge very fast to the mass, it is also effective in collecting information from the mass. There is no barrier of geographical distance or of countries for this type of mass media. It is a good mode of adult education too. There is a huge explosion of knowledge and this media opens the casket of knowledge for anyone who is eager to know. Media is being used both as formal and non-formal system

of education. Information Communication Technology is especially used for non-formal education like in ODL system. In India, IGNOU and NIOS like institutions are providing educational programmes throughout the country through Radio, Television, and online programmes. The Central Institute of Educational Technology under the NCERT is mainly concerned with the development of innovations and with using various media in School education. It is engaged in the development of an attractive system of education using television NSOU ? CC-ED-01 ? 90 through INSAT to reach in and out of school children and teachers in rural areas. It produces E.T.V. programmes and these programmes are being telecast via INSAT. The Electronic Media Production Center in IGNOU is also contributing in developing audio-video materials, direct telecast through Teleconferencing and Interactive Radio Counselling for the learners.

Tools of Media The various tools of media have been stated as follows (Nasir, 2013). Newspaper and Magazine Newspapers and magazines are regarded to be the major sources that make provision of all kinds of information and knowledge to the individuals on various issues and concerns. They include information about education, employment opportunities, current affairs, notices, advertisements about products and services, fashion, health, diet and nutrition, medical and health care services, technology, business, management, administration and so forth. There are numerous kinds of newspapers and magazines, which provide abundant information on various issues and problems. Individuals who are not able to access the internet are able to obtain information through newspapers and magazines. Television – Television is considered to be the major source of entertainment. Individuals watch news movies, serials and other programs on television and acquire information. There are numerous kinds of programs on television, that contribute in making provision of knowledge on various areas such as education, relationships, how to communicate, respect for the elderly individuals, promote proper growth and development of the children, form appropriate terms and conditions at the workplace and within the community, and through television programs and cinemas, individuals acquire knowledge about how to present themselves in an adequate manner. Radio – The radio is a source of media, which normally people listen to, in most cases, it is the electronic media of communication, it is also the first with the news like newspaper and has several news bulletins within 24 hours. Internet – Internet has influenced the lives of the individuals not only in India but in all the countries of the world on the wide range. Individuals are able to access information on each and every issue and concern on the internet at any time. The internet facilities largely contribute in making provision of information to the individuals even in buying and selling of products and services. Individuals are largely depending upon the internet to carry out all kinds of day to day activities and functions. Advertisements – It is considered to be the part of mass media. The main purpose of the advertisements is to generate awareness amongst the individuals about various products and services. Market of the advertisements has been developing to such an NSOU ? CC-ED-01 ? 91 extent as one is able to observe an advertisement within the time of one minute. In the present world, there has been creation of advertisements on television, radio, magazines, newspapers and even books about various products and services. **Importance of Mass Media:** 1. Mass Media provide information to the mass within a less time. 2. It takes a wide coverage of information regarding anything that is happening in any corner of the world. 3. It brings the entire world to the individual or to the classroom. Children spend hours sitting together in front of the television and can visualize, hear and acquire knowledge about the world. 4. These media easily reach groups, allow repeated use, give more reality, influence attitudes, show cause and effect relationships and ultimately motivate the audience. 5. It sends information to remote places and helps in distant learning. 6. It helps in modification of attitudes, inculcation of desirable values and acquaintance with cultural heritage. 7. Mass media acts as an agency of social change. 8. These are useful for reinforcing group dynamics and interpersonal communication. 9. Mass-media as means of communication make ideas clear to children and help them to acquire correct knowledge. They help in simplifying and in giving vividness to explanation. 10. These make the instruction concrete and stimulate interest and excite curiosity in things. Education today, therefore, has a far greater responsibility than it had ever before. It has to meet the demands of a dynamic world which change its character every day. Contemporary education has to be more comprehensive and complete than it was ever before. The role of the various agencies of education like home, society, community etc. has consequently increased, so has the role of the mass media like television, radio, cinema, newspaper increased.” So now-a-days, press, radio, cinema, television, etc. are becoming more and more important in an individual’s life. Mass media in education are press, radio, motion-picture, television, etc. So mass media are many and these are technically called ‘passive agencies of education’. They influence the attitude and behaviour of the people indirectly. These agencies cover entertainment, informatory propaganda, historical record, education and improvement of moral judgement and moral tone of the people.

NSOU ? CC-ED-01 ? 92 5.5 Characteristics and Significance of Child-Centric Education Looking back at history, we find that education meant transference of knowledge, which was found to be important for the adult members of society to the child. The child's needs, interest, abilities were not taken into consideration. After numberless efforts made by educators through decades child is now considered to be the centre of education. Child-centricism signifies that educational endeavour with its objective, curricular organization, methodology and technique of teaching, disciplinary measures should rotate round an individual child's physical ability, intellectual ability, emotional state, socio-cultural background, interest and aptitude in order to bring about an integrated development in the child. The Naturalistic Movement brought about by J.J. Rousseau, the architect of French Revolution, questioned and shattered the conventional and traditional ideas. He felt education can act as a weapon to fight against all sort of evils. Through his naturalistic philosophy he brought about naturalism in education. He vehemently opposed the traditional educational ideas and stressed on natural education. His natural education was based on the original nature of the child. That is, his education laid stress on the child, the natural interest, capacities and psycho-physical demands of the individual. Pestalozzi was inspired by Rousseau and tried to bring in Psychological approach to the method of education by catering to the varied interests, aptitudes and inclination of students. Thus, he too tried to place the child as the central point in the educational process and like Rousseau had immense faith in the innate goodness of the child. Froebel's Kindergarten (in German language means Childs' garden) system implies through its nomenclature the importance of the child. According to Froebel, education of an individual is nothing but the self-developmental process. Education is unfoldment of the natural powers of an individual. Madam Montessori introduced individualization of instruction. She stated that a child has a delicate body and a delicate mind and so requires delicate handling. So, she never allowed any individual child to be lost in a group. Her scheme of education provided the child with the environment full of joy, freedom and scope for fullest expression of individual powers. Similarly, John Dewey, the American pragmatist was eclectic in his approach and placed the learner in a very important place. He stated that education is a process of growth through reconstruction of experiences. It must cater to the social needs and NSOU ? CC-ED-01 ? 93 demands. So education should see that it leads to the harmonious development of the individual and also lead to well-being of society. Our Indian educators too laid great emphasis on reformation of the traditional system of education. Rabindranath Tagore, Swami Vivekananda, Sri Aurobindo, Mahatma Gandhi and all modern educationists have laid on child-centricism in their own ways. The slogan for today is "Education is meant for the child and not child for the education". 5.5.1 Characteristics of Child-Centric Education As the name states, child is to be considered as

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the Centre of Education. So development of mind, body and spirit of the child should be reflected in the programme and planning of education.

So the characteristics of child-centred education are as follows: a. Dignity of the child: Every child is to be accepted with his or her individual difference. No child is similar. So the individuality of the child is to be respected. The spirit of child-centric education is to uphold the dignity and individuality of the child in the academic fabric. b. Inclusiveness or No discrimination: With the idea of upholding the dignity and individuality of the child is the idea of no discrimination or inclusion. No discrimination on the grounds of caste, creed, sex, economic background or social background of the child. c. Freedom: Freedom based discipline has been emphasized. Freedom to learn through discovery and creation of own experiences instead of getting second hand information through books are emphasized. d. All round development and Self-activities: The aim of education according to child-centricism is the all round development of the child. That can best be achieved when a child is allowed to learn through experiences and activities. Such learning

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is permanent. The course and subjects should be experience-oriented to meet the need of the child.

The teaching styles and techniques should be such that it leads to the development of physical, cognitive and affective areas of a child. e.

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Development of interest and needs: The education of child depends on his interest and needs. The physical, social, moral and spiritual development of the child is "the main objective of the child-centered Education.

f. Dignity of the Child: The spirit of child-centred education upholds the dignity of the child in the academic and social fabric. Such a system of education gives due respect to the individuality of the child.

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Self-activities: Froebel developed plays, games and songs and occupations, designed especially to stimulate the child's self-activity. He laid great stress on self-development of the child and child's activity should stem from his own interests.

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Development of interest and needs: The education of child depends on his/her interest and needs. The physical, social, moral and spiritual development of the child is "the main objective of the child-centered Education.

Principles of Child-Centered Education Child centric education today exists in various forms in schools all over the world. The principles of child-centred education are – i) The child is the most sacred organism in education: The basic principle of child-centered education is to enable the optimal development of a child's personality and competencies in line with his or her individual requirements. ii) Orientation on the needs of the children: The teacher should understand child psychology and guide the child according to his/her needs and attitudes. Children should be treated as children and not as miniature adults. iii) Active self-regulated learning: A child must learn through self-activity. Therefore, children are instructed and encouraged to actively search for knowledge by carrying out learning activities. iv) Well designed learning environment: Learning environment should be such that children can work towards developing their competencies in an autonomous and self-directed manner and in accordance with their own needs. Therefore, importance should be given in didactically designed learning material, such as, learning tasks, games, materials to stimulate development, learning platforms, user friendly libraries, learning rooms etc. v) Social learning as a method and goal: Learning is designed as a shared social process. Cooperative planning, working in teams and groups, such as, discussion groups, student council, etc. are encouraged. vi) Importance on Psychological findings: Child-centric education is based on psychological findings which are applied at all levels of learning, viz., motivation by creating interest in the child, interest, positive reinforcement of good learning habits through rewards etc. vii) Conducive school community: School administrators, teachers, students and parents, all work together in a respectful, professional and committed way and form a conducive school community where teachers cooperate with and include parents in school activities.

NSOU ? CC-ED-01 ? 95 5.5.2 Significance of Child-Centric Education Child-centric education has been supported from various angles, viz., Philosophy, Psychology and Sociology. All supports of child-centrism are from their own perspectives. Philosophy in its various forms justifies child-centrism. Idealists believe that a child has innate goodness which is unfolded in the natural process of expression. Child centric education doesnot allow any interference from outside and so allows in the enfoldment of the innate goodness naturally. Naturalism believes that child has got natural endowments which seek natural development and expression. That is possible only in child-centric education. Pragmatism believes that nothing is constant and eternal. So readymade information prepared by adult members may not be of any use for the child in future. Life experience gathered by an individual teaches many lessons. Child-centricism advocates experiential learning. This learning helps the child to reconstruct experiences in accordance with the basic capacity, aptitude, need and interest of the learner. Psychology believes in individual difference. That is each child has difference in instinct, emotion, urges, aptitude, capacity, interest and inclination. So a uniform educational system cannot cater to all children because each child is unique. Child- centrcism advocates the individual needs of the child and freedom for self-development and all round development of the child. Thus Child-centric education is advocated strongly by Psychology. Sociology, the study of society, justifies child-centrism in education as a social process. This process aims at ensuring one's successful adjustment with society. This adaptation to socio-cultural environment comes as a process of self-learning and self- adjustment through purely subjective reconstruction of experiences. Thus, we find that child-centrism is significant from various standpoints. 5.6 Summary Education with its manifold applications and implications can rightly be understood both as a process and a product. It is concerned with both; the ongoing learning experiences that an individual goes through in an educative programme as well as what the individual has become or achieved after going through the learning experiences. The learning experiences that an individual goes through in one's life span are numerous and multifarious in nature. They cannot be restricted to only one source and so, there are various agencies of education through one learns, grows and educates oneself. In this unit you are familiarised with some of the important agencies of

NSOU ? CC-ED-01 ? 96 education like family, society, organisations, mass media etc. The role of these agencies in the education of an individual is immense as they go on to influence the individual at every stage of her/his life. Another important topic that has been dealt with in this unit is child-centric education, its characteristics and significance. Educational Studies in the present times would remain insufficient without the discussion of child centric education. It has a significant historical past to the manner in which educational studies as a discipline has been impacted and has evolved over the years. The unit covers the trajectory of child centric education and its relevance in the present times. 5.7 Self-Assessment Questions 1. How does family act as an agency of Education? 2. State the role of mass media in education? 3. State the characteristic of Child-centric education. 4. Justify education as a process and product? 5. Discuss the importance agencies of Education. 6. State the characteristic and significance of child-centric Education 5.8 Reference

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Unit 6 ? Education for Knowledge Development Structure 6.1 Objectives 6.2 Introduction 6.3 Education for Knowledge Development 6.4 Education and Culture 6.5 Report of the International Education Commission for 21st Century 6.6 Summary 6.7 Self-Assessment Questions 6.8 Reference 6.1

Objectives After going through this unit, you will be able to – ?

understand education and knowledge development; ? know about the interrelation between education and culture; ?

know about the Report of the International Education Commission for 21st Century: Major Suggestions regarding Four Pillars of Education 6.2 Introduction Before discussing on the function and role of Education for knowledge development we need to know what "knowledge" is. Knowledge is the facts, information and skills acquired by a person through experience or education. It also means the theoretical or practical understanding of a subject. In fact, it

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is a familiarity, awareness, or understanding of someone or something, such as facts, information, descriptions,

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skills, which is acquired through experience or education by perceiving, discovering or learning.

It is a meaningful structure of facts into some relationships. Education for knowledge development, culture and education along with the Report of the International Education Commission for 21 st Century: Major Suggestions regarding Four Pillars of Education will be discussed in this unit.

NSOU ? CC-ED-01 ? 98 6.3 Education for Knowledge Development

Philosopher Plato defined knowledge as "justified true belief". Thus, the information that we gain from the curriculum, the justified skills that we develop from the curricular and co-curricular activities are all leading to knowledge. There are four standard basic sources of knowledge - perception, memory, consciousness and reason. Memory as a basic source plays the preservative role more than a generative role. It helps as a source for justification. Perception is giving a meaning to the sensation. This meaning is given based on previous experience stored in memory. Education is modification of behaviour. This modification occurs due to knowledge. Education also leads to the acquisition or formation of new knowledge. One of the main functions of education, whether formal or informal or non-formal, is concerned with the acquisition, generation and transmission of knowledge. One of the main functions and aim of formal education is preservation and transmission of knowledge. Taken in this sense, it encompasses three particular actions: (i) it selects, from the infinite body of knowledge, packages that are thought to be particularly worth knowing, (ii) it provides the means and resources, whereby those things can be approached and known, and (iii) it applies pedagogical expertise in an attempt to ensure that these things are learnt. In transmitting knowledge and methodology for gaining knowledge, education should, however, introduce us to establish truths and facts about the world in a neutral and objective way. The fact remains that we rather perceive it in particular ways, from particular perspectives and from particular viewpoints, which are largely determined by our interactions with the world in a particular spatio-temporal and social context. Since the ancient age educators of the East and West have emphasized knowledge as the supreme aim of education. Socrates stated that 'Knowledge is Power'. According to the ancient Indian educators or Rishis, knowledge is the third eye of man. Knowledge helps one to progress materially and mentally. Formal education through its curricular and co-curricular activities tries to preserve, transmit and enhance knowledge. Though the transaction of the curriculum, deeper understanding of the subject is enhanced, thus leading to the accumulation of knowledge. Knowledge also helps in the development of skill. An individual becomes resourceful through knowledge. Again we find

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that knowledge is indispensable for all right actions and is the source of power

and happiness. Now how can education help in the development of new knowledge? By gathering of facts and then drawing out generalizations, one learns to infer from the information

NSOU ? CC-ED-01 ? 99 so collected. Through perception and reasoning one can draw up certain general principles or relationship about the occurrence of the phenomena. Education develops in man the skill to think with reasons. It also teaches one through various experiences to think deductively and inductively. Every individual is unique genetically and environmentally. So one constructs or learns from the experiences in one's own unique way leading to the formation of new knowledge.

6.4 Education and Culture 'Culture' is one of the most important concepts used in education, psychology, sociology, political science and economics. The study of human society immediately and necessarily leads us to the study of its culture. The study of society becomes incomplete in absence of an understanding of the culture of that society. It is because both culture and society go together. Hence, they are inseparable in any circumstance.

Meaning of Culture The origin of the Latin word 'culture' is clear. It is a derivative of the verb 'colo' (infinitive colere), meaning "to tend," "to cultivate," and "to till," among other things (Tucker, 1931). It can take objects such as ager, hence agriculture, whose literal meaning is "field tilling." Another possible object of the verb 'colo' is animus ("character"). In that case, the expression would refer to the cultivation of the human character. Consequently, the Latin noun culture can be associated with education and refinement. The etymological analysis of "culture" is quite uncontroversial. But in the field of anthropology, the situation is much more complex. Definitions of culture abound and range from very complex to very simple. For example, a complex definition was proposed by Kroeber and Parsons (1958): "transmitted and created content and patterns of values, ideas, and other symbolic-meaningful systems as factors in the shaping of human behavior" (p. 583). An even less easily comprehensible definition was provided by White (1959/ 2007): "By culture we mean an extra somatic, temporal continuum of things and events dependent upon symbols" (p. 3). "Culture is ordinary: that is the first fact. Every human society has its own shape, its own purposes, its own meanings. Every human society expresses these, in institutions, and in arts and learning. The making of a society is the finding of common meanings and directions, and its growth is an active debate and amendment under the pressures of experience, contact, and discovery, writing themselves into the land. The growing society is there, yet it is also made and remade in every individual mind. The making

NSOU ? CC-ED-01 ? 100 of a mind is, first, the slow learning of shapes, purposes, and meanings, so that work, observation and communication are possible. Then, second, but equal in importance, is the testing of these in experience, the making of new observations, comparisons, and meanings. A culture has two aspects — the known meanings and directions, by which its members are trained to; the new observations and meanings, which are offered and tested. These are the ordinary processes of human societies and human minds, and we see through them the nature of a culture: that it is always both traditional and creative; that it is both the most ordinary common meanings and the finest individual meanings. We use the word culture in these two senses: to mean a whole way of life—the common meanings; to mean the arts and learning—the special processes of discovery and creative effort. Some writers reserve the word for one or other of these senses; we may insist on both, and on the significance of their conjunction. The questions I ask about our culture are questions about deep personal meanings. Culture is ordinary, in every society and in every mind." Definitions of Culture Edward Burnett Tylor says of his 'Primitive Culture' (1871): "

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that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society." "

Culture is the collective programming of the human mind that distinguishes the members of one human group from those of another. Culture in this sense is a system of collectively held values." — Geert Hofstede "Culture is the deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously and define in a basic 'taken for granted' fashion an organization's view of its self and its environment." — Edgar Schein *Damen, L. (1987). Culture Learning: The Fifth Dimension on the Language Classroom. Reading, MA: Addison-Wesley; "Culture: learned and shared human patterns or models for living; day- to-day living patterns. these patterns and models pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism" (p. 367). Hofstede, G. (1984) "Culture is the collective programming of the mind which distinguishes the members of one category of people from another." (p. 51). Lederach, J.P. (1995). "Culture is the shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing, and responding to the social realities around them" (p. 9). Linton, R. (1945). "A culture is a configuration of learned behaviors and results of*

NSOU ? CC-ED-01 ? 101 behavior whose elements are shared and transmitted by the members of a particular society" (p. 32). Parson, T. (1949). "Culture...consists in those patterns relative to behavior and the products of human action which may be inherited, that is, passed on from generation to generation independently of the biological genes" (p. 8). Useem, J., & Useem, R. (1963). "Culture has been defined in a number of ways, but most simply, as the learned and shared behavior of a community of interacting human beings" (p. 169). Characteristics of Culture: 1. Learned Behaviour: Not all behaviour is learned, but most of it is learned; combing one's hair, standing in line, telling jokes, criticising the president and going to the movie, all constitute behaviours which had to be learned. Sometimes the terms conscious learning and unconscious learning are used to distinguish the learning. For example, the ways in which a small child learns to handle a tyrannical father or a rejecting mother often affect the ways in which that child, ten or fifteen years later, handles his relationships with other people. 2. Culture is Abstract: Culture exists in the minds or habits of the members of society. Culture is the shared ways of doing and thinking. There are degrees of visibility of cultural behaviour, ranging from the regularised activities of persons to their internal reasons for so doing. In other words, we cannot see culture as such we can only see human behaviour. This behaviour occurs in regular, patterned fashion and it is called culture. 3. Culture is a Pattern of Learned Behaviour: The definition of culture indicated that the learned behaviour of people is patterned. Each person's behaviour often depends upon some particular behaviour of someone else. The point is that, as a general rule, behaviours are somewhat integrated or organized with related behaviours of other persons. 4. Culture is the Products of Behaviour: Cultural learnings are the products of behaviour. As the person behaves, there occur changes in him. He acquires the ability to swim, to feel hatred toward someone, or to sympathize with someone. They have grown out of his previous behaviours. In both ways, then, human behaviour is the result of behaviours. The experience of other people are impressed on one as he grows up, and also many of his traits and abilities have grown out of his own past behaviours. NSOU ? CC-ED-01 ? 102 5. Culture includes Attitudes, Values and Knowledge: There is widespread error in the thinking of many people who tend to regard the ideas, attitudes, and notions which they have as "their own". It is easy to over estimate the uniqueness of one's own attitudes and ideas. When there is agreement with other people it is largely unnoticed, but when there is a disagreement or difference one is usually conscious of it. Your differences however, may also be cultural. For example, suppose you are a Catholic and the other person a Protestant. 6. Culture includes Material Objects: Man's behaviour results in creating objects. Men were behaving when they made these things. To make these objects required numerous and various skills which human beings gradually built up through the ages. Man has invented something else and so on. Occasionally one encounters the view that man does not really "make" steel or a battleship. All these things first existed in a "state nature". Men merely modified their form, changed them from a state in which they were to the state in which he now uses them. The chair was first a tree which man surely did not make. But the chair is more than trees and the jet airplane is more than iron ore and so forth. 7. Culture is shared by the Members of Society: The patterns of learned behaviour and the results of behaviour are possessed not by one or a few person, but usually by a large proportion. Thus, many millions of persons share such behaviour patterns as religion, the use of automobiles, or the Bengali language. Persons may share some part of a culture unequally. For example, as Americans do the Christian religion. To some persons Christianity is the all important, predominating idea in life. To others it is less preoccupying/important, and to still others it is of marginal significance only. 8. Culture is Super-organic: Culture is sometimes called super organic. It implies that "culture" is somehow superior to "nature". The word super-organic is useful when it implies that what may be quite a different phenomenon from a cultural point of view. For example, a tree means different things to the botanist who studies it, the old woman who uses it for shade in the late summer afternoon, the farmer who picks its fruit, the motorist who collides with it and the young lovers who carve their initials in its trunk. The same physical objects and physical characteristics, in other words, may constitute a variety of quite different cultural objects and cultural characteristics.

NSOU ? CC-ED-01 ? 103 9. Culture is Pervasive: Culture is pervasive it touches every aspect of life. The pervasiveness of culture is manifested in two ways. First, culture provides an unquestioned context within which individual action and response take place. Not only emotional action but relational actions are governed by cultural norms. Second, culture pervades social activities and institutions. 10. Culture is a way of Life: Culture means simply the "way of life" of a people or their "design for living." Kelly defines it in his sense, " A culture is a historically derived system of explicit and implicit designs for living, which tends to be shared by all or specially designed members of a group." Explicit culture refers to similarities in word and action which can be directly observed. For example, the adolescent cultural behaviour can be generalized from regularities in dress, mannerism and conversation. Implicit culture exists in abstract forms which are not quite obvious. 11. Culture is a human Product: Culture is not a force, operating by itself and independent of the human actors. There is an unconscious tendency to defy culture, to endow it with life and treat it as a thing. Culture is a creation of society in interaction and depends for its existence upon the continuance of society. In a strict sense, therefore, culture does not 'do' anything on its own. It does not cause the individual to act in a particular way, nor does it 'make' the normal individual into a maladjusted one. Culture, in short, is a human product; it is not independently endowed with life. 12. Culture is Idealistic: Culture embodies the ideas and norms of a group. It is sum-total of the ideal patterns and norms of behaviour of a group. Culture consists of the intellectual, artistic and social ideals and institutions which the members of the society profess and to which they strive to confirm. 13. Culture is transmitted among members of Society: The cultural ways are learned by persons from persons. Many of them are "handed down" by one's elders, by parents, teachers, and others of older generation. Other cultural behaviours are "handed up" to elders. Some of the transmission of culture is among contemporaries. For example, the styles of dress, political views, and the use of recent labour saving NSOU ? CC-ED-01 ? 104 devices. One does not acquire a behaviour pattern spontaneously. He learns it. That means someone teaches him and he learns. Much of the learning process both for the teacher and the learner is quite unconscious, unintentional, or accidental. 14. Culture is continually changing: There is one fundamental and inescapable attribute (special quality) of culture, the fact of unending change. Some societies at sometimes change slowly, and hence in comparison to other societies seem not to be changing at all. But they are changing, even though not obviously so. 15. Culture is Variable: Culture varies from society to society, group to group. Hence, we say culture of India or England. Further culture varies from group to group within the same society. There are sub-cultures within a culture. Cluster of patterns which are both related to general culture of the society and yet distinguishable from it are called subcultures. 16. Culture is an integrated system: Culture possesses an order or system. Its

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various parts are integrated with each other and any new element introduced is also integrated. 17.

Language is the Chief Vehicle of Culture: Man lives not only in the present but also in the past and future. He is able to do this because he possesses language which transmits to him what was learned in the past and enables him to transmit the accumulated wisdom to the next generation. A specialised language pattern serves as a common bond to the members of a particular group or sub-culture. Although culture is transmitted in a variety of ways, language is one of the most important vehicles for perpetuating cultural patterns. To conclude culture is everything which is socially learned and shared by the members of a society. It is culture that, in the wide focus of the world, distinguishes individual from individual, group from group and society. Types of Culture Sociologists describe two interrelated aspects of human culture: the (i) Natural Culture and the (ii) Non-Natural Culture. Material Culture Material culture refers to the physical objects, resources, and spaces that people use to define their culture. These include homes, neighborhoods, cities, schools, churches, synagogues, temples, mosques, offices, factories and plants, tools, means of production, goods and products, stores, and so forth. All of these physical aspects of a culture

NSOU ? CC-ED-01 ? 105 help to define its members' behaviors and perceptions. For example, technology is a vital aspect of material culture in today's India. Indian students must learn to use computers to survive in colleges and businesses.

Non-material Culture Non-material culture refers to the non-physical ideas that people have about their culture, including beliefs, values, rules, norms, morals, language, organizations, and institutions. For instance, the non-material cultural concept of religion consists of a set of ideas and beliefs about God, worship, morals, and ethics. These beliefs, then, determine how the culture responds to its religious topics, issues, and events. When considering non-material culture, sociologists refer to several processes that a culture uses to shape its members' thoughts, feelings, and behaviors. Four of the most important of these are symbols, language, values, and norms.

Functions of Culture Among all groups of people we find widely shared beliefs, norms, values and preferences. Since culture seems to be universal human phenomenon, it occurs naturally to wonder whether culture corresponds to any universal human needs. This curiosity raises the question of functions of culture. Social scientists have discussed various functions of culture. Culture has certain functions for both individual and society.

1. **Culture Defines Situations:** Each culture has many subtle cues which define each situation. It reveals whether one should prepare to fight, run, laugh or make love. For example, suppose someone approaches you with right hand outstretched at waist level. What does this mean? That he wishes to say Namaskar with folded hands in greeting is perfectly obvious, that is to anyone familiar with our culture. But in another place or time the outstretched hand might mean hostility or warning. One does not know what to do in a situation until he has defined the situation. Each society has its insulting and fighting words. The cues (hints) which define situations appear in infinite variety. A person who moves from one society into another will spend many years misreading the cues. For example, laughing at the wrong places.
2. **Culture defines Attitudes, Values and Goals:** Each person learns in his culture what is good, true, and beautiful. Attitudes, values and goals are defined by the culture. While the individual normally learns them as unconsciously as he learns the language. Attitudes are tendencies to feel and act in certain ways. Values are measures of goodness or desirability, for example, we value private property, (representative) Government and many other things and experience.

NSOU ? CC-ED-01 ? 106 Goals are those attainments which our values define as worthy, (e.g.) winning the race, or becoming a dedicated member. By approving certain goals and ridiculing others, the culture channels individual ambitions. In these ways culture determines the goals of life.

3. **Culture defines Myths, Legends, and the Supernatural:** Myths and legends are important part of every culture. They may inspire, reinforce effort and sacrifice and bring comfort in bereavement. Whether they are true is sociologically unimportant. Ghosts are real to people who believe in them and who act upon this belief. We cannot understand the behaviour of any group without knowing something of the myths, legends, and supernatural beliefs they hold. Myths and legends are powerful forces in a group's behaviour. Culture also provides the individual with a ready-made view of the universe. The nature of divine power and the important moral issues are defined by the culture. The individual does not have to select, but is trained in a Christian, Buddhist, Hindu, Muslim or some other religious tradition. This tradition gives answers for the major (things imponderable) of life, and fortifies the individual to meet life's crises.
4. **Culture provides Behaviour Patterns:** The individual need not go through painful trial and error learning to know what foods can be eaten (without poisoning himself), or how to live among people without fear. He finds a ready-made set of patterns awaiting him which he needs only to learn and follow. The culture maps out the path to matrimony. The individual does not have to wonder how one secures a mate; he knows the procedure defined by his culture. If men use culture to advance their purposes, it seems clear also that a culture imposes limits on human activities. The need for order calls forth another function of culture that of so directing behaviour that disorderly behaviour is restricted and orderly behaviour is promoted. A society without rules or norms to define right and wrong behaviour would be very much like a heavily travelled street without traffic signs or any understood rules for meeting and passing vehicles. Chaos would be the result in either case. Social order cannot rest on the assumption that men will spontaneously behave in ways conducive to social harmony.

Culture and Society The relationship between society, culture and personality is stressed by Ralph Linton: "A society is organised group of individuals. A culture is an organised group of

NSOU ? CC-ED-01 ? 107 learned responses. The individual as living organism capable of independent thought, feeling and action, but with his independence limited and all his resources profoundly modified by contact with the society and culture in which he develops. A society cannot exist apart from culture. A Society is always made of persons and their groupings. People carry and transmit culture, but they are not culture. No culture can exist except as it is embodied in a society no society can operate without, cultural directives. Like matter and energy, like mind and body, they are interdependent and interacting yet express different aspects of the human situation. One must always keep in mind the interdependence and the reciprocal relationship between culture and society. Each is distinguishable concept in which the patterning and organization of the whole is more important than any of the component parts.

DIMENSIONS OF CULTURE: Like education

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there are three major dimensions of culture. They are described below: 1. The cognitive dimension: The cognitive dimension of culture includes thinking, imagining, remembering and recognition. The most important aspect of the cognitive dimension is beliefs or ideas about what is thought to be true. Beliefs are the convictions. They are important because people account them as being true. Beliefs guide their activities

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beliefs may or may not be true. There are number of beliefs which do not stand to reason. For instance, some people think that if a dog barks near the house, the dewelers may face some kind of trouble. But there are some beliefs for which there is factual evidence. 2. The material dimension The material dimension of culture consists of concrete and tangible objects within a culture. The examples of material dimension are automobiles, airplanes, buildings, chairs, highways etc. There is no common measuring rod by which we can assess the material dimension. Different ages and different groups have their own standards of judgement. Thus, the paintings of Picasso may appear to some as abomination, while to others they are invaluable modes of art. Objects of material dimension have no meaning apart from the meaning given to them by a group. They have not the same meaning and uses in all the societies. 3.

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The normative dimension The normative dimension of culture consists of ideas about what is normal behavior. It tells us what is expected of us as members of a group. The most important aspects of the normative dimension are norms, sanctions and values. NSOU ? CC-ED-01 ? 108 a. Norms: Norms are standards of group behavior. Norms are so ingrained that they guide the daily activities without our awareness. For example, brothers and sisters should not have sexual relations; a child should respect his parents etc. There are three basic types of norms: folkways, mores and laws these three types of norms vary in their importance within a society. i. Folkways: Folkways literally mean the ways of the folk. Rules that cover customary ways of thinking, feeling and behaving are called folkways. They have not much moral significance. So violation of folkways is not considered bad from moral point of view. For example, saying 'hello' when encountering an acquaintance. A man may eat 6 meals a day. It is a violation of folkways but it is not a moral issue. Such an act is considered odd but not immoral. ii. Mores: Mores are norms of great moral significance. The violation of mores evokes strong social disapproval and their fulfillment brings significant social approval. Prohibiting illegitimate children is mores. Some mores are more vital to society than others.

iii. Laws: Laws are the third types of norms. Laws are norms that are formally defined and enforced consciously. b. Sanctions: Sanctions are rewards and punishments used to encourage socially acceptable behavior. Formal sanctions may be given only by officially designated persons such as judges. For example, awarding death penalty by a judge is formal sanction. Informal sanctions can be applied by most members of a group. For example, looking harshly at someone who is cheating on a test. Sanctions may be positive or negative. The severity of the sanction varies from one society to another. For instance, a person convicted of theft may be sentenced only to a few months jail, but a person convicted of theft in Saudi Arabia is to tolerate the amputation of hands. The severity of sanction may vary from time to time. For instance, in USA possession of an ounce of marijuana could result in several years in prison during 1960's, but today it is considered equivalent to a minor traffic violation. NSOU ? CC-ED-01 ? 109 c. Values: Values are assumptions of what is right and important for the society. Values have a tremendous influence on our daily life, because norms are based on them. For instance, a society that values democracy will have norms ensuring personal freedom; a society that values hard work will have norms against laziness. Values are also important because they are so general that they tend to permeate most aspects of daily life. In America, for example, the influence of the value of freedom goes beyond political life. It affects such diverse areas as relationship in the family, functioning of organization, religious affiliation etc. Culture and Education There is intimate relationship between culture and education. Every person is born into a particular culture which produces him with definite patterns of behavior and values which guide his conduct in different walks of life. Thus culture plays an important part in man's life. As Theodore Brameld remarked, "It is from the stuff of culture that education is directly created and that gives to education not only its own tools and materials but its reason for existing at all." Culture has profound implications for education. The social living is influenced by education and education itself is governed by social life. The total pattern of a society's life determines education and education molds the total pattern of society's life. Education produces a cultured man and is also nourished and nurtured by the cultured man. Functions of education towards culture 1. Conservation of culture: One of the important functions of education is the preservation of cultural heritage. If education is not agency of social conservation there would not have been any cultural heritage at all. The school must inculcate in pupils the traditional standards and values, which account for cultural evolution. The conservative function of education has been emphasized by Percy Nunn. The special function of a nation's school, according to him, is to consolidate its spiritual strength, to maintain its historic continuity, to secure its past achievements and to guarantee its future. In Radhakrishnan's Report also the conservation function of education is emphasized. Pandit Nehru held, "Education must help in preserving the vital elements of our heritage." The core of Indian cultural heritage, according to him, is "love of beauty

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truth, spirit and tolerance, capacity to absorb other cultures and work one new synthesis." NSOU ? CC-ED-01 ? 110 2.

Continuity of culture: Another function of education is to maintain the continuity of culture by handing down customs, traditions, experiences and values of the society from one generation to another. This continuity is essential condition for survival of the nation. 3. Transmission of culture: Education is the savior of cultural traditions, experiences, values and norms. It helps in transmission of cultural patterns. In the words of Ottaway, "One of the tasks of education is to hand over the cultural values and behavior patterns of the society to her young and potential members." Without transmission of culture, there can be no growth and progress of man. 4. New cultural patterns: Education is not only concerned with the transmission of culture but it also builds new cultural patterns. It brings changes in the existing culture. These changes are necessitated due to cross-cultural constructs or the building of new knowledge which makes the old cultural patterns redundant. 5. Promotion of culture: Education helps in the modification and promotion of culture. It helps in the establishment of a better and happier society. As D. J. O Cannon remarked, "If each generation had to learn for itself what has been learned by its predecessors, no sort of intellectual or social development would be possible and the present state of society would be little different from the society of the old stone age." Thus, education reorganizes and reconstructs human experiences for the promotion of culture and civilization. 6. Adjustment to cultural patterns: Education equips the individual to adjust himself in the changing cultural patterns. Thus education is required to perform the functions of transmission and enrichment, acceptance and reformation, change and reconstruction of culture. Function of culture towards human's education 1. Helpful in refining personality Culture helps the individual in refining physical, intellectual, aesthetic and moral aspects of personality by drinking deep into the accumulated best experiences of the race. Thus culture beautifies human personality and adds grace to human life.

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Helpful in socializing the individual: Culture helps in socializing the person. It is due to this reason that the quality and direction of socialization differs from one society to another. 3. Helpful in making social adjustments: Knowledge of culture helps the individual in making social adjustments and solving various problems. 4. Helpful in understanding and improving society: Culture helps the person to understand human society as a whole, to estimate wisely the ends that communities should pursue, and to see the present in its relation to the past and future. 6.5

Report of the International Education Commission for 21st Century Introduction In the Introduction of the "International Commission on Education for the Twenty- first Century Report" (UNESCO, 1996), it has been stated that in confronting the many challenges that future holds in store, humankind sees in education an indispensable asset in its attempt to attain the ideals peace, freedom and social justice. The Commission affirms its belief that education has a fundamental role to play in personal and social development. Looking Ahead Some remarkable scientific discoveries and breakthroughs have been made during the last twenty-five years. The truth is that all-out economic growth can no longer be viewed as the ideal way of reconciling material progress with equity, respect for the human condition and respect for the natural assets that we have a duty to hand on good conditions to future generations. We have already seen how education and society are interrelated. There were huge changes internationally since the beginning of the 1980s. With globalization setting in, nearly all countries were affected directly or indirectly. There are six basic tensions which have been prevailing worldwide during the end of last century like. Tensions to Overcome To this end, we have to confront seven basic tensions of the twenty-first century to overcome for developing a better world. These are:

NSOU ? CC-ED-01 ? 112 1. The tension between Global vs. Local: People need gradually to become world citizens without losing their roots to play an active part in the life of their nation and their local community. 2. The tension between Universal vs. Individual: Culture is steadily being globalised, but as yet only partially. We cannot ignore the promises of globalization nor its risks, not the least of which is the risk of forgetting the unique character of individual human beings. Unless we are careful, we can be endangered by contemporary developments. 3. The tension between Traditions vs. Modernity: How is it possible to adapt to change without turning one's back on the past, how can autonomy be acquired in complementary with the free development of others and how can specific progress be assimilated? 4. The tension between Long-term vs. Short-term considerations: this is always existed, but now very precisely, educational policies are concerned. 5. The tension between Competitions vs. Equality of Opportunities: it is a classic issue, which has been facing both economic and social policy-makers and educational policy-makers since the beginning of the century to rethink and update the concept of life-long learning. 6. The tension between unlimited knowledge vs. Limited Capacity of human being to assimilate: The Commission has suggested some new subjects of study, such as, self-knowledge, Physical and Psychological well-being, Preservation of natural environment etc. 7. The tension between the Spiritual vs. material: Educator's noble task is to encourage each and every one to act in accordance with their traditions and convictions and paying full respect to pluralism to lift their minds and spirits to the plane of the universal end. The international community tried to search for an education system that would help to meet these challenges through an educational philosophy for better international understanding. The United Nations Educational, Scientific and Cultural Organization (UNESCO) appointed the International Commission on Education for the 21st Century (1993-1996). The members of this commission comprised of 14 members from different countries like China, France, Japan, Poland etc including India. The report of this commission was published in 1996 by the name of 'Learning: The Treasure Within' and submitted to UNESCO, Paris by an International Commission on Education for the twenty-first century under the chairmanship of Jacques Delors of France. So this report is also referred to as the Delor's Report 1996.

NSOU ? CC-ED-01 ? 113 Four Pillars of Education: In the opening chapter the Commission declared that education is the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war. According to the commission education is based on the

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four pillars – 1. Learning to know 2. Learning to do 3. Learning to live together 4. Learning to be 1. Learning to know:

This type of learning is concerned less with the acquisition of structured knowledge than the mastery of learning tools. It may be regarded as both a means and an end of human existence. Looking at it as means, people have to learn to understand the world around them, at least as much as is necessary for them to lead their lives with some dignity, develop their occupational skills and communicate with other people. Regarded as an end, it is underpinned by the pleasure that can be derived from understanding, knowledge and discovery. That aspect of learning is typically enjoyed by researchers, but good teaching can help everyone to enjoy it. Even if study for its own sake is a dying pursuit with so much emphasis now being put on the acquisition of marketable skills, the raising of the school leaving age and an increase in leisure time should provide more and more adults with opportunities for private study. The broader our knowledge, the better we can understand many different aspects of our environment. Such study encourages greater intellectual curiosity, sharpens the critical faculties and enables people to develop their own independent judgments on the world around them. From that point of view, all children – no matter where they live – must have a chance to receive an appropriate education and become a good learner throughout their lives. It implies learning how to learn by developing one's concentration, memory skills and ability to think. One has to learn how to concentrate on objects and on other people. This process of improving concentration skills can take different forms and can be aided by the many different learning opportunities that arise in the course of people's lives like games, work experience programmes, travel, practical science activities, etc. Thinking is learnt first from their parents and then teachers. The process should encompass both practical problem-solving and abstract thought. Both education and research need to combine deductive and inductive reasoning, which are often claimed to be opposing processes. While

NSOU ? CC-ED-01 ? 114 one form of reasoning may be more appropriate than the other, depending on the subjects being taught, it is generally impossible to pursue a logical thought without combining the two. The process of learning to think is a lifelong one and can be enhanced by every kind of human experience. In this respect, as people's work becomes less routine or stereotyped, they will find that their thinking skills are increasingly being challenged at their place of work. Education is also essentially an attempt to find out that information which is needed and useful for life.

The role of the teacher is that of a facilitator

where the child is taught learning how to master deeply and extensively certain fields of study. Skills under this learning include literacy, numeracy and critical thinking. 2. Learning to do: This is closely associated with the issue of occupational training: how do we adapt education so that it can equip people to do the types of work needed in the future? Here we should draw a distinction between industrial economics, where most people are wage-earners, and other economics where self-employment or casual works are still the norm. The future of these economic hinges on their ability to turn advances in knowledge into innovations that will generate new business and new jobs. 'Learning to do' can no longer mean what it did when people were trained to perform a very specific physical task in a manufacturing process, skill training, therefore, has to evolve and become more than just a means of imparting the knowledge needed to do a more or less routine job. The trends of the new century have been identified as given below: a. From Certified Skills to Personal Competence; b. Shift away from Physical Work – the Service Industries; c. Works in the Informal Economy; and d. People to be prepared to Innovate. It further implies that the learning process produces changes in the cognitive domain, increased competence, and conscious selection and acceptance of values, attitudes, rewards, feelings, and willingness to act or respond to a stimulus. Education equips people not only to know but also to be skilled at doing or doing something so that it produces something meaningful for life. Education should be such that it helps in learning to apply knowledge and to solve the problems in various situations. Schools as a learning community should facilitate students to actualize their skills, and their talents and interests so that "Learning to do" can be realized. Although in fact the talents and interests of children are influenced by heredity to a great extent, the

NSOU ? CC-ED-01 ? 115 growth and development of talents and interests also depend on the environment. We all know that skills are a means to sustain one's life and are more dominant than mastering knowledge alone. So 'learning to do' is closely associated with the issue of occupational training. The key-concept now is one of "personal competence", involving social skills as much as occupational skills and learning to act appropriately in an uncertain situation. 3. Learning to live together: It states that education should adopt two complementary approaches. In the first stage, focus should be on human diversity, an awareness of the similarities and interdependence of all people. It is learning to understand and respect others, their history, and religious values. The habits of living together, mutual respect, being open, giving and receiving need to be developed in school. This condition allows the growth of mutual understanding between race, ethnicity, and religion. With the ability that is owned, as a result of the education process, it can be used as a provision to be able to play a role in the environment in which individuals are, and at the same time be able to place themselves according to their needed role. An understanding of the role of self and other people in learning groups is a provision in socializing in the community. The second stage of education and in life-long education, involvement in common projects needs to be encouraged. One is to be taught about human diversity, instillation of an awareness of the similarities and interdependence of all people. Empathy has to be taught for a positive effect on young persons; Teaching one to recognize the rights of other people too is a part of this pillar. One of the essential tools for education in the twenty-first century should be a suitable forum for dialogue and discussion. Violence too often dominates life in the contemporary world, forming a depressing contrast with the hope which some people have been able to place in human progress. Human history has constantly been scarred by conflicts, but the risk is heightened by two new elements. Firstly, there is a extraordinary potential for self-destruction created by humans in the twentieth century. Then we have the ability of the new media to provide the entire world with information and unverifiable reports on ongoing conflicts. Public opinion becomes a helpless observer or even a hostage of those who initiate or keep up the conflicts until now education has been unable to do much to mitigate this situation. Can we do better? Can we educate ourselves to avoid conflict or peacefully resolve it? Education should adopt two complementary approaches in this regard. From early childhood, education should focus on (i) 'discovering other people', in the first stage of education, and in the second stage, through lifelong education, it

NSOU ? CC-ED-01 ? 116 should encourage involvement in projects (ii) 'towards common goals'. These seem to be effective measures of avoiding conflict or resolving latent conflicts. 4. Learning to be: The Commission powerfully re-asserted a fundamental principle that "mind, body, intelligence, sensitivity aesthetic appreciation and spirituality" should receive the children and youths which equip them to develop their own independent, critical way of thinking and judgement so that they can make up their own minds on the best courses of action in different circumstances in their lives. It is mastery of knowledge and skills as part of the process of being oneself. This is closely related to talent, interests, physical development, psychology, personal typology of children and their environmental conditions. It is being a complete human being in mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality. Education that equips one to develop own independent, critical way of thinking and judgement for the best courses of action in the different circumstances of ones lives - as individual, as member of a family and community, as a creative citizen, producer and inventor of techniques. Being neself is interpreted as a process of understanding needs and identity. Learning to behave in accordance with the norms and rules that apply in society, learning to be a successful person, is actually a process of achieving self-actualization. It is learning to be independent, to be the person responsible for realizing shared goals. So, we can see how the commission has tried to look at the function of education as vehicle for individual as well as social development. Education has not only economic benefits but also non-economic benefits. The four pillars emphasize on both the individual development for non-economic development and social for economic development. Learning to know, develops individual knowledge about self as well as learning to relearn from life experiences. It emphasizes on life-long learning. This can help in bringing about changes in the individual as well as changes in the society. Similarly learning to do, stresses on development of skill and human resource. This in turn can help in bringing about economic development. In the present era of globalization, the conflict of global versus local can be resolved by inculcating mutual respect, understanding and accepting the differences, by finding the commonness and interrelatedness amongst the apparently different cultures, ethnic groups and religions. Only then can we learn to live together in an inclusive society. The mastery of knowledge and skills can build in an individual the confidence to be an individual who is a productive member of the society.

NSOU ? CC-ED-01 ? 117 6.6 Summary In this unit we dealt with some key-concepts related to knowledge development, interrelation between education and culture and the Report of the International Education Commission for 21 st Century: Major Suggestions regarding Four Pillars of Education. Knowledge development and education are closely associated with one another. They are in fact, two sides of the same coin. The unit has helped you understand how the two concepts to complement are each other. The other topic focuses on education and culture. You have seen the concept of culture and its role in the society. The topic also throws light on the impact of education on culture and vice-versa. Finally, the unit covers the Report of the International Education Commission for 21 st Century: Major Suggestions regarding Four Pillars of Education. It states Delor's Report, 1996 and lays down at length, the four pillars of education as suggested in the report by UNESCO. 6.7 Self-Assessment Questions 1. What is Knowledge? 2. How does education help in knowledge development? 3. What is Culture? 4. How does culture influence education? 5. How are culture and education related? 6. Discuss the role of education in knowledge development. 7. State the interrelationship of Culture and Education? 8. Discuss the significance of Dolor's Commission Report. 9. What is the name of the report published by International Commission on Education for the 21st Century? 10. What are the four pillars of education?

NSOU ? CC-ED-01 ? 118 6.8 Reference Aggarwal, J. C. (2009). Teacher and Education in a Developing Society. New Delhi: Vikash Publishing House Pvt. Ltd. Aggarwal, J. C. (2010). Principles, Methods and Practice of Teaching. New Delhi: Vikash Publishing House Pvt. Ltd.

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Dash, B. N. (2006). Teacher and Education in the Emerging Indian Society (

Vol -II). Hyderabad: Neelkamal Publication Pvt. Ltd. Shankar Rao, C. N. (2007) (Reprint). Sociology: Principles of Sociology with an Introduction to Social Thought. New Delhi: S. Chand & Company Ltd. Singaravelu, G. (2010, 2012). Education in the Emerging Indian Society. Hyderabad: Neelkamal Publications Pvt. Ltd. Bhatia, K. K., & Nanda, S. K. (2010). B.Ed. Guide. New Delhi: Kalyani Publishers. Chaliha, A., Saikia,T. and Saikia, R. (2014). Foundation of Education. Jorhat: Vidyabhawan. Chaliha, B., Saikia,T. and Saikia, R. (2015). Sikshar Darshanik Vitti. Jorhat: Vidyabhawan. Randhawa, Saira (2016). Social Control and Agencies of Social Control www.slideshare.net).

NSOU ? CC-ED-01 ? 119 NOTE

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

NSOU ? CC-ED-01 ? 120 NOTE

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Submitted text As student entered the text in the submitted document.
Matching text As the text appears in the source.

1/143	SUBMITTED TEXT	14 WORDS	75%	MATCHING TEXT	14 WORDS
<p>Education is also the process of acquisition of knowledge, skills, values, beliefs, and habits.</p> <p>SA QUADRANT-I.docx (D46082731)</p>					
2/143	SUBMITTED TEXT	13 WORDS	76%	MATCHING TEXT	13 WORDS
<p>nourish", whereas the word 'educere" means "to bring forth" or "to drag out".</p> <p>SA CHAPTER.docxfff.docx (D38939747)</p>					
3/143	SUBMITTED TEXT	24 WORDS	60%	MATCHING TEXT	24 WORDS
<p>others believe that the word has been derived from another Latin word "educantum" which has two components. Implies a movement from inward to outward and "</p> <p>SA CHAPTER.docxfff.docx (D38939747)</p>					
4/143	SUBMITTED TEXT	25 WORDS	40%	MATCHING TEXT	25 WORDS
<p>derived from the root word "Shas" meaning "to discipline" or "to control". The latter word is derived from the root word "Vid" which means "to know".</p> <p>derived from the Sanskrit verbal root 'shas' which means 'to discipline', 'to control', 'to instruct' and 'to teach'. . Similarly the word 'vidya' is derived from Sanskrit verbal root 'vid' which means 'to know'.</p> <p>W https://www.linkedin.com/pulse/education-inflame-intellec-tuals-minds-ms-jemi-sudhakar</p>					
5/143	SUBMITTED TEXT	19 WORDS	85%	MATCHING TEXT	19 WORDS
<p>No single definition has been found so far that satisfies everyone. The search for a universal definition of education still</p> <p>SA CHAPTER.docxfff.docx (D38939747)</p>					

6/143	SUBMITTED TEXT	14 WORDS	78% MATCHING TEXT	14 WORDS
Education is something which makes a man self-reliant and selfless". Viveknand says, "Education is		Education is something "which makes a man self reliant and selfless". Education is		
W http://142.93.128.11:8080/jspui/bitstream/123456789/735/1/BLOCK-1.pdf				
7/143	SUBMITTED TEXT	23 WORDS	93% MATCHING TEXT	23 WORDS
Plato propagated that, "Education develops in the body and soul of the pupil all the beauty and all the perfection he is capable of",				
SA MS original.pdf (D142208068)				
8/143	SUBMITTED TEXT	30 WORDS	86% MATCHING TEXT	30 WORDS
T.P. Nunn says, "Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity".		T.P. Nunn is of the opinion Education is the complete development of the individuality of the child so that s/he can make an original contribution to human life according to the best of his/her capacity'.		
W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf				
9/143	SUBMITTED TEXT	22 WORDS	91% MATCHING TEXT	22 WORDS
Education is unfoldment of what is already enfolded in the gene. It is the process through which the child makes the internal external".		Education the unfoldment of what is already enfolded in the germ. It is the process through which the child makes the internal external". (
W https://www.yourarticlelibrary.com/essay/essay-on-education/76798				
10/143	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
Education means training for the country and love for the nation".		Education means training for the Country and love for the nation'.		
W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf				
11/143	SUBMITTED TEXT	16 WORDS	91% MATCHING TEXT	16 WORDS
All education proceeds by participation of the individual in the social consciousness of the race". 1.3.2 Nature Education		All education proceeds by participation of the individual in the social consciousness of the race..." Education		
W https://www.yourarticlelibrary.com/essay/essay-on-education/76798				

12/143	SUBMITTED TEXT	29 WORDS	80% MATCHING TEXT	29 WORDS
	<p>Gandhi, "By education, I mean an all- NSOU ? CC-ED-01 ? 11 round drawing out of the best in the child and man - body, mind and spirit".</p> <p>SA CHAPTER.docxfff.docx (D38939747)</p>			
13/143	SUBMITTED TEXT	15 WORDS	89% MATCHING TEXT	15 WORDS
	<p>means its range of view, outlook, field or opportunity of activity, operation and application.</p> <p>W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf</p>			
14/143	SUBMITTED TEXT	17 WORDS	91% MATCHING TEXT	17 WORDS
	<p>systematic process through which a child or an adult acquires knowledge, experience, skill and positive attitude. It</p> <p>W https://www.inderto.com/meaning-and-nature-of-education/</p>			
15/143	SUBMITTED TEXT	15 WORDS	96% MATCHING TEXT	15 WORDS
	<p>Educational sociology may be defined briefly as a 'study of relations between education and society'.</p> <p>SA CHAPTER.docxfff.docx (D38939747)</p>			
16/143	SUBMITTED TEXT	46 WORDS	60% MATCHING TEXT	46 WORDS
	<p>aims of education, nature of education, importance of education and functions of formal education. ? Main aim of education is the development of child. Psychology helps to understand the child better and also the development of child with respect to physical, mental, emotional, social adjustment, individual difference, personality, thinking, reasoning,</p> <p>W https://wikieducator.org/index.php?title=Introduction_to_Educational_ICT&redirect=no</p>			

Society is a group of people living together. According to Ottaway (1953), "People living together are said to live in a society or community". R.G Collingwood, cited by Ottaway describes a society as "a kind of community (or a part of a community), whose members have become socially conscious of their mode of life and are united NSOU ? CC-ED-01 ? 17 by a common set of aims and values. It is a collection of people who look to the future." From a sociological perspective, human society owes its culture, certain norms and systems from existing society. All these systems are made by society itself but once these systems are made, they control the functioning and activities of the society. The systems (economy, education policy) which control the functioning of the society are the sub-systems of that society. These sub-systems are interdependent because they transfer ideas or principles which are interrelated to each other. As a sub-system, nature of education is dynamic, not static as it goes through various changes according to the needs of society. You can read many books, theories etc. which might have given you conceptual knowledge and practical aspect of education as a sub-system. Education is also related with different sub-systems like economy, polity etc. You will read interrelationship of all these

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parts like school which includes primary-elementary secondary and senior secondary levels. ? Education, as a sub-system, has specific aims and objectives. Education has the objective of overall development of the human being. ? Education as a sub-system receives input from the society and changes occur in the system of education according to the needs and requirements of the society. ? As a sub-system, education arranges its resources in the form of teachers, infrastructure, etc. from external environment, and from other systems of the society. ? As a sub-system, education enhances the functioning of other systems of society and acts like a changing factor and transmitter of changes. ? As a sub-system, education is also affected by other sub-systems like culture, religion, economy etc. Education, as a sub-system, helps to build a qualified and creative workforce which can use technologies to develop the economy of the country. This way, capacity and ability of working of people living in any society is increased which enhances the sense of respect among each other and creates cooperation and respect for inter- cultures and inter-traditions. Education brings in a sense of rights and responsibilities NSOU ? CC-ED-01 ? 18 among individuals. People come to know about different values and life skills, learning to be, learning to do, learning to know, learning to live together etc. by education. This inculcation of social attitude leads to the development of a healthy society having people of peaceful mind and responsible attitude towards society. People learn how to preserve their culture, perform duties and avail their rights etc. with the help of education. Thus, education is an important medium of transmitting values, preserving cultural heritage, inculcating multiple values and life-skills, and helps in the holistic development (social, economical, political, and cultural) of the society.

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256 WORDS

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Structure and Nature of Indian Society Social structure is a social organization which is based on the pre-established patterns of social interaction between different relationships like parents and children, teachers and students, employees and employers etc. These relationships regulate through accepted norms, concepts, beliefs, principles, behaviors between the relationships. Anthropologically, social structure is an enduring pattern or interrelationship of social elements/entities. In other words, it is more or less enduring pattern of social arrangements within a particular society, groups or social organizations. In general, social structure is an arrangement of persons in institutionally controlled or defined relationships (Brown, 1952). Indian society is a versatile society. Many castes, creeds, religions categories have formed Indian society and live together peacefully. In India, there exist many religions, customs, and beliefs. Social structure of Indian society is an amalgamation of various castes, religions, language, ethnicity, social classes etc. Caste System As we all know, Indian society was divided into four major castes: Brahmin, Kshatriya, Vaisya, and Sudra. Being a conservative social caste systems practice in India, still in the present time it has experienced to live with cooperation and cordially with each other. Indian society is the biggest example of 'unity in diversity'. There are equal rights for all. This describes the diversified structure and nature of Indian society which is based on unity in India. Social Structure The beauty of Indian society is its joint family lifestyle which still exists all over the country but due to the effect of modernization on the Indian family system nuclear families have come into existence. It shows that social structure of India is a mixture of multiple cultures, castes, and creeds and follows hereditary principles. Social structure

STRUCTURE AND NATURE OF INDIAN SOCIETY Social structure is a social organization which is based on the pre-established patterns of social interaction between different relationships like parents and children, teachers and students, employees and employers etc. These relationships regulate through accepted norms, concepts, beliefs, principles, behaviors between the relationships. Anthropologically, social structure is an enduring pattern or interrelationship of social elements/entities. In other words, it is more or less enduring pattern of social arrangements within a particular society, groups or social organization. In general, social structure is an arrangement of persons in institutionally controlled or defined relationships (Brown, 1952). Indian society is a versatile society. Many castes, creeds, religions and categories have formed Indian society and live together peacefully. In India, there exist many religions, customs, and beliefs. Social structure of Indian society is an amalgam of various castes, religions, language, ethnicity, social classes etc. Caste System As we all know, Indian society is divided into four major castes: Brahmin, Kshatriya, Vaisya, and Sudra. Being a conservative social caste system 65 Indian Society and Education practice in India, still in the present time it has experienced to live with cooperation and cordially with each other. Indian society is the biggest example of unity in diversity. There are equal rights for all. This describes the diversified structure and nature of Indian society which is based on unity in diversity. Social Structure The beauty of Indian society is its joint family lifestyle which still exists all over the country but due to the effect of modernization on the Indian family system nuclear families have come into existence. It shows that social structure of India is a mixture of multiple cultures, caste, and creed and follows hereditary principles. Determinants of social structure

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of the Indian system is based on the hereditary principle. Members of the particular families of our society are related to each other by their blood.

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21/143	SUBMITTED TEXT	101 WORDS	95% MATCHING TEXT	101 WORDS
	<p>People generally follow the customs, religion, culture and even occupation prevalent in the families to which they belong. Indian social structure is Multi-religions, Multicultural, Multilingual. But at the present scenario a lot of changes in the system have been observed specially in the occupations. Democratic Structure Structure of Indian society is democratic. Everyone has the freedom and equal right to live. Indian political system follows democracy in which all the people have the right to vote and select the government. It follows the democratic principles of "of the people, by the people, and for the people". In Indian democracy justice, equality, brotherhood and liberty are the four pillars. In Indian</p>			
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	<p>W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf</p>			

22/143	SUBMITTED TEXT	71 WORDS	96% MATCHING TEXT	71 WORDS
	<p>society every religion has its norms and principles. Indian society is coloured with multi-religious groups like Hindu, Sikh, Muslim, Christians etc. These religions make Indian society a very rich and vast one. Each culture respects the existence of the other and people carry respect in their hearts for each other. Because Indian society is multi-religious and multi-cultural, there are many languages used in Indian society like Marathi, Bengali, and Gujarati etc. This is also a</p>			
	<p>society every religion has its norms and principles. Indian society is coloured with multi-religious groups like Hindu, Sikh, Muslim, Christians etc. These religions make Indian society a very rich and vast one. Each culture respects the existence of the other and people carry respect in their hearts for each other. Because Indian society is multi-religious and multi- ? ? ? 66 Indian Societal Context and Education cultural, there are many languages used in Indian society like Marathi, Bengali, and Gujarati etc. This is also a</p>			
	<p>W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf</p>			

23/143	SUBMITTED TEXT	199 WORDS	94% MATCHING TEXT	199 WORDS
	<p>Education in Indian social structure Indian education system has moved from the Gurukul system to 21st Century modern education system. There was a time when Gurukul system, Madrasa etc. were followed to educate children. Students used to study in Ashramas or Madrashes, but since British education systems to till date, India has developed a lot in its present education system. Now, education is given in the formal schools. As we can also see in our modern Indian society, inclusive education system has prevailed in Indian schooling. Education provisions are made for all children and special provisions are for children belonging to disadvantaged section of society. Gender and Indian Society In ancient Indian social structure, women were not treated equal to men but in the present structure women have equal rights to education and occupation. Indian social structure gives special place to women, as women are the bearers of family culture and duties. Women in the modern Indian social structure also are the important workforce of Indian economy. For protecting the rights of females, special laws and provisions have also been made in Indian Constitution. Economy and Indian Social Structure: The economy of India is a developing one. There are many professions followed in India, from a small trade to big industries, from agriculture, handicrafts to manufacturing</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf</p>		<p>Education in Indian social structure Indian education system has moved from the Gurukul system to 21st Century modern education system. There was a time when Gurukul system, Madrasa etc. was followed to educate children. Students used to study in Ashrams or Madrasas, but since British education systems to till date, India has developed a lot in its present education system. Now, education is given in the formal schools. As we can also see in our modern Indian society, inclusive education system has prevailed in Indian schooling. Education provisions are made for all children and special provisions are for children belonging to disadvantaged section of society. Gender and Indian Society In ancient Indian social structure, women were not treated equal to men but in the present structure women have equal rights to education and occupation. Indian social structure gives special place to women, as women are the bearers of family culture and duties. Women in the modern Indian social structure also are the important workforce of Indian economy. For protecting the rights of females, special laws and provisions have also been made in Indian Constitution. You might have read it in Unit-3 of this Block. Economy and Indian Social Structure The economy of India is a developing one. There are many professions followed in India, from a small trade to big industries, from agriculture, handicraft to manufacturing</p>	
24/143	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
	<p>companies. Indian economy is strengthened by varied and multiple working industries. It is developing day by day and technology has played an important role.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf</p>		<p>companies. Indian economy is strengthened by varied and multiple working industries. It is developing day by day and technology has played an important role.</p>	
25/143	SUBMITTED TEXT	30 WORDS	95% MATCHING TEXT	30 WORDS
	<p>Indian economy was earlier dependent, only on small trades and has developed and now Indian economy is developing day by day and various forces like privatization, globalization and liberalization have influenced</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf</p>		<p>Indian economy, was earlier dependent only on small traders and has developed and now Indian economy is developing day by day and various forces like privatization, globalization and liberalization have influenced</p>	

26/143	SUBMITTED TEXT	39 WORDS	86% MATCHING TEXT	39 WORDS
	Indian economy at large, which results in expansion of trade, business and commerce. The trades and commerce is adequately associated with the Indian social structure. Starting from the traditional business, Indian society has never hesitated to enter into the global world and business.		Indian economy at large, which results in expansion of trade, business and commerce. The trades and commerce is adequately associated with the Indian Social structure. Starting from the traddional business, Indian society has never hesitage to inter into the global world and business. 67	
	W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf			
27/143	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
	Education and its Relationship with Indian Social Structure There are various forces in a society which act like social sub-system. These		EDUCATION AND ITS RELATIONSHIP WITH INDIAN SOCIAL STRUCTURE There are various forces in a society which act like social sub system. These	
	W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf			
28/143	SUBMITTED TEXT	69 WORDS	98% MATCHING TEXT	69 WORDS
	and Economy Education is a key factor which influences the abilities and skills of working people. These increased abilities lead the economy towards better productivity. It also enhances technological skills, like using computer and ICT along with the workforce and ultimately these increased and polished skills results in good economic growth. Innovations in education improve the capacity of the economy by promoting more insights, ideas, economic, social and industry trends, technology etc. Education is		and Education Education is a key factor which influences the abilities and skills of working people. These increased abilities lead the economy towards better productivity. It also enhances technological skills, like using computer and ICT along with the workforce and ultimately these increased and polished skills results in good economic growth. Innovations in education improve the capacity of the economy by promoting more insights, ideas, economic, social and industry trends, technology etc. Education is	
	W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf			
29/143	SUBMITTED TEXT	47 WORDS	100% MATCHING TEXT	47 WORDS
	medium to increase the capacity of the economy. According to Organization for Economic Co-operation and Development (OECD 2010), education functions like a means of applying and framing new ideas for the growth of national economy and it also includes knowledge of using new technologies for broader private and social returns. Education		medium to increase the capacity of the economy. According to organization for economic co-operation and development (OECD 2010), education functions like a means of applying and framing new ideas for the growth of national economy and it also includes knowledge of using new technologies for broader private and social returns. 4.5.2 Education	
	W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf			

30/143	SUBMITTED TEXT	39 WORDS	100% MATCHING TEXT	39 WORDS
Education is treated like a strategic agent for the transformation of mindsets and for the creation of a well-educated nation. A nation where all citizens are well equipped with knowledge which is required to competently and competitively solve the challenges comes		Education is treated like a strategic agent for the transformation of mindsets and for the creation of a well-educated nation. A nation where all citizens are well equipped with knowledge which is required to competently and competitively solve the challenges comes		
W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf				

31/143	SUBMITTED TEXT	72 WORDS	93% MATCHING TEXT	72 WORDS
the development of a nation. In this light, the education system NSOU ? CC-ED-01 ? 21 is restructured and transformed qualitatively time to time. With a focus on promoting free and compulsory education to all the children from 6 to 14 yrs of age group; the vision emphasized the need to ensure that all children of India should get basic education so that they can be future productive citizens of a country. Poor communities and		the development of a nation. In this light, the education system is restructured and transformed qualitatively time to time. With a focus on promoting free and compulsory education to all the children from 6 to 14 yrs of age group; the vision emphasized the need to ensure that all children of India should get basic education so that they can be future productive citizens of a country. Poor communities and		
W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf				

32/143	SUBMITTED TEXT	136 WORDS	99% MATCHING TEXT	136 WORDS
backward sections of the society have been targeted to ensure their access to basic education. As more equalisation facilities have been provided to the backward classes more workforce has come into existence. More skillful persons have become the part of the social system and policies are framed and reframed from time to time to develop the nation. Education and Caste System India is a country of very strong social institutions. Caste system is one of the main reasons of this strong social institution. Children who belong to lower class and caste face various challenges like economic backwardness, lack of education, lack of resources. After independence, to upgrade the lives of backward class, various policies have been framed. Modern liberal education system which is based on democratic values like equity and equality, liberty and fraternity has changed the thinking process of the people. Various scientific values that have also		backward sections of the society have been targeted to ensure their access to basic education. As more equalisation facilities have been provided to the backward classes more workforce has come into existence. More skillful persons have become the part of the social system and policies are framed and reframed from time to time to develop the nation. 4.5.3 Education and Caste System India is a country of very strong social institutions. Caste system is one of the main reasons of this strong social institution. Children who belong to lower class and caste face various challenges like economic backwardness, lack of education, lack of resources. After independence, to upgrade the lives of backward class, various policies have been framed. Modern liberal education system which is based on democratic values like equity and equality, liberty and fraternity has changed the thinking process of the people. Various scientific values that have also		
W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf				

included in the present education system that have increased the thought process of the people with the spread of education. Education guides the nation to live peacefully without any difference. Education and Amelioration of Social Backwardness Amellioration means "to make or become better". In any society when traditions become a burden on the members of the society or if any social change does not act in favor of the members of the society than education acts like an agent or a sub- system to ameliorate or improve the situations for betterment. Education improves the level of awareness by making people ready for learning. There are certain members of a country who used to suffer from gross economic deprivations and social humiliations. The major segment identified among the backwards has been the scheduled castes and scheduled tribes, and the backward classes. Another category of the backward group included women in Indian society. One major single cause of their social backwardness has been identified as lack of education. It has been the feeling that education could erase the stigma of backwardness. Education brings in a sense of consciousness to a backward section of the society about their rights and privileges. Education, works as a vital aspect of all developmental schemes for the advancement of backward classes. Special education policies, reservation schemes and social provisions have been framed for social and economic upliftment or amellioration of social backwardness.

included in the present education system that have increased the thought process of the people with the spread of education. Education guides the nation to live peacefully without any differences. 4.5.4 Education and Amelioration of Social Backwardness Amelioration means "to make or become better". In any society when traditions become a burden on the members of the society or if any social change does not act in favor of the members of the society than education acts like an agent or a sub-system to ameliorate or improve the situations for betterment. Education improves the level of awareness by making people ready for learning. There are certain members of a country who used to suffer from gross economic deprivations and social humiliations. The major segment identified among the backwards has been the scheduled castes and 69 Indian Society and Education scheduled tribes, and the backward classes. Another category of the backward group included women in Indian society. One major single cause of their social backwardness has been identified as lack of education. It has been the feeling that education could erase the stigma of backwardness. Education brings in a sense of consciousness to a backward section of the society about their rights and privileges. Education, works as a vital aspect of all developmental schemes for the advancement of backward classes. Special education policies, reservation schemes and social provisions have been framed for social and economic upliftment or amelioration of social backwardness. 4.5.5

W <https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf>

34/143

SUBMITTED TEXT

268 WORDS

98% MATCHING TEXT

268 WORDS

Education and Language Language is a means of communication, expressing the feelings and emotions. It is used to convey messages verbally as well as non-verbally. Language can be defined as generic, communicative phenomena especially in teaching learning process, language is used to communicate the content, ideas and to give instructions. Teachers use spoken or written language to transact the content, to interact with students, to assess and facilitate their learning. Students use language for learning process, to ask or present their questions, assignments, their academic content etc. Therefore, in a teaching learning process language is a means of displaying knowledge and skill and it maintains and also forms the teaching learning environment in the classroom. As the economy is globalizing and modern societies are developing, need of learning international languages have emerged and education plays as a medium to learn languages. Language forms from the very beginning in the families and the society. The students use vocabularies (phrases) while narrating and they listen and speak in the environment in which they live. While teaching language in classrooms, teachers need to be sensitive to cultural variations in narrative performance and in assessment of children's language abilities because learning and teaching language constitutes the children's language abilities, cultural variations and the type of education system of a society. Learning about a language enhances the knowledge of a person and it brings the children close to the social structure. This is because language is a medium of joining people with each other and building harmonious relationships from sociological point of view. Education and Culture You have already studied about the regional and cultural diversities in India. The term culture has been derived from the verb 'cultivate' and the noun 'cultivation'. In this way, it is

Education and Language Language is a means of communication, expressing the feelings and emotions. It is used to convey messages verbally as well as non-verbally. Language can be defined as generic, communicative phenomena; especially in teaching learning process, language is used to communicate the content, ideas and to give instructions. Teachers use spoken or written language to transact the content, to interact with students, to assess and facilitate their learning. Students use language for learning process, to ask or present their questions, assignments, their academic content etc. Therefore, in a teaching learning process language is a means of displaying knowledge and skill and it maintains and also forms the teaching learning environment in the classroom. As the economy is globalizing and modern societies are developing, need of learning international languages have emerged and education plays as a medium to learn languages. Language forms from the very beginning in the families and the society. The students use vocabularies (phrases) while narrating and they listen and speak in the environment in which they live. While teaching language in classroom, teachers need to be sensitive to cultural variations in narrative performance and in assessment of children's language abilities because learning and teaching language constitutes the children's language abilities, cultural variations and the type of education system of a society. Learning about a language enhances the knowledge of a person and it brings the children close to the social structure. This is because language is a medium of joining people with each other and building harmonious relationships from sociological point of view. 4.5.6 Education and Culture You have already read about the regional and cultural diversities in India in Unit-1. The term culture has been derived from the verb cultivate and the noun cultivation. In this way, it is

W <https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf>

35/143

SUBMITTED TEXT

34 WORDS

90% MATCHING TEXT

34 WORDS

refinement of individuals as a result of cultivation. Culture is an integrated group of people who follow same ideas, beliefs, norms, customs, behavior, attitudes and the values. Culture can be defined as that complex whole

refinement of the individual as a result of cultivation. Culture is an integrated group of people who follow same ideas, beliefs, norms, customs, behaviour, attitudes and the values. Culture can be defined as that complex whole

W <https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf>

36/143	SUBMITTED TEXT	73 WORDS	100% MATCHING TEXT	73 WORDS
	<p>consists of everything we think, do and have as members of the society. It is transmitted from one person to the other. This interaction forms an integrative culture. Culture is progressive and aims at enhancing the capacity of individuals. Education plays its role as a medium to teach about the culture to the individuals. Education system not only helps to understand the culture but it also helps to promote and transmit the cultural heritage from generation to generation.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf</p>		<p>consists of everything we think, do and have as members of the society. It is transmitted from one person to the other. This interaction forms an integrative culture. Culture is progressive and aims at enhancing the capacity of individuals. Education plays its role as a medium to teach about the culture to the individuals. Education system not only helps to understand the culture but it also helps to promote and transmit the cultural heritage from generation to generation. 70</p>	
37/143	SUBMITTED TEXT	14 WORDS	81% MATCHING TEXT	14 WORDS
	<p>Press. Dagar, B.S. and Dhull (1994): Indian Respective in Moral Education, New Delhi: Uppal Publishing House.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf</p>		<p>Press. Dagar B.S. and Dhull, Indira (1994). Prospective in Moral Education, New Delhi: Uppal Publishing House.</p>	
38/143	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	<p>The Right of Children to Free and Compulsory Education (RTE) Act, 2009,</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf</p>		<p>the Right of Children to Free and Compulsory Education (RTE) Act 2009,</p>	
39/143	SUBMITTED TEXT	24 WORDS	94% MATCHING TEXT	24 WORDS
	<p>shall be liable to pay any kind of fees or charges or expenses which may prevent him or her from pursuing and completing elementary education. '</p> <p>W https://sebabooksandsolution.com/hs-first-year-education-chapter-1-concept-and-aims-of-education/</p>		<p>shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.</p>	
40/143	SUBMITTED TEXT	26 WORDS	94% MATCHING TEXT	26 WORDS
	<p>no child shall be liable to pay any kind of fees or charges or expenses which may prevent him or her from pursuing and completing elementary education. ?</p> <p>W https://sebabooksandsolution.com/hs-first-year-education-chapter-1-concept-and-aims-of-education/</p>		<p>No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.</p>	

41/143	SUBMITTED TEXT	22 WORDS	65% MATCHING TEXT	22 WORDS
	strengthening respect for human rights and fundamental freedom; full development of human personality and sense of dignity; promotion of gender equality, understanding, and		strengthening of respect for human rights and fundamental freedoms; (b) The full development of the human personality and the sense of its dignity; (c) The promotion of understanding, respect, gender equality, and	
	W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf			
42/143	SUBMITTED TEXT	19 WORDS	92% MATCHING TEXT	19 WORDS
	development that meets the needs of the present without compromising the stability of future generations to meet their own needs."		development that meets the needs of the present without compromising the ability of future generations to meet their own needs.	
	W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf			
43/143	SUBMITTED TEXT	43 WORDS	93% MATCHING TEXT	43 WORDS
	further with education in this Unit. Characteristics and Functions of Education as a Social Sub-system As a sub-system, education has the following characteristics: ? Education is a part of larger system called society. ? Education as a sub-system has its own rules, regulations, norms and more importantly,		further with education in this Unit. 4.3.2 Characteristics and Functions of Education as a Sub-system As a sub-system, education has the following characteristics: ? Education is a part of large system called society. ? Education as a sub-system has its own rules, regulations, norms and more importantly,	
	W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf			
44/143	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
	UNESCO aims to improve access to quality education on sustainable development at all levels and in all social contexts, to transform society by reorienting education and help people		UNESCO aims to improve access to quality education on sustainable development at all levels and in all social contexts, to transform society by reorienting education and help people	
	W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf			
45/143	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	develop knowledge, skills, values and behaviours needed for sustainable development.		develop knowledge, skills, values and behaviours needed for sustainable development.	
	W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf			

46/143	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
	to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. ?		to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. 11.8.3	
	W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf			
47/143	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	Singh, Y. M. (1992). Sociological Foundations of Education, Sheth Publishers, Bombay.			
	SA Assignment 1.pdf (D111725970)			
48/143	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	A.K.C. (1957), Education and Society: An Introduction to the Sociology of Education,		A.K.C. (1980). Education and Society An Introduction to the Sociology of Education.	
	W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf			
49/143	SUBMITTED TEXT	15 WORDS	89% MATCHING TEXT	15 WORDS
	Dewey, John. (1916), Democracy and Education: An Introduction to the Philosophy of Education, New York:		Dewey " Democracy and Education: An Introduction to the Philosophy of Education" New York :	
	W http://www.holisticeducator.com/aimofeducation.htm			

50/143	SUBMITTED TEXT	178 WORDS	98% MATCHING TEXT	178 WORDS
	<p>The main problems and questions in education deals with - What content should be taught to pupil and students (the question of curriculum)? How should the content be taught (the question of teaching method)? What other educational goals shall be pursued in addition to teaching knowledge and skills (the question of values)? In other words, education has to answer the questions of truth, learning and morals. It has to reflect on the higher goals of education beyond passing on random knowledge and skills. The study of education would be the reflexive effort of looking at the reality of education and trying to understand how it is practiced. This is a serious question that whether education can be called a discipline, and there are three schools of thought on the subject. The first suggests that since education borrows from and combines with other, more traditional disciplines and often focuses on practice, it should not be called a discipline but a field of study or a second level discipline. Using the same rationale that many areas within education bring together a traditional discipline within an educational frame, the second school of thought calls education</p> <p>The main problems and questions education deals with: what content should be taught to pupil and students (the question of curriculum)? How should the content be taught (the question of teaching method)? What other educational goals shall be pursued in addition to teaching knowledge and skills (the question of values)? v In other words, education has to answer the questions of truth, learning and morals. It has to reflect on the higher goals of education beyond passing on random knowledge and skills. v The <u>study</u> of education' would be the reflexive effort of looking at the reality of education and trying to understand how it is practiced. This is a serious question that whether education can be called a discipline, and there are three schools of thought on the subject. The first suggests that since education borrows from and combines with other, more traditional, disciplines and often focuses on practice, it should not be called a discipline but a field of study or a second –level discipline. Using the same rationale (that many areas within education bring together a traditional discipline within an educational frame), the second school of thought calls education</p> <p>W https://nazeernas.blogspot.com/</p>			
51/143	SUBMITTED TEXT	29 WORDS	90% MATCHING TEXT	29 WORDS
	<p>an inter-discipline. In addition, education has its own set of problems, questions, knowledge bases and approaches to inquiry and a third school of thought pushes for accepting education as a discipline.</p> <p>an —inter-discipline. ll In addition, education has its own set of problems, questions, knowledge bases and approaches to inquiry; a third school of thought pushes for accepting education as a discipline.</p> <p>W https://nazeernas.blogspot.com/</p>			
52/143	SUBMITTED TEXT	30 WORDS	100% MATCHING TEXT	30 WORDS
	<p>is relatively a new discipline that combines aspects of Psychology, History, Philosophy, Sociology and some practical studies. The discipline of Education is nowadays a compulsory subject used for educating teacher educators.</p> <p>SA QUADRANT-I.docx (D46082731)</p>			

53/143	SUBMITTED TEXT	28 WORDS	100% MATCHING TEXT	28 WORDS
<p>At this point, it would be well worth examining education as a discipline. Not only does education have its own set of problems, questions and knowledge bases, and</p> <p>SA QUADRANT-I.docx (D46082731)</p>				
54/143	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>Life and education are inseparably connected. One cannot be separated from the other. Hence, life has a philosophical base and so education also has a philosophical base.</p> <p>W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf</p>				
55/143	SUBMITTED TEXT	26 WORDS	77% MATCHING TEXT	26 WORDS
<p>approaches to enquiry but also that which is borrowed from other disciplines often becomes transformed within the study of education. Can we consider Education as a Discipline</p> <p>SA QUADRANT-I.docx (D46082731)</p>				
56/143	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>The truths and principle established by philosophy are applied in the conduct of education process.</p> <p>W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf</p>				
57/143	SUBMITTED TEXT	30 WORDS	100% MATCHING TEXT	30 WORDS
<p>Philosophy exercises tremendous influence on education in all its aspects—aims, curriculum, methods, teachers, textbooks, administration, discipline, evaluation etc. There is no aspect of education, which is not influenced and determined by philosophy.</p> <p>W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf</p>				
58/143	SUBMITTED TEXT	21 WORDS	92% MATCHING TEXT	21 WORDS
<p>Thus, we find that philosophy effects both the theoretical and practical aspects of education. One cannot be separated from the other.</p> <p>W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf</p>				

59/143	SUBMITTED TEXT	29 WORDS	95% MATCHING TEXT	29 WORDS
	<p>Psychology has greatly influenced the development of modern education. Basic connections and relationships between psychology and education are manifold. Educational theory and practice are conditioned by the nature of human behaviour.</p> <p>W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf</p>		<p>Psychology has greatly influenced the development of modern education. Basic connections and relationships between psychology and education are diverse. Educational theory and practice are conditioned by the nature of human behaviour. 4.4.1</p>	
60/143	SUBMITTED TEXT	20 WORDS	92% MATCHING TEXT	20 WORDS
	<p>Educational Psychology has been developed to study scientifically the behaviour of the students and to help the process of education.</p> <p>W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf</p>		<p>Educational Psychology has developed to study scientifically the behaviour of the students and to help the process of education.</p>	
61/143	SUBMITTED TEXT	85 WORDS	93% MATCHING TEXT	85 WORDS
	<p>Educational psychology discusses process of development of the students, process of learning, social adjustment of the students, individual differences in physical abilities and mental traits and powers, interest and motivation of child and various problems associated with the mental health of the students. The function of educational psychology is to know the child and his educational process completely. It tries to determine the means of attaining the educational goals and objectives outlined by educational philosophy. It helps the teacher, the students as well as the parents. The primary aim of education</p> <p>W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf</p>		<p>Educational psychology discusses process of development of the students, process of learning, social adjustment of the students, Individuals differences in physical abilities and mental traits and powers, Interest and motivation of child and various problems associated with the mental health of the students. The function of educational psychology is to know the child and his educational process completely. It tries to determine the means of attaining the educational goals and objectives outlined by educational philosophy. It helps the teacher, the students as well as the parents. Various psychological bases of education 1.</p>	
62/143	SUBMITTED TEXT	68 WORDS	95% MATCHING TEXT	68 WORDS
	<p>constituted of individuals. It is a social process. It has a social function as well as social relevance. A school is created by the society and the society is shaped and molded by the school. Thus, education is both a cause and product of society. It originates in the society and it must fulfill the needs and aspirations of the society. There is thus, an intimate relationship between education and society.</p> <p>W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf</p>		<p>constituted of individuals. It is a social process. It has a social function as well as social relevance. A school is created by the society and the society is shaped and moulded by the school. Thus, education is both a cause and product of society. It originates in the society and it must fulfil the needs and aspirations of the society. There is thus an intimate relationship between education and society.</p>	

63/143	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
	the aims of education, the principles of curriculum construction, the methods of teaching, the school organization and administration.		the aims of education, the principles of curriculum construction, the methods of teaching, the school organization and administration.	
	W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf			
64/143	SUBMITTED TEXT	47 WORDS	100% MATCHING TEXT	47 WORDS
	Philosophy furnishes the goals of life and education gives the means to achieve those goals. Man is the common subject of both philosophy and education. Philosophy and education are interrelated, interdependent, identical and inseparable from each other. Every philosopher has an educational outlook and every educator has a philosophy of life.		Philosophy furnishes the goals of life and education gives the means to achieve those goals. Man is the common subject of both philosophy and education. Philosophy and education are interrelated, interdependent, identical and inseparable from each other. Every philosopher has an educational outlook and every educator has a philosophy of life.	
	W https://thekashmirimages.com/2018/09/11/philosophical-bases-of-education/			
65/143	SUBMITTED TEXT	15 WORDS	89% MATCHING TEXT	15 WORDS
	Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education. New York:		Dewey " Democracy and Education: An Introduction to the Philosophy of Education" New York :	
	W http://www.holisticeducator.com/aimofeducation.htm			
66/143	SUBMITTED TEXT	19 WORDS	55% MATCHING TEXT	19 WORDS
	of Education Structure 4.1 Objectives 4.2 Introduction 4.3 Aims of Education: Individualistic and Socialistic 4.3.1 Individualistic Aims of Education 4.3.2 Socialistic Aims of Education 4.4		OF EDUCATION UNIT STRUCTURE 3.0 Objectives 3.1 Introduction: Education 3.2 Aims of Education 3.3 Individual Aims of Education 3.4 Social Aims of Education 3.5	
	W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf			
67/143	SUBMITTED TEXT	19 WORDS	78% MATCHING TEXT	19 WORDS
	of pre-historic, ancient and modern periods, relation of culture and education, pioneers of education and educational thoughts of various educationists			
	SA EDU_UG_Unit-1_Nabanita Sarmah.pdf (D54349017)			

68/143**SUBMITTED TEXT**

95 WORDS

80% MATCHING TEXT

95 WORDS

aims of education, ? know factors of education, ? state types of Education. NSOU ? CC-ED-01 ? 51 4.2
Introduction Education is a social necessity. It takes care of the changing social needs and aspirations. It is an activity which is directed to some goals. It always acts with an aim. This aim makes it a purposeful activity. The basic aim of education is to help each individual to progress towards the attainment of his or her full potential, both as a person and as a member of society. Any other human activities like education should have its own aims and objectives.

AIMS OF EDUCATION- INDIVIDUAL AND SOCIAL. OF EDUCATION-AND SOCIAL. Aims of Education Education is a social necessity.It take care of the changing social needs and aspirations. It is an activity which is directed to some goals. It always acts with an aim.This aim makes it a purposeful activity.The basic aim of education is to help each individual to progress towards the attainment of his full potential, both as a person and as a member of society. Any other human activities like education should have its own aims and objectives.

W <http://eduphilogarden.blogspot.com/2015/08/aims-of-education-individual-and-social.html>

Knowledge Aim of Education Knowledge has widely been accepted as one of the most important aims of education. It is essential for adjustment to and mastery of one's environment. Human progress through ages has been made possible through the increase and diffusion of knowledge. It is indispensable for the continuity and growth of society. It is a powerful agent for intellectual satisfaction and innate curiosity of man. Vocational Aim of Education It says that education is meaningful only when it aims at some employment. It is the direct outcome of industrial and scientific advancement. The modern democratic education has placed the vocational aim in its fore front. It makes the student self-sufficient in life. It makes education a purposeful activity. The vocational aim, however is narrow and one sided because it does not consider higher values of human existence. It neglects the intellectual, aesthetic, cultural, moral and spiritual aspects of human life. Cultural Aim of Education Preservation, transmission and enrichment of culture is regarded as the ultimate aim of education. Education for culture attempts to develop man's aesthetic sensibilities to appreciate fine arts and cultivate human powers and virtues. It helps in inculcation of noble ideas, attitudes and patterns of behavior. Over emphasis on cultural aim, however, may lead to neglect of other aspects of learner's personality. Education with cultural aim alone may be misused by the privileged group in such a manner that many of the social evils may reappear. Character Building Aim of Education Development of moral character is the supreme aim of education. It consists in the NSOU ? CC-ED-01 ? 52 cultivation of values, social attitudes, ethical conduct and habits of a person. The moral aim of education serves as the basis of discipline and order in the school system. Over emphasis on the character-building aim of education will, however, de-accelerate free thinking, material prosperity, scientific development and the economic growth of the society. Citizenship Aim of Education Education for citizenship is the outcome of the sociological approach to education. It involves teaching and inculcating democratic values in the children. Education for citizenship should train the individuals to discharge his duties and make him conscious of his rights. This aim will help the learner to acquire democratic values such as liberty, fraternity, equality, fellow-feeling, tolerance; cooperative living etc. It prepares the students to uphold the dignity of the individual. Harmonious Development as Aim of Education Man is born with many innate powers and capacities. A progressive education should aim to develop all these powers and capacities in a harmonious manner to produce a well-balanced personality. It aims to produce

Knowledge aim of education Knowledge has almost been widely accepted as one of the most important aims of education . It is essential for adjustment to and mastery of one's environment. Human progress through ages has been made possible through the increase and diffusion of knowledge. It is indispensable for the continuity and growth of society. It is a powerful agent for intellectual satisfaction and innate curiosity of man. Vocational aim of education It says that education is meaningful only when it aims at some employment. It is the direct outcome of industrial and scientific advancement. The modern democratic education has placed the vocational aim in its fore front. It makes the student self-sufficient in life. It makes education a purposeful activity. The vocational aim, however is narrow and one sided because it does not consider higher values of human existence. It neglects the intellectual, aesthetic, cultural, moral and spiritual aspects of human life. Cultural aim of education Preservation, transmission and enrichment of culture is regarded as the ultimate aim of education. Education for culture attempts to develop man's aesthetic sensibilities to appreciate fine arts and cultivate human powers and virtues. It helps in inculcation of noble ideas, attitudes and pattern of behavior. Over emphasis on cultural aim, however will lead to neglect of other aspects of learner's personality. Education with cultural aim alone may be misused by the privileged group in such a manner that many of the social evils may reappear. Character building aim of education Development of moral character is the supreme aim of education. It consists in the cultivation of values, social attitudes, ethical conduct and habits of a person. The moral aim of education serves as the basis of discipline and order in the school system. Over emphasis on the character building aim of education will, however, deaccelerate free thinking, material prosperity, scientific development and the economic growth of the society. Citizenship aim of education Education for citizenship is the outcome of the sociological approach to education. It involves teaching and inculcating democratic values in the children. Education for citizenship should train the individuals to discharge his duties and make him conscious of his rights. This aim will help the learner to acquire democratic values such as liberty, fraternity, equality, fellow-feeling, tolerance, cooperative living etc. It prepares the students to uphold the dignity of the individual. Harmonious Development aim of education Man is born with many powers and capacities. A progressive education should aim to develop all these powers and capacities in a harmonious manner to produce a well balanced personality. It aims to produce individuals who are personally and socially well adjusted and productive.

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that, there is no agreement among educationists regarding the standard of development of various capacities to consider it as ideally harmonious. Moreover, complete and harmonious cultivation of all powers cannot be achieved within the limited formative years of an individual. Spiritual Aim of Education Spiritual aim in education seeks to make man morally sound by developing the spiritual potentialities. It is only through education that spiritual virtues like generosity, sacrifice, good intention, sympathy, compassion etc. can be awakened. Spiritual aim of education makes a person gentle and pious. It reduces the problems of indiscipline, conflicts, quarrels, corruption, hatred etc. in the society. Leisure Hours Aim of Education Leisure means free and unoccupied time. The advancements in science, technology and means of transport and communication has reduced time and space resulting in the increase of leisure hours. Hence, education should aim at the wise and the proper use of leisure hours. Proper use of leisure will increase the efficiency of the students besides providing pleasure to them. Leisure is essential and helpful in making our life dynamic and rich. One great cause of strikes and indiscipline among the students is that they are not taught how to utilize their leisure hours.

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Importance of Educational Aims According to Encyclopedia of Modern Education, "Education is purposeful and ethical activity. Hence, it is unthinkable without aims." We cannot proceed in any walk of life without

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Importance of Educational Aims According to Encyclopedia of Modern Education, " Education is purposeful and ethical activity. Hence it is unthinkable without aims." We cannot proceed in any walk of life without

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Factors associated with Philosophy of life Aims of education are always influenced by the philosophy of life of the people of that country. Idealistic philosophy lays down different aims like education for self- realization. Pragmatists have not faith in any fixed aim of education. The philosophy prevailing in the life of the people is reflected in the aims of education of that country. Factors associated with Psychology The aims of education should be according to the nature, needs, requirements, inspiration and interest of learners. If the aims of education are not in tune with the music of life, they will prove futile, useless, fruitless and ineffective. The aims of education should relate knowledge with the activities of life. Factors associated with Socio-economic problem Besides, political ideologies, the

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economic problems of a country determine the aims of education. Education is a vital force, which can silently bury the socio-economic problems. It can thus evolve a society based on equality, co-operation and socialistic ideals. Factors associated with Political ideology Political ideologies also help in determining the aims of education. Different political ideologies like democracy, totalitarian, fascist or communist etc. will fix different aims for education in the state. The aims of education under democratic state are flexible and changeable according to changing needs and conditions of many on the contrary in a totalitarian state. The aims of education are fixed in accordance with the ideology of the state to uphold the rights of state. Factors associated with exploration of knowledge Education has also to give due consideration to the advancements in knowledge as far as the question of educational aims are concerned. Education today has become science oriented all over the world. Like other countries, in India also more and more stress is being laid on the study of modern sciences. This clearly shows that the spreading of new knowledge is an important factor in determining aims of education. Factors associated with Culture Cultural heritage of a country also determine the aims of education. It is the most important function of education to develop and preserve the cultural heritage. The changing and developing pattern of cultural factors directly influence the aims of education.

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74/143	SUBMITTED TEXT	152 WORDS	93% MATCHING TEXT	152 WORDS
	<p>Individual Aim of Education Individual aim emphasizes the development of the individuality of the learner according to his or her natural tendencies to hold the central notion that individual should be in the forefront of the educational process. It wants to foster the free growth of the individuality of the learner, helping him to achieve the highest degree of individual development in social context. Individual aim of education means that education should develop individuals according to their interest capacities and specialties. It should be noted that individual aim of education is not a new aim. In ancient India, Greece and some other countries also this aim was given due importance and prime position. In the present time also, since the entry of psychology in the field of education, Rousseau, Pestalozzi, Frobel, Nunn and other eminent educationists have again started giving greater emphasis on the individual aim of education. In the following lines we are throwing light on the narrower and wider meanings of this aim.</p>			
	<p>INDIVIDUAL AIM OF EDUCATION Individual aim emphasizes the development of the individuality of the learner according to his natural tendencies. It holds the central notion that individual should be in the forefront of the educational process. It wants to foster the free growth of the individuality of the learner, helping him to achieve the highest degree of individual development in social context. Individual aim of education means that education should develop individuals according to their interest capacities and It should be noted that individual aim of education is not a new aim. In ancient India, Greece and some other countries also this aim was given due importance and prime position. In the present times also, since the entry of psychology in the field of education, Rousseau, Pestalozzi, Frobel T.P Nunn and other eminent educationists have again started giving greater emphasis on the individual aim of education. In the following lines we are throwing light on the narrow and wider meanings of this aim.</p>			
	<p>W https://eduphilogarden.blogspot.com/2015/</p>			

75/143	SUBMITTED TEXT	35 WORDS	85% MATCHING TEXT	35 WORDS
	<p>individual aim of education. According to him, "Nothing good enters just the human world except in and through the free activities of individual men and women and that educational practice must be shaped to accord with that truth."</p>			
	<p>Individual Aims of Education 1. According to Sir Percy Nunn, "Nothing good enters into the human world except in and through the free activities of individual men and women, and that educational practice must be shaped to accord with that truth". 2.</p>			
	<p>W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf</p>			

76/143	SUBMITTED TEXT	26 WORDS	74% MATCHING TEXT	26 WORDS
	<p>of Individual Aim In its narrow sense, individual aim is known as self-expressing, all-round development of the child is natural development. In its narrower sense, individual aim</p>			
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	<p>W https://eduphilogarden.blogspot.com/2015/</p>			

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is based on the philosophy of naturalization according to which education should develop the unique individuality of a child in accordance with self instincts. History reveals the fact that it was Rousseau who first of all advocated this aim though his insistence on education in the lapse of nature according to the nature of the child, but after him some other educationists also emphasized the importance of this aim. NSOU ? CC-ED-01 ? 57 Amongst such an educationist sir Percy Nunn of England is the chief-supporter and hence, ranks at the top of the list. He holds that the central aim of education is 'the autonomous development of the individual.' In his famous book 'Education, Its Data and the first principles' he says, "Nothing good enters into the human world except in and through the free activities of individual men and women, and that the educational practice must be shaped to accord with its truth." In the second chapter of his book Nunn further remarks that each species is moving towards perfection. Hence, individual aim is according to nature. Thus, in its narrow sense, individual aim of education emphasizes self-expression or natural development of the child so that after receiving education according to his interests, inclinations, capacities and needs, the child is able to choose a vocation according to his nature. Wider Meaning of individual Aim In its wider sense, individual aim is known as self-realization. Psychology also corroborates the development of individuality. This is because psychological researches have clearly established the fact that each individual is born with his own peculiar and distinct innate tendencies and capacities. Hence, it is the prime function of education to develop each individual fully and completely according to his or her interests, inclinations, aptitudes and capacities in such a way that he or she becomes an able and capable person.

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78/143

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79/143	SUBMITTED TEXT	122 WORDS	97% MATCHING TEXT	122 WORDS
	<p>of Education The social aim of education is based on the assumption that the society is superior to the individual. Thus, the aim of education should be the good of the society. It should aim to meet the needs of the society and ensure the welfare of the state. The social aim of education will help to strengthen social qualities like loyalty, co-operation, sacrifice equity etc. it will make man civilized and bring security, peace and justice in society. Some educationists have laid greater emphasis upon the social aim of education so that education develops in the children social feeling which will make them contribute their utmost to meet the demands of society after meeting their own needs. These educations evaluate the society higher than the individual. They believe that man is</p> <p>W https://eduphilogarden.blogspot.com/2015/</p>		<p>of education The social aim of education is based on the assumption that the society is superior to the individual. Thus the aim of education should be the good of the society. It should aim to meet the needs of the society and ensure the welfare of the state. The social aim of education will help to strengthen social qualities like loyalty, co-operation, sacrifice equity etc. it will make man civilized and bring secucity, peace and justice in society. Some educationists have laid greater emphasis upon the social aim of education so that education develops in the children social feeling which will make them contribute their utmost to meet the demands of society after meeting their own needs. These educations evaluate the society higher than the individual. They believe that man is</p>	
80/143	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
	<p>society. In case he is cut off from the society, it will be very difficult for him to remain alive.</p> <p>W https://eduphilogarden.blogspot.com/2015/</p>		<p>society.In case he is cut off from the society, it will be very difficult for him to remain alive.</p>	
81/143	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
	<p>All education proceeds from the participation of the individual in the social consciousness of the race."</p> <p>W https://www.yourarticlelibrary.com/essay/essay-on-education/76798</p>		<p>All education proceeds by the participation of the individual in the social consciousness of the race".</p>	
82/143	SUBMITTED TEXT	16 WORDS	93% MATCHING TEXT	16 WORDS
	<p>Individuality is of no value and personality a meaningless term, apart from the social environment in</p> <p>W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf</p>		<p>individuality is of no value and personality is a meaningless term apart from the social environment. in</p>	

Narrow meaning of Social Aim In its narrow meaning, social aim of education is equated with the state socialism. In this sense, liberty of the individual is totally curtailed and all aspects of individual cannot even dream of his individual life are socialized. Any individual cannot even dream of his individual identity. He is expected to scarifice his everything, even his life for the welfare to the state. As such the state frames such a scheme of education thought by which it will be able to control the aim, curriculum and the methods of NSOU ? CC-ED-01 ? 59 teaching. Individuals are subjected to rigid discipline to cube their sense of identity and individualism. Wider Meaning of Social Aim In its wider sense the social aim is equated with democratic socialism. In this sense, it does not accept the importance of state, but at the sametime does not agree with the insignificance of the individual before the state. Thus, in its wider meaning, the social aim grants liberty to the individual to enjoy certain rights to develop his personality but at the same time expects from the individual to serve the state to best of his ability and capacity. India and other democratic countries where democracy has been combined with socialism. It may be noted that true citizens are greatly essential for the progress and prosperity of the state. Therefore, all the democratic states having accepted the individual aim of education in its wider meaning, indifferent forms. The American educationists John Dewey and Bagley have also accepted the wider meaning of social aim. Prof. Bagley in his book 'Education values' has mentioned three chief characteristics of a socially efficient individual. They are: (1) Economic efficiency, (2) Negative morality and (3) Positive morality. By economic efficiency, he means ability to pull one's own weight in the economic life. By negative morality, he means willingness to sacrifice one's desire when their gratification would interfere with the economic efficiency of others. By positive morality he means willingness to sacrifice one's own desires when their gratification would not contribute, directly or indirectly to social progress. In this way socially efficient individual is not a parasite on any member of society. He is a good citizen to understand and appreciate the world and is ready to sacrifice his own desires if they are harmful for others.

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84/143**SUBMITTED TEXT**

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the term 'Education' has been derived from Latin words "educere", "educare" and "educatum" which means to

The term "Education" has been derived from two Latin words Educare (Educere) and Educatum. "Educare" means to

W <https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf>

aim. For achieving success in activity of life, clear and well defined NSOU ? CC-ED-01 ? 54 aim is essential. An educator without the knowledge of aims can be compared to a sailor who does not know his destination. This means that a system of education which is not clear about its aims or which has undesirable ends is bound to fail. Aims give foresight to the educational planner. All our methods of teaching, our curriculum and our system of evaluation are shaped and molded according to our aim of education. It is the ignorance of right aims that has vitiated our educational system, its methods and its products, and has successfully resulted in the physical, intellectual and moral weaknesses of the race. There is a great necessity of aims in education because of the following reasons: To direct efforts: If aim is known we can make efforts to that end. Educational aims keep the teacher and the taught on the right track. They provide a line of action and guidance to the teachers. They give direction and zest to the work of the pupils. Educational aims help us to avoid wastage in time and energy. In the words of John Dewey, "To have an aim is to act with meaning." Aims help us to act intelligently and to act with a meaning. We know what is to be done and we straight away start doing that. To evaluate ourselves: Educational aims help us to evaluate ourselves. They use to take stock of the results of our effort. The aim is a yard-stick with which we can measure our success and failure. They are necessary to assess the outcome of the educational process. To evaluate the existing conditions: We as educators carefully evaluate the existing conditions, i.e., contents of education, methods of teaching, efficiency of teaching, library equipment, planning of curricular and co-curricular activities in the light of our objective and plan for the future. To provide efficient school administration: Aims are necessary for efficient school administration and organization. They help the school authorities in organizing, equipping, and administering the school. Various aspects of school administration and organization such as proper selection of teachers, proper curricular and co-curricular activities are guided by educational aims. It is rightly said that good schools evolve out of enlightened aims. Aims are guide-lines in the educational process. Like the sun, aims illumine our life. The ignorance of right aims will spoil the whole educational system. Factors Determining Educational Aims: Many factors have been contributing and do contribute to determining of educational aims. These factors touch every phase of human life that was, that is or what will be.

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86/143	SUBMITTED TEXT	52 WORDS	100% MATCHING TEXT	52 WORDS
	<p>Informal education is quite diverse from formal education and, particularly, from non-formal education, although in certain cases it is capable of maintaining a close relationship with both. It does not correspond to an organized and systematic view of education; informal education does not necessarily include the objectives and subjects usually encompassed by the traditional curricula.</p> <p>W https://www.ugb.ro/etc/etc2014no1/18_Melnic__Botez.pdf</p>			
87/143	SUBMITTED TEXT	51 WORDS	96% MATCHING TEXT	51 WORDS
	<p>Informal education for instance comprises the following activities: (a) Visiting to museums or to scientific and other fairs and exhibits, etc.; (b) Listening to radio broadcasting or watching TV programmes on educational or scientific themes; (c) Reading texts on sciences, education, technology etc. in journals and magazines; (d) Participating in scientific contests, (e) Attending lectures and conferences.</p> <p>W https://www.ugb.ro/etc/etc2014no1/18_Melnic__Botez.pdf</p>			
88/143	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
	<p>that the higher the degree of systematization and organization involved in informal education activities, the nearer</p> <p>SA Unit 9 Dr. Gaurav Rao 1.docx (D19538677)</p>			
89/143	SUBMITTED TEXT	17 WORDS	90% MATCHING TEXT	17 WORDS
	<p>as it is not directly related to his scholastic activities. However, if such a visit is</p> <p>SA Unit 9 Dr. Gaurav Rao 1.docx (D19538677)</p>			
90/143	SUBMITTED TEXT	34 WORDS	89% MATCHING TEXT	34 WORDS
	<p>curriculum, requiring from students a written report and including assessments by the teacher, or tutor, then it will probably be an activity associated to either the formal or to the non-formal education. Importance of informal Education 1.</p> <p>SA Unit 9 Dr. Gaurav Rao 1.docx (D19538677)</p>			

91/143	SUBMITTED TEXT	31 WORDS	100% MATCHING TEXT	31 WORDS
<p>Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology.</p> <p>W https://www.ugb.ro/etc/etc2014no1/18_Melnic__Botez.pdf</p>		<p>Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology.</p>		
92/143	SUBMITTED TEXT	22 WORDS	82% MATCHING TEXT	22 WORDS
<p>the students and the institution. It corresponds to the education process normally adopted by our schools and universities. Formal education institutions are administratively,</p> <p>SA Unit 9 Dr. Gaurav Rao 1.docx (D19538677)</p>				
93/143	SUBMITTED TEXT	30 WORDS	67% MATCHING TEXT	30 WORDS
<p>students a minimum classroom attendance. There is a program that teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage.</p> <p>SA Unit 9 Dr. Gaurav Rao 1.docx (D19538677)</p>				
94/143	SUBMITTED TEXT	18 WORDS	92% MATCHING TEXT	18 WORDS
<p>Assessments are made on a general basis, for administrative purposes and are infrequently used to improve the education process.</p> <p>SA Unit 9 Dr. Gaurav Rao 1.docx (D19538677)</p>				
95/143	SUBMITTED TEXT	18 WORDS	86% MATCHING TEXT	18 WORDS
<p>a mono- directional methodology that fails to stimulate students and to provide for their active participation in the process,</p> <p>SA Unit 9 Dr. Gaurav Rao 1.docx (D19538677)</p>				

96/143	SUBMITTED TEXT	33 WORDS	98% MATCHING TEXT	33 WORDS
<p>The setting-up of a formal education system does not consider the students' standards, values and attitudes that are relevant to the education system which, generally, is not tested or assessed at the level of student</p> <p>SA Unit 9 Dr. Gaurav Rao 1.docx (D19538677)</p>				
97/143	SUBMITTED TEXT	76 WORDS	100% MATCHING TEXT	76 WORDS
<div> <p>non-formal education characteristics are found when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student and most activities take place outside the institution - as for instance, home reading and paperwork. Educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace, certainly do not correspond to those comprised by formal education,</p> <p>W https://www.ugb.ro/etc/etc2014no1/18_Melnic__Botez.pdf</p> </div> <div> <p>Non-formal education characteristics are found when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student and most activities take place outside the institution - as for instance, home reading and paperwork. Educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace, certainly do not correspond to those comprised by formal education.</p> </div>				
98/143	SUBMITTED TEXT	30 WORDS	66% MATCHING TEXT	30 WORDS
<p>Non-formal As seen, formal education has a well-defined set of features. Whenever one or more of these is absent, we may safely state that the educational process has acquired non- formal features.</p> <p>SA Unit 9 Dr. Gaurav Rao 1.docx (D19538677)</p>				
99/143	SUBMITTED TEXT	16 WORDS	91% MATCHING TEXT	16 WORDS
<p>that participants are led to non-formal programmes because these offer the expertise that they hope to</p> <p>SA Unit 9 Dr. Gaurav Rao 1.docx (D19538677)</p>				
100/143	SUBMITTED TEXT	17 WORDS	94% MATCHING TEXT	17 WORDS
<p>for a better understanding of their own selves and of their world'. It is natural that if</p> <p>SA Unit 9 Dr. Gaurav Rao 1.docx (D19538677)</p>				

101/143	SUBMITTED TEXT	27 WORDS	96% MATCHING TEXT	27 WORDS
	education offered by schools is without value for a student's life and fails to prepare him to deal with daily problems, he will simply refuse to participate in			
	SA Unit 9 Dr. Gaurav Rao 1.docx (D19538677)			
102/143	SUBMITTED TEXT	15 WORDS	89% MATCHING TEXT	15 WORDS
	Dewey, J. (1916/1977), Democracy and Education: An introduction to the philosophy of education. New York:		Dewey " Democracy and Education: An Introduction to the Philosophy of Education" New York :	
	W http://www.holisticeducator.com/aimofeducation.htm			
103/143	SUBMITTED TEXT	17 WORDS	90% MATCHING TEXT	17 WORDS
	Government of India (1986): National Policy on Education, New Delhi: MHRD. Government of India (1986): Programme of		Government of India (1965). National Policy on Education, 1986, New Delhi: MHRD. Government of India (1965). Report of	
	W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf			
104/143	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
	which are universally accepted as valuable at a given point of time.		which are universally accepted as valuable at a particular point of time.	
	W http://142.93.128.11:8080/jspui/bitstream/123456789/735/1/BLOCK-1.pdf			
105/143	SUBMITTED TEXT	9 WORDS	100% MATCHING TEXT	9 WORDS
	understand that education is a life-long process. It starts		understand that education is a life-long process. It starts	
	W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf			
106/143	SUBMITTED TEXT	34 WORDS	95% MATCHING TEXT	34 WORDS
	birth of the child and continues till the death. During the entire period of one's living, the human being comes in contact with various situations, institutions, and organizations and get themselves educated through different agencies of education.		birth of the child and continues till the death. During the entire period of one's living, the human being comes in contact with various situations, institutions, and organizations. They get themselves educated through different agencies of education.	
	W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf			

107/143	SUBMITTED TEXT	28 WORDS	94% MATCHING TEXT	28 WORDS
	<p>According to Bhatia (1994), 'Society has developed a number of specialized institutions to carry out the functions of education. These institutions are known as 'Agencies of Education'. Agencies may be</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf</p>		<p>According to Bhatia (1994), 'Society has developed a number of specialized institutions to carry out the functions of education. These institutions are known as Agencies of Education'. Among the agencies, some may be</p>	
108/143	SUBMITTED TEXT	70 WORDS	96% MATCHING TEXT	70 WORDS
	<p>various agencies of education can be clubbed in each sub-category of the agencies, keeping in view their scope and the functions of getting education. It is therefore said that only one agency of education is not enough for the child to get education and for their growth and development. There is the scope to get education from the formal as well as the informal systems, active and passive systems, commercial as well as non-commercial</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf</p>		<p>various agencies of education can be clubbed in each sub- category of the agencies, keeping in view their scope and the functions of getting education. It is therefore said that only one agency of education is 67 not enough for the child to get education and for their growth and development. There is the scope to get education from the formal as well as the informal system, active and passive system, commercial as well as non-commercial</p>	
109/143	SUBMITTED TEXT	35 WORDS	100% MATCHING TEXT	35 WORDS
	<p>Psychologically and physically the first contact and interaction the child makes with the outer world is with his/her mother. Learning process of the child begins the moment s/he is born. His/her brain takes shape in accordance</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf</p>		<p>Psychologically and physically the first contact and interaction the child makes with the outer world is with his/her mother. Learning process of the child begins the moment s/he is born. His/her brain takes shape in accordance</p>	

110/143	SUBMITTED TEXT	133 WORDS	97% MATCHING TEXT	133 WORDS
	<p>the responses made to the stimulus. The child's brain is nascent, eager to record the first reaction of the person who comes in contact with him/her. The home environment gives shape to his/her psychological and sociological growth. Mother becomes the first teacher. Undoubtedly, that is the reason that the first language a child learns is called "mother tongue". When we use the term "Home", it signifies the place where there are parents and other family members who the child comes in contact with, where the child is loved, cared for, disciplined, reared, taught and brought up, where a responsibility is felt by the family to modulate the child and attend his/her needs. Home, therefore, plays a very important role in laying the foundation of the child's personality in terms of physical, emotional, social, moral and cognitive aspects. As change is a continuous process,</p>			
	<p>W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf</p>			

111/143	SUBMITTED TEXT	46 WORDS	97% MATCHING TEXT	46 WORDS
	<p>In joint families, there are other family members who are emotionally attached with each other and play an active role in the upbringing of the development of the child. The following are the major educational functions of the family which works for developing the all-round personality of the child: ?</p>			
	<p>W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf</p>			

112/143	SUBMITTED TEXT	38 WORDS	91% MATCHING TEXT	38 WORDS
	<p>of the child. From the very beginning of infancy, child learns to understand others, recognize signs and symbols, speech and imitate others. This is the family that educates the child, not through formal process but informally by action, play, and stories.</p>			
	<p>W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf</p>			

113/143	SUBMITTED TEXT	42 WORDS	100% MATCHING TEXT	42 WORDS
	<p>The behavior of the parents defines the emotional development of the child. Needless to say, the child first develops emotional bonding with the parents. The feeling of 'acceptance', 'love and belongingness' and 'togetherness' comes from the family only, which provides emotional maturity to the child.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf</p>		<p>The behavior of the parents defines the emotional development of the child. Needless to say, the child first develops emotional bonding with the parents. The feeling of 'acceptance', 'love and belongingness' and 'togetherness' comes from the family only, which provides emotional maturity to the child. ?</p>	
114/143	SUBMITTED TEXT	45 WORDS	98% MATCHING TEXT	45 WORDS
	<p>It educates the child about the attitude, moral values, ethics, skills, behavior pattern at the family as well as the society. ? It teaches the child about the culture, tradition, and customs of the society and also, teaches fellow - feeling, love and belongingness in living together.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf</p>		<p>It educates the child about the attitude, moral and values, ethics, skills, behavior pattern at the family as well as the society. ? It teaches the child about the culture, tradition, and customs of the society and also, teaches fellow feeling, love and belongingness in living together. ?</p>	
115/143	SUBMITTED TEXT	88 WORDS	96% MATCHING TEXT	88 WORDS
	<p>The first step towards socialization is learnt by the child is the love and affection receives from his/her family. Home is the first social institution that attempts to socialize the child. The social development of the child depends upon the love, affection, recognition, security, approval, freedom etc. the child receives from the family. The child receives approval for righteous conduct from parents. The child also observes parents' day to day activities and it impinges upon behavior of the child. The manner in which the family conducts itself channelizes future role and performance of the child. ?</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf</p>		<p>The first step towards socializing is learnt by the child is the love and affection receives from his/her family. Home is the first social institution that attempts to socialize the child. The social development of the child depends upon the love, affection, recognition, security, approval, freedom etc. the child receives from the family. The child receives approval for righteous conduct from parents. The child also observes parents' day to day activities and it impinges upon behaviour of the child. The manner in which the family conducts itself channelizes future role and performance of the child. ?</p>	
116/143	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
	<p>Home not only provides basic necessities of the child, it also equally provides many opportunities to the child for future living. ?</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf</p>		<p>Home not only provides basic necessities of the child, it also equally provides many opportunities to the child for future living. ?</p>	

117/143	SUBMITTED TEXT	111 WORDS	100% MATCHING TEXT	111 WORDS
	<div> <p>The parents become the first role model for the child. It is widely seen that a girl child copies her mother and so does the boy of his father. The reinforcement that comes as a response to the child's behavior creates the value system. The reinforcement that a child receives from his/her parents towards a particular act makes the child differentiate between the right and the wrong. The immoral acts of the child should be checked by the parents at the very initial stage. The value system of the child depends on the morals and religious activities practiced within the family. Apart from these, the family has further responsibility to make the child develop a sense of nationalism towards</p> <p>The parents become the first role model for the child. It is widely seen that a girl child copies her mother and so does the boy of his father. The reinforcement that comes as a response to the child's behavior creates the value system. The reinforcement that a child receives from his/her parents towards a particular act makes the child differentiate between the right and the wrong. The immoral acts of the child should be checked by the parents at the very initial stage. The value system of the child depends on the morals and religious activities practiced within the family. Apart from these, the family has further responsibility to make the child develop a sense of nationalism towards</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf</p> </div>			
118/143	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
	<div> <p>country, to understand their duties and responsibilities to the society, to respect human life and dignity, and to preserve family values and culture. ?</p> <p>Country, to understand their duties and responsibilities to the society, to respect human life and dignity, and to preserve family values and culture.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf</p> </div>			
119/143	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
	<div> <p>It helps the child for developing a balanced personality in all aspects of human living.</p> <p>It helps the child for developing a balanced personality in all aspects of human living. 12.4.2</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf</p> </div>			

120/143

SUBMITTED TEXT

238 WORDS

95% MATCHING TEXT

238 WORDS

Family as an Agency for the Development of the Child
 Family brings the following developments among the child – Physical Development The child spends his/her infancy within the family. The priority, initially, should be on the physical growth of the child. The family should take care of the diet of the child and ensure that the child is nourished. Social Development The first step towards socializing is learnt by the child is the love and affection receives from his/her family. Home family is the first social institution that attempts NSOU ? CC-ED-01 ? 84 to socialize the child. The social development of the child depends upon love, affection, recognition, security, approval, freedom etc. the child receives from the family. The child also receives approval for righteous conduct from parents. The child also observes parents' day-to-day activities and it impinges upon behaviour of the child. The manner in which the family conducts itself channelizes future role and performance of the child. Emotional Development The behavior of the parents defines the emotional development of the child. Needless to say, the child first develops emotional bonding with the parents. The feelings of 'acceptance', 'love and belongingness' and 'togetherness' come from the family only, which provides emotional maturity to the child. Mental Development Like the physical growth, mental developmentl of the child also goes on simultaneously. From the very beginning of infancy, child learns to understand others, recognise signs and symbols, speech and imitate others. This is the family that educates the child, not through formal process but informally by action, play, and stories. Moral

Family as an Agency for the Development of the Child
 Family brings the following developments among the child: ? Physical Development: The child spends his/her infancy within the family. The priority, initially, should be on the physical growth of the child. The family should take care of the diet of the child and ensure that the child is nourished. ? Social Development: The first step towards socializing is learnt by the child is the love and affection receives from his/her family. Home is the first social institution that attempts to socialize the child. The social development of the child depends upon the love, affection, recognition, security, approval, freedom etc. the child receives from the family. The child receives approval for righteous conduct from parents. The child also observes parents' day to day activities and it impinges upon behaviour of the child. The manner in which the family conducts itself channelizes future role and performance of the child. ? Emotional Development: The behavior of the parents defines the emotional development of the child. Needless to say, the child first develops emotional bonding with the parents. The feeling of 'acceptance', 'love and belongingness' and 'togetherness' comes from the family only, which provides emotional maturity to the child. ? Mental Development: Like the physical growth, mental development of the child also goes on simultaneously. From the very beginning of infancy, child learns to understand others, recognise signs and symbols, speech and imitate others. This is the family that educates the child, not through formal process but informally by action, play, and stories. 69 ? Moral &

W <https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf>

121/143

SUBMITTED TEXT

113 WORDS

100% MATCHING TEXT

113 WORDS

religious Development The parents become the first role model for the child. It is widely seen that a girl child copies her mother and so does the boy of his father. The reinforcement that comes as a response to the child's behavior creates the value system. The reinforcement that a child receives from his/her parents towards a particular act makes the child differentiate between the right and the wrong. The immoral acts of the child should be checked by the parents at the very initial stage. The value system of the child depends on the morals and religious activities practiced within the family. Apart from these, the family has further responsibility to make the child develop a sense of nationalism towards

religious development: The parents become the first role model for the child. It is widely seen that a girl child copies her mother and so does the boy of his father. The reinforcement that comes as a response to the child's behavior creates the value system. The reinforcement that a child receives from his/her parents towards a particular act makes the child differentiate between the right and the wrong. The immoral acts of the child should be checked by the parents at the very initial stage. The value system of the child depends on the morals and religious activities practiced within the family. Apart from these, the family has further responsibility to make the child develop a sense of nationalism towards

W <https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf>

122/143	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
	country, to understand their duties and responsibilities to the society, to respect human life and dignity, and to preserve family values and culture. 5.4.2		Country, to understand their duties and responsibilities to the society, to respect human life and dignity, and to preserve family values and culture.	
	W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf			
123/143	SUBMITTED TEXT	121 WORDS	94% MATCHING TEXT	121 WORDS
	of education. Information Communication Technology is especially used for non-formal education like in ODL system. In India, IGNOU and NIOS like institutions are providing educational programmes throughout the country through Radio, Television, and online programmes. The Central Institute of Educational Technology under the NCERT is mainly concerned with the development of innovations and with using various media in School education. It is engaged in the development of an attractive system of education using television NSOU ? CC-ED-01 ? 90 through INSAT to reach in and out of school children and teachers in rural areas. It produces E.T.V. programmes and these programmes are being telecast via INSAT. The Electronic Media Production Center in IGNOU is also contributing in developing audio-video materials, direct telecast through Teleconferencing and Interactive Radio Counselling for the learners.		of learning. Information Communication Technology is especially used for non-formal education like in ODL system. In India, IGNOU and NIOS like institution are providing educational programme throughout the country through Radio, Television, and online programmes. The Central Institute of Educational Technology under the NCERT is mainly concerned with the development of innovations and with using various media in School education. It is engaged in the development of an attractive system of education using television through INSAT to reach in and out of school children and teachers in rural areas. It produces E.T.V. programmes and these programmes are being telecast via INSAT. The Electronic Media Production Center in IGNOU is also contributing in developing audio-video materials, direct telecast through Teleconferencing and Interactive Radio Counselling for the learners.	
	W https://egyankosh.ac.in/bitstream/123456789/46500/1/BES-122B3E.pdf			
124/143	SUBMITTED TEXT	22 WORDS	87% MATCHING TEXT	22 WORDS
	the Centre of Education. So development of mind, body and spirit of the child should be reflected in the programme and planning of education.		the Centre of Education, development of mind, body and spirit of the child should be reflected in the programmed and planning of education.	
	W https://nazeernas.blogspot.com/			
125/143	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
	is permanent. The course and subjects should be experience-oriented to meet the need of the child.		is permanent. The course and subjects should be experience- oriented to meet the need of the child.	
	W https://nazeernas.blogspot.com/			

126/143	SUBMITTED TEXT	31 WORDS	100% MATCHING TEXT	31 WORDS
	Development of interest and needs: The education of child depends on his interest and needs. The physical, social, moral and spiritual development of the child is "the main objective of the child-centered Education.		DEVELOPMENT OF INTEREST AND NEEDS: The education of child depends on his interest and needs. The physical, social, moral and spiritual development of the child is "the main objective of the child-centered Education. (
	W https://nazeernas.blogspot.com/			
127/143	SUBMITTED TEXT	31 WORDS	100% MATCHING TEXT	31 WORDS
	Self-activities: Froebel developed plays, games and songs and occupations, designed especially to stimulate the child's self-activity. He laid great stress on self-development of the child and child's activity should stem from his own interests.		SELF-ACTIVITIES: Froebel developed plays, games and songs and occupations, designed especially to stimulate the child's self-activity. He laid great stress on self-development of the child and child's activity should stem from his own interests. (
	W https://nazeernas.blogspot.com/			
128/143	SUBMITTED TEXT	31 WORDS	95% MATCHING TEXT	31 WORDS
	Development of interest and needs: The education of child depends on his/her interest and needs. The physical, social, moral and spiritual development of the child is "the main objective of the child-centered Education.		DEVELOPMENT OF INTEREST AND NEEDS: The education of child depends on his interest and needs. The physical, social, moral and spiritual development of the child is "the main objective of the child-centered Education. (
	W https://nazeernas.blogspot.com/			
129/143	SUBMITTED TEXT	55 WORDS	100% MATCHING TEXT	55 WORDS
	Dash, B.N. (2010). A New Approach to teacher and education in the emerging Indian Society, Neelkamal Publications Pvt. Ltd., New Delhi. IGNOU (2000). Education in the Indian Societal Context, ES-334: Education and Society, IGNOU (published in 2000, reprint 2008), New Delhi: IGNOU. Ottaway, A.K.C. (1980). Education and Society An Introduction to the Sociology of Education. New York: The Humanities Press.		Dash, B.N. (2010). A New Approach to teacher and education in the emerging Indian Society, Neelkamal Publications Pvt. Ltd., New Delhi. IGNOU (2000). Education in the Indian Societal Context, ES-334: Education and Society, IGNOU(published in 2000, reprint 2008), New Delhi: IGNOU. Ottaway, A.K.C. (1980). Education and Society An Introduction to the Sociology of Education. New York: The Humanities Press.	
	W https://egyankosh.ac.in/bitstream/123456789/46462/1/Unit-4.pdf			
130/143	SUBMITTED TEXT	15 WORDS	96% MATCHING TEXT	15 WORDS
	is a familiarity, awareness, or understanding of someone or something, such as facts, information, descriptions,			
	SA Unit I.docx (D21052702)			

131/143	SUBMITTED TEXT	13 WORDS	96% MATCHING TEXT	13 WORDS
	skills, which is acquired through experience or education by perceiving, discovering or learning.			
	SA Unit I.docx (D21052702)			
132/143	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
	that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society." "		that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits, acquired by man as a member of society.	
	W http://mu.ac.in/wp-content/uploads/2014/04/FYBA-Education.pdf			
133/143	SUBMITTED TEXT	14 WORDS	82% MATCHING TEXT	14 WORDS
	that knowledge is indispensable for all right actions and is the source of power		that knowledge is indispensable for all right action and it is the source of all power. '	
	W https://www.jaypeedigital.com/eReader/chapter/9789386261571/ch1			
134/143	SUBMITTED TEXT	15 WORDS	86% MATCHING TEXT	15 WORDS
	various parts are integrated with each other and any new element introduced is also integrated. 17.		Various parts of culture are integrated with each other and any new element, which is introduced, is also integrated.	
	W http://ddekudev.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/Foundations%20of%20Educatio ...			
135/143	SUBMITTED TEXT	143 WORDS	98% MATCHING TEXT	143 WORDS
	beliefs may or may not be true. There are number of beliefs which do not stand to reason. For instance, some people think that if a dog barks near the house, the dewelers may face some kind of trouble. But there are some beliefs for which there is factual evidence. 2. The material dimension The material dimension of culture consists of concrete and tangible objects within a culture. The examples of material dimension are automobiles, airplanes, buildings, chairs, highways etc. There is no common measuring rod by which we can assess the material dimension. Different ages and different groups have their own standards of judgement. Thus, the paintings of Picasso may appear to some as abomination, while to others they are invaluable modes of art. Objects of material dimension have no meaning apart from the meaning given to them by a group. They have not the same meaning and uses in all the societies. 3.		Beliefs may or may not be true. There are number of beliefs which do not stand to reason. For instance, some people think that if a dog barks near the house, the house will face some kind of trouble. But there are some beliefs for which there is factual evidence. 2. The material dimension. The material dimension of culture consists of concrete and tangible objects within a culture. The examples of material dimension are automobiles, airplanes, buildings, chairs, highways etc. There is no common measuring rod by which we can assess the material dimension. Different ages and different groups have their own standards of judgement. Thus the paintings of Picasso may appear to some as abomination, while to others they are invaluable modes of art. Objects of material dimension have no meaning apart from the meaning given to them by a group. They have not the same meaning and uses in all the societies.	
	W http://ddekudev.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/Foundations%20of%20Educatio ...			

The normative dimension The normative dimension of culture consists of ideas about what is normal behavior. It tells us what is expected of us as members of a group. The most important aspects of the normative dimension are norms, sanctions and values. NSOU ? CC-ED-01 ? 108 a. Norms: Norms are standards of group behavior. Norms are so ingrained that they guide the daily activities without our awareness. For example, brothers and sisters should not have sexual relations; a child should respect his parents etc. There are three basic types of norms: folkways, mores and laws these three types of norms vary in their importance within a society. i. Folkways: Folkways literally mean the ways of the folk. Rules that cover customary ways of thinking, feeling and behaving are called folkways. They have not much moral significance. So violation of folkways is not considered bad from moral point of view. For example, saying 'hello' when encountering an acquaintance. A man may eat 6 meals a day. It is a violation of folkways but it is not a moral issue. Such an act is considered odd but not immoral. ii. Mores: Mores are norms of great moral significance. The violation of mores evokes strong social disapproval and their fulfillment brings significant social approval. Prohibiting illegitimate children is mores. Some mores are more vital to society than others.

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iii. Laws: Laws are the third types of norms. Laws are norms that are formally defined and enforced consciously. b. Sanctions: Sanctions are rewards and punishments used to encourage socially acceptable behavior. Formal sanctions may be given only by officially designated persons such as judges. For example, awarding death penalty by a judge is formal sanction. Informal sanctions can be applied by most members of a group. For example, looking harshly at someone who is cheating on a test. Sanctions may be positive or negative. The severity of the sanction varies from one society to another. For instance, a person convicted of theft may be sentenced only to a few months jail, but a person convicted of theft in Saudi Arabia is to tolerate the amputation of hands. The severity of sanction may vary from time to time. For instance, in USA possession of an ounce of marijuana could result in several years in prison during 1960's, but today it is considered equivalent to a minor traffic violation. NSOU ? CC-ED-01 ? 109 c. Values: Values are assumptions of what is right and important for the society. Values have a tremendous influence on our daily life, because norms are based on them. For instance, a society that values democracy will have norms ensuring personal freedom; a society that values hard work will have norms against laziness. Values are also important because they are so general that they tend to permeate most aspects of daily life. In America, for example, the influence of the value of freedom goes beyond political life. It affects such diverse areas as relationship in the family, functioning of organization, religious affiliation etc. Culture and Education There is intimate relationship between culture and education. Every person is born into a particular culture which produces him with definite patterns of behavior and values which guide his conduct in different walks of life. Thus culture plays an important part in man's life. As Theodore Brameld remarked, "It is from the stuff of culture that education is directly created and that gives to education not only its own tools and materials but its reason for existing at all." Culture has profound implications for education. The social living is influenced by education and education itself is governed by social life. The total pattern of a society's life determines education and education molds the total pattern of society's life. Education produces a cultured man and is also nourished and nurtured by the cultured man. Functions of education towards culture 1. Conservation of culture: One of the important functions of education is the preservation of cultural heritage. If education is not agency of social conservation there would not have been any cultural heritage at all. The school must inculcate in pupils the traditional standards and values, which account for cultural evolution. The conservative function of education has been emphasized by Percy Nunn. The special function of a nation's school,

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truth, spirit and tolerance, capacity to absorb other cultures and work one new synthesis." NSOU ? CC-ED-01 ? 110

2. Continuity of culture: Another function of education is to maintain the continuity of culture by handling down customs, traditions, experiences and values of the society from one generation to another. This continuity is essential condition for survival of the nation.

3. Transmission of culture: Education is the savior of cultural traditions, experiences, values and norms. It helps in transmission of cultural patterns. In the words of Ottaway, "One of the tasks of education is to hand over the cultural values and behavior patterns of the society to her young and potential members." Without transmission of culture, there can be no growth and progress of man.

4. New cultural patterns: Education is not only concerned with the transmission of culture but it also builds new cultural patterns. It brings changes in the existing culture. These changes are necessitated due to cross-cultural constructs or the building of new knowledge which makes the old cultural patterns redundant.

5. Promotion of culture: Education helps in the modification and promotion of culture. It helps in the establishment of a better and happier society. As D. J. O Cannon remarked, "If each generation had to learn for itself what has been learned by its predecessors, no sort of intellectual or social development would be possible and the present state of society would be little different from the society of the old stone age." Thus, education reorganizes and reconstructs human experiences for the promotion of culture and civilization.

6. Adjustment to cultural patterns: Education equips the individual to adjust himself in the changing cultural patterns. Thus education is required to perform the functions of transmission and enrichment, acceptance and reformation, change and reconstruction of culture.

Function of culture towards human's education

1. Helpful in refining personality Culture helps the individual in refining physical, intellectual, aesthetic and moral aspects of personality by drinking deep into the accumulated best experiences of the race. Thus culture beautifies human personality and adds grace to human life.

truth, spirit and tolerance, capacity to absorb other cultures and work one new synthesis." 2. Continuity of culture. Another function of education is to maintain the continuity of culture by handling down customs, traditions, experiences and values of the society from one generation to another. This continuity is essential condition for survival of the nation.

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Function of culture towards man's education.

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1. Helpful in refining personality. Culture helps the individual in refining physical, intellectual, aesthetic and moral aspects of personality by drinking deep into the accumulated best experiences of the race. Thus culture beautifies human personality and adds grace to human life.

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139/143	SUBMITTED TEXT	82 WORDS	100% MATCHING TEXT	82 WORDS
	<p>Helpful in socializing the individual: Culture helps in socializing the person. It is due to this reason that the quality and direction of socialization differs from one society to another. 3. Helpful in making social adjustments: Knowledge of culture helps the individual in making social adjustments and solving various problems. 4. Helpful in understanding and improving society: Culture helps the person to understand human society as a whole, to estimate wisely the ends that communities should pursue, and to see the present in its relation to the past and future. 6.5</p> <p>W http://ddeku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/Foundations%20of%20Educatio ...</p>		<p>Helpful in socializing the individual. Culture helps in socializing the person. It is due to this reason that the quality and direction of socialization differs from one society to another. 3. Helpful in making social adjustments. Knowledge of culture helps the individual in making social adjustments and solving various problems. 4. Helpful in understanding and improving society. Culture helps the person to understand human society as a whole, to estimate wisely the ends that communities should pursue, and to see the present in its relation to the past and future.</p>	
140/143	SUBMITTED TEXT	58 WORDS	100% MATCHING TEXT	58 WORDS
	<p>there are three major dimensions of culture. They are described below: 1. The cognitive dimension: The cognitive dimension of culture includes thinking, imagining, remembering and recognition. The most important aspect of the cognitive dimension is beliefs or ideas about what is thought to be true. Beliefs are the convictions. They are important because people account them as being true. Beliefs guide their activities</p> <p>W http://ddeku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/Foundations%20of%20Educatio ...</p>		<p>There are three major dimensions of culture. They are described below: 1. The cognitive dimension. The cognitive dimension of culture includes thinking, imagining, remembering and recognition. The most important aspect of the cognitive dimension is beliefs or ideas about what is thought to be true. Beliefs are the convictions. They are important because people account them as being true. Beliefs guide their activities.</p>	
141/143	SUBMITTED TEXT	19 WORDS	97% MATCHING TEXT	19 WORDS
	<p>four pillars – 1. Learning to know 2. Learning to do 3. Learning to live together 4. Learning to be 1. Learning to know:</p> <p>SA Unit I.docx (D21052702)</p>			
142/143	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
	<p>Dash, B. N. (2006). Teacher and Education in the Emerging Indian Society (</p> <p>W http://142.93.128.11:8080/jspui/bitstream/123456789/735/1/BLOCK-1.pdf</p>		<p>Dash B. N.: Teacher and Education in the Emerging Indian Society. 6.</p>	
143/143	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	<p>The role of the teacher is that of a facilitator</p> <p>W https://www.ukessays.com/essays/education/main-aim-of-education-to-promote-individual-differences ...</p>		<p>the role of the teacher is that of a facilitator</p>	

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PREFACE In a bid to standardize higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses viz. core, discipline specific / generic elective, ability and skill enhancement for graduate students of all programmes at Honours level. This brings in the semester pattern, which finds efficacy in sync with credit system, credit transfer, comprehensive and continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry their acquired credits. I am happy to note that the University has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade "A". UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 have mandated compliance with CBCS for U.G. programmes of all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme. Self Learning Materials (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English / Bengali. Eventually, the English version SLMs will be translated into Bengali too, for the benefit of learners. As always, all of our teaching faculties contributed in this process. In addition to this, we have also requisitioned the services of best academics in each domain in preparation of the new SLMs. I am sure they will be of commendable academic support. We look forward to proactive feedback from all stakeholders who will participate in the teaching-learning based on these study materials. It has been a very challenging task well executed, and I congratulate all concerned in the preparation of these SLMs. I wish the venture a grand success.

Prof. (Dr.) Subha Sankar Sarkar Vice-Chancellor

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Kishore Sengupta Registrar

MODULE-I PHILOSOPHICAL FOUNDATION OF EDUCATION Unit 1 ? Philosophy and Education 7-30 Unit 2 ? Indian Philosophy 31-109 Unit 3 ? Western Philosophy 110-146 MODULE-II EDUCATIONAL PHILOSOPHY Unit 4 ? Values and Education 147-173 Unit 5 ? Thoughts of Great Educators 174-215 Unit 6 ? Education for National and International Understanding 216-244 Course: Philosophical Foundation of Education Course Code: CC-ED-02 Netaji Subhas Open University UG : Education (HED)

Unit 1 ?? Philosophy and Education Structure 1.1 Objectives 1.2 Introduction 1.3 Philosophy: Concept, Nature and Scope; 1.3.1 Concept of Philosophy 1.3.2 Nature of Philosophy 1.3.3 Scope of Philosophy 1.4 Philosophy as the foundation of Educational Studies: Concept, Nature and Scope 1.4.1 Concept of Philosophical Foundation of Education 1.4.2 Nature of Philosophical Foundation of Education 1.4.3 Scope of Philosophical Foundation of Education 1.5 Basic Propositions of Philosophy: Epistemology, Metaphysics and Axiology; 1.5.1 Epistemology 1.5.2 Metaphysics 1.5.3 Axiology 1.6 Summary 1.7 Self-Assessment

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Questions 1.8 References 1.1 Objectives After going through this unit, you will be able to– ? Define the concept of Philosophy, ? Discuss the Nature of Philosophy, NSOU ? CC-ED-02 ? 8 ? Discuss the Scope of Philosophy, ? State the

Nature of Philosophical foundations of education, ? Understand the Scope of Philosophical foundations of education, ? Relate Philosophy and Education ? Elaborate the Basic Propositions of Philosophy: Epistemology Metaphysics Axiology 1.2 Introduction Learners, you have some some general ideas about term, 'Philosophy'. Hope, you will be able to understand this concept more critically as well as to extend your knowledge about Philosophy to provide you information about meanings of philosophy and Philosophical Foundations of Education. To know the branches of philosophy like Epistemology, Metaphysics and Axiology you will have the enough scope to further your knowledge on the subject going through this Module. 1.3 Philosophy: Concept, Nature and Scope 1.3.1 Concept of

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Philosophy The word philosophy is derived from Greek word "Philosophia" which is a combination of two Greek words 'Philo' and 'Sophia'. Here 'Philo' means 'love' and 'Sophia' means 'knowledge'. Hence, the etimological meaning of the word

Philosophia or Philosophy is love of wisdom or knowledge. Therefore, study of philosophy deals with the fundamental nature of study of knowledge, reality and values. According to Collins English Dictionary (2006) the term philosophy is defined as: • Philosophy is the study of making theories about basic things such as the nature of reality, knowledge, thought or about how people should live. • Philosophy is a particular theory about how to exist or how to deal with a particular situation. Babylon English Dictionary: Study the principle of existence, behavior and knowledge; study the nature of human thought and of the world. NSOU ? CC-ED-02 ? 9 Specific Meaning of Philosophy: Philosophy may be defined as intensive thinking and contemplation which concerns with reality, knowledge and values. Definition of Philosophy: To make the meaning of Philosophy clearer, the following definitions are given: "

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Philosophy is a persistent attempt to give insight into the nature of the world and

of Ourselves by means of systematic reflection". R W Sellars "Philosophy like other studies, aims primarily at knowledge". Bertrand Russell "Philosophy is the science of knowledge" Fichte "Philosophy is unceasing effort to discern the general truth that lies behind the particular facts, to discern also the reality that lies behind appearance". Raymont "Philosophy is a logical enquiry into the nature of reality". S. Radhakrishnan In the light of above definitions, we can say that philosophy explores man in relation to the universe. It stands for an inquiry after truth and search for knowledge. It is a method of critical and reflective thinking leading to human values. Philosophy is concerned with the three important aspects of human life and development. These are as follows: • Metaphysics—Theory of reality • Epistemology—Theory of knowledge; • Axiology—Theory of value. • Metaphysics or problems of reality is the study of existence, and deals with the questions of reality. The usual questions are: What is the nature of the universe? How the world has been created? What is God? • Epistemology or problems of knowledge is the most fundamental branch of philosophy. It deals with the problems of knowledge. It discusses the following

NSOU ? CC-ED-02 ? 10 types of questions? What are the sources of knowledge? What are the instruments of Knowledge? What are the possibilities and impossibilities of Knowledge? • Axiology or problems of value is that branch of philosophy which deals with the problems of values. 1.3.2 Nature of Philosophy It is not very easy to interpret the nature of philosophy in a very particular way. But it can be assumed that philosophy explores the universe in its own way. Shortly nature of philosophy describes its general attributes as perceived by the universe. ? Philosophy is a method of experiencing reality: By nature, Philosophy is an analytical method explaining reality and the place of human being occupies in it. The study of philosophy offers one of the best opportunities to enhance one's analytical, critical, expressive and interpretive abilities. It is, undoubtedly, the beginning of a process that can enrich one's life immensely. ? Philosophy explores comprehensive pattern of life: Philosophy is an activity of thought, a type of thinking. It is critical and comprehensive, in fact, the most critical and comprehensive manner of thinking which the human species has yet devised. Philosophy as a critical and comprehensive process of thought involves resolving confusion unmasking assumptions, revealing pre-supposition, testing positions, looking for reasons, examining world –views and questioning conceptual frameworks. ? Philosophy is associated with Knowledge base of all discipline: Philosophy is the interpretation of life, its nature and meaning. It is an enquiry into its source and destiny. It enquires into nature, meaning, purpose, origin and destiny of human life. It tries to understand the universe in relation to man. It investigates the nature of the supreme norms, ideals or values of life. Now, philosophy is regarded more as an interpretation of human life, its sources, value, meaning, and destiny than as an enquiry into the nature of the world, soul and God. ? Philosophy is a search for truth and reality: Truth is the central subject in philosophy. Philosophy is a search for truth and reality. Philosophy helps us understand what is meant by truth, whether truth can be known, and the means by which something can be said to be true. It helps us become more rational, ethical, appropriately open-minded and appropriately sceptical and it helps us attain justified

NSOU ? CC-ED-02 ? 11 beliefs that are more likely to be accurate than unjustified ones. Therefore, philosophy may be interpreted as an inquiry into the foundations of our beliefs, an attempt to clarify and justify them with reason. ? Philosophy is an attempt to answer the value of life: Philosophy relates to the study of, and attempts to understand the root nature of reality, existence, and knowledge. It is an attempt to answer all the ultimate questions of life. What is self? What is mind? What is ethics? What is the true nature of the universe? What are the qualities of truth, goodness and beauty? All these questions are interpreted by philosophy. Philosophy is deeper and more comprehensive. It tries to answer the ultimate questions of life. Thus philosophy is an attempt to think in most general and systematic way about everything in the universe, about reality as a whole. ? Philosophy is speculative: Philosophy is speculative in pursuing questions that do not bear directly on practical matters. It is speculative in considering problems which only highly abstract thoughts present. It is speculative in developing effective philosophical perspectives and concerns. It is speculative in considering ultimate metaphysical issues, pursuing the most critical formulation of principles held to govern thought and action. This nature of philosophy tries to seek to establish meaning by resolving controversies. It also seeks to identify and to clarify the fundamental assumptions of conflicting points of view. ? Philosophy is analytical: Philosophy is concerned only with the problem and methods of knowledge. Philosophy is not the study of ultimate reality as a whole. Philosophy aims to consider the deeper questions about life and the world that we live in by thinking through the possibilities, the repercussions, the facts, and the experiences that people have in order to define knowledge. Philosophy as analysis focuses on logic and an evaluation of language to attempt to define questions, analyze definitions and determine what is true about the world. ? Philosophy is synthetic: The nature of philosophy is to synthesize man's total experience in the form of knowledge. Philosophy is an effort to combine all knowledge and all experiences, both individual and social. Kant puts forth that synthesis describes the central and foundational function of cognitive activity, namely the rule-bound combination of data received by the senses and

NSOU ? CC-ED-02 ? 12 considered by means of this process under a specific general aspect i.e a concept of the understanding. From the above discussion, it is apparent that philosophy is the conscious reflection upon the world as a whole. Philosophy investigates the ultimate nature of the supreme ends or values, like –Truth, Good, Beauty and the God, and their relation to Reality. 1.3.3 Scope of Philosophy The scope of philosophy does mean the type of works that philosophy exhibits. Scope of philosophy refers to its range of application to various fields of study. There are certain core areas in which philosophical investigation is active. We shall have found the scope of philosophy by expanding of its own field and similarly by correlation with the other areas too. Ultimately it can be concluded that universe may be interpreted in terms of philosophical scope by means of reality, knowledge and values. These scopes are: (a) Epistemology (b) Metaphysics (c) Axiology Epistemology: Epistemology is the philosophy of exploring knowledge. It is often called theory of knowledge also. Within the scope of the epistemological philosophy it creates the possibilities and impossibilities of acquiring knowledge and the scope and validity of knowledge. The scope of epistemology includes

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nature of knowledge, sources of knowledge, authenticity of knowledge, instrument of knowledge, methods of attaining knowledge,

relational aspect of knowledge and possibility and impossibility of knowledge. Metaphysics: Metaphysics deals with the nature of reality, existence of god and the nature of the universe which also includes its sub-classes on ontology. Speculation concerning the nature of Being or Existence is called ontology. There are three essential parts of metaphysics viz., ontology of nature, ontology of the soul or mind and ontology of the Absolute. It discusses the theories of monism, dualism and about pluralism. Ontology includes in its fold cosmology and cosmogony. The speculation which deals with the constitution of universe, space, time, the origin and nature of life, the philosophy of evolution, the purpose or design in nature is called cosmology. Cosmogony deals with the origin or creation of the world. So, metaphysics discusses the most basic categories of thing, such as existence, objects, properties, causation and so forth.

NSOU ? CC-ED-02 ? 13 Axiology: Axiology is the philosophical study of value and "value" originally meant the worth of something. Axiology asks the questions: What is a value? Where do values come from? How do we justify our values? How do we know what is valuable? What is the relationship between values and knowledge? What kinds of values exist? Can it be demonstrated that one value is better than another? Who benefits from values? etc. Other scope of Philosophy besides the major scopes are discussed below: Logic: Logic is a distinct aspect of philosophy having scope of explanations, arguments and critical evaluation. It is the logic that gives a scientific understanding of enquiry through its inductive and deductive methods. Ethics: It stands for moral concepts and reasoning – such as right action, obligation and justice. It is also called moral philosophy. Philosophy of Mind: The philosophy of mind describes different mental state and modes, having essential mental components: belief, desire, emotion, feeling, sensation, passion, will etc. Philosophy of Religion: It is concerned with the relation between faith and reason, the nature of religious language, the relation of religion and morality and the question of how a God who is wholly good could allow the existence of evil. Philosophy of Science: It clarifies both the quest for scientific knowledge and the results yielded by that quest. Political Philosophy: It concerns the justification and limits of governmental control of individuals, the meaning of equality before the law, the basis of economic freedom and many other problems concerning government. Philosophy of Law: It explores such topics as what law is, what kinds of laws there are, how law is or should be related to morality and what sorts of principles should govern punishment and criminal justice in general. Philosophy of Art: It concerns the nature of art, including both performing as well as painting, sculpture and literature. Philosophy of Language: This field has close ties to both epistemology and metaphysics. It deals with the nature of meaning, the relations between words and things, the various theories of language learning etc. From the above discussion, it is clear that philosophy is the creator of all subjects. All

NSOU ? CC-ED-02 ? 14 branches of science and knowledge emerged from philosophy. Philosophy is that type of knowledge which has a close relation with almost all of the prevailing branches of knowledge. Philosophy is a vast field where all branches of knowledge are to be discussed. Philosophy harmonizes the highest conclusions of the different sciences, gives a rational conception of the whole world. To sum up, we can say that- • Philosophy refers to knowledge concerned with discovery of truth. • Philosophy refers to the acquisition of wisdom which influences the role of life. • Philosophy is the study of the most general and abstract features of the world and categories with which we think. • Philosophy is the general study of values, ethics, logical thinking and theoretical speculation about the nature of reality and reason. 1.4 Philosophy as the foundation of educational Studies: Concept, Nature and Scope: 1.4.1 Concept ? Philosophy of Education is Interdisciplinary:

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All human societies, past and present, have had a vested interest in education;

and some have claimed that teaching is the second oldest profession and the subject itself have interrelationship with other subjects making it interdisciplinary. ? Determining mission and vision of the subject:

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Education serves as a social-exploring mechanism and undoubtedly has enormous impact on the socio-economic condition of the individual

with the development of its individuality.

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Put more abstractly, at its best education equips individuals with the skills and substantive knowledge that allows them to define and to pursue their own goals, and also allows them to participate in the life of their community as full-fledged, autonomous citizens. ? Education

as a social process:

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Equips individuals with the skills and substantive knowledge that allows them to define and to pursue their own goals, and also allows them to participate in the life of their community as full-fledged, autonomous citizens.

As a social process education upgrading social enhancement and focusing individual achievement.

NSOU ? CC-ED-02 ? 15 ? Education is a process of Democratizing Education System: But this is to cast matters in very individualistic terms, and it is fruitful also to take a societal perspective, where the picture changes somewhat. It emerges that in a multicultural society democratic pattern of philosophy can bring change. Dewey in his classic work Democracy and Education (1916), opined that in its broadest sense education is the means of the social avenue of life.

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It is not surprising that such an important social domain has attracted the attention of philosophers for long time.

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Philosophy of education is essentially a method of approaching educational experience rather than a body of conclusions. It is the specific method which makes it philosophical. Philosophical method is critical, comprehensive and synthetic. Therefore, • Philosophy of education is the criticism of the general theory of education. • It consists of critical evaluation and systematic reflection upon general theories. • It is a synthesis of educational facts with educational values. In brief, it is a philosophical process of solving educational problems through philosophical method, from a philosophical attitude to arrive at philosophical conclusions and results. Thus, it aims at achieving general as well as comprehensive results. 1.4.2 Nature of

Philosophy of Education

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Philosophy of education is one of the areas of applied philosophy. There are three branches of philosophy namely metaphysics, epistemology and axiology

and try to communicate education in terms of realistic approach, development of knowledge and creating values among learners and broadly speaking nature of Philosophy of Education can be termed as Interdisciplinary. 1) Interdisciplinary Nature: applying Reality in Education:Metaphysical Nature

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HC 1.1- Philosophy of Education (Eng).pdf (D142430200)

Metaphysics is a branch of philosophy that investigates principles of reality transcending those of any particular science. It is concerned with explaining the fundamental nature of being and the world. Metaphysics is the study of the nature of things. Metaphysicians ask what kinds of things exist, and what they are like. They reason about such things as whether or not people have free will, in what sense abstract objects can be said to exist, and how it is that brains

are able to generate minds.

NSOU ? CC-ED-02 ? 16 2) Epistemological Nature: Philosophy of Education by nature seeks to explore Knowledge:

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Epistemology is the branch of philosophy that studies knowledge. It attempts to answer the basic question: what distinguishes true (adequate) knowledge from false (inadequate) knowledge?

Practically, this question translates into issues of scientific methodology: how can one develop theories or models that are better than competing theories? It also forms one of the pillars of the new sciences of cognition, which developed from the information processing approach to psychology, and from artificial intelligence, as an attempt to develop computer programs that mimic a human's capacity to use knowledge in an intelligent way. When we look at the history of epistemology, we can discern a clear trend, in spite of the confusion of many seemingly contradictory positions. The first theories of knowledge stressed its absolute, permanent character, whereas the later theories put the emphasis on its relativity or situation-dependence, its continuous development or evolution, and its active interference with the world and its subjects and objects. The whole trend moves from a static, passive view of knowledge towards a more and more adaptive and active one. As you can tell,

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the different branches of philosophy overlap one another. A philosopher considering whether people ought to give excess wealth to the poor is asking an ethical question. However, his investigations might lead him to wonder whether or not standards of right and wrong are built into the fabric of the universe, which is a metaphysical question. If he claims that people are justified in taking a particular stance on that question, he is making at least

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epistemological claim. At every step in his reasoning, he will want to employ logic to minimize the chance of being led into error by the great complexity and obscurity of the questions. He may very well look to some of the ethical, metaphysical, and epistemological writings of past philosophers to see how his brightest predecessors reasoned about the matter. Aspects of each branch of philosophy can be studied in isolation, but philosophical questions have a way of leading to other philosophical questions, to the point that a full investigation of any particular problem is likely eventually to involve almost the whole of the philosophical enterprise. One view on education believes or subscribes to the view that philosophy of education comes under the umbrella of axiology. As a branch of philosophy, it utilizes philosophical methods for the solution of philosophical problems with a philosophical attitude to arrive at philosophical conclusion. In this comprehensive process

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includes facts concerning education and synthesizes them NSOU ? CC-ED-02 ? 17 with values. The other school of thought believes that education as a discipline utilizes or needs to incorporate all modes of philosophical inquiry; metaphysical, axiological and epistemological. As individuals involved in the process of education right from the aims, purpose, functions and building theory we need to look at any body of knowledge or generate new knowledge based on the three modes of philosophical inquiry. 3)

Axiological Nature: Educational Philosophy deals with Ethics and Aesthetics for enreaching philosophical components in Educational systems: •

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Aesthetics: The study of basic philosophical questions about art and beauty. Sometimes philosophy of art is used to describe only questions about art, with "aesthetics" the more general term. Likewise "aesthetics" sometimes applied even more broadly than to "philosophy of beauty: to the "sublime," to humour,

to the frightening--to any of the responses we might expect works of art or entertainment to elicit. •

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Ethics: The study of what makes actions right or wrong, and of how theories of right action can be applied to special moral problems.

Sub disciplines include meta-ethics, value theory, theory of conduct, and applied ethics. 1.4.3 Scope of Philosophy of Education The scope of philosophy of education is confined to the field of education. Thus, it is philosophy in

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the field of education. The scope of philosophy of education is concerned with the problems of education. These problems

mainly include – 1) Narrative Scope: Formation of goals, norms and standards, applying philosophical truths for developing curriculum.(Aims of Education/Curriculum/Role of Teacher)

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Education critically evaluates the different aims and ideals of education. These aims and ideals have been prorogated by various philosophers in different times.

They are

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character building, man making, harmonious human development, preparation for adult life, - development of citizenship, utilization of leisure, training for civic life, training for international living, achieving social and national integration, -scientific and technological development, education for all, equalizing educational opportunities, strengthening democratic political order and human source development. These and other aims of education presented by educational thinkers in different times and climes are scrutinized and evaluated. Thus, philosophy of education critically evaluates different aims and ideals of education

to arrive at.

NSOU ? CC-ED-02 ? 18 Value is typically a philosophical subject since it is more abstract, integral and universal. Philosophy-of education not only critically evaluates the values but also systematizes them in a hierarchy. Educational values are determined by philosophical values. Educational values propagated by different philosophers have been derived from their own world, view and their outlook on the purpose of human life. Therefore,

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a scrutiny of the world views, outlook, and beliefs is the specific function of philosophy and it is necessary for the philosophical treatment of the values. 2.

Analytical Scope: Critical analysis of any educational concept and other educational components:

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One of the most important contributions of the philosophy of education to the cause of education is the provision of criteria for deciding the relationship of state and education, economic system and education, curriculum, school organization and management, discipline etc. These problems have led to the evaluation of different philosophies of education. The criteria of judgment everywhere are determined by philosophy; therefore, philosophy of education provides the criteria for critical evaluation and judgment in these fields.

Interpretation of Human Nature: A philosophical picture of human nature is a result of the synthesis of the facts borrowed from all the human science with the values discussed in different normative, sciences. The philosophical picture, therefore, is broader as compared to the picture of man drawn by biology, sociology, psychology, economics and anthropology and other human science.

3.Eclectic Scope: Pursuing inquiry, interpreting reality, exploring epistemology Education is related to knowledge. It is determined by the source, limits, criteria and means of knowledge. The discussion of all these falls within the jurisdiction of epistemology, one of the branches of philosophy, therefore, an important area of the functioning of philosophy of education is related to theory of knowledge.

Relationship between Philosophy and Education: Much has been said on education, its meaning and function in a preceding chapter. Etymological definitions will not serve our purpose. Education can be defined as the strongest instrument for the achievement of the ideals of life and civilised attempt to bring out about the balanced and proper development of human personality. The definition indicates that the plant of education draws its nourishment from the soil of Philosophy. In the words of Adams, "Education is the dynamic side of Philosophy. It

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is the active aspect of Philosophical belief; the practical means of realizing the ideals of life."

NSOU ? CC-ED-02 ? 19 There is wide and close relation between education and Philosophy. The following are a few Quotations that establish the relationship between education and Philosophy:

View

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of Ross: "Philosophy and education are two sides of the same coin; the former is Contemplative while the latter is the active side."

View of John Dewey: "

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John Dewey endorses the view point of Ross when he says; "Philosophy is the theory of education in its most general phase."
Gentile's view: "

Education without Philosophy would mean a failure to understand precise nature of education” After considering these views we can describe the relationship between Philosophy and education as under: 1. Philosophy determines the real destination, towards which education is to go: Philosophy has always inspired educational theory as well as practice. It determines the realdestination, towards which education has to go. In the words of Dewey, “Education is alaboratory in which philosophic distinctions becomes concrete as are tested.” Philosophy is wisdom; education transmits that wisdom from one generation to the other. Philosophy represents a system of thought; education embraces that thought in the content ofinstruction. Philosophy embodies a way of life; education is a preparation for life. Philosophy isa knowledge obtained by natural reasons; education is the development of that reason and otherpowers of mind. 2. Education is the means to achieve goal: Philosophy deals with the ends and education isthe means to achieve those ends. Philosophy gives ideals, values and principles; education workout those ideals, values or principles, in the words of Herbart, “

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education has no time to makeholiday till all the Philosophical questions are once for all cleared up.”

It can, therefore, be said that philosophy

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is the contemplative side while education is its activeside. Philosophy is the theory of education while education is the practical thereof. Education isthe best means for the propagation of philosophy. It is the dynamic of philosophy. 3. Great Philosophers have been great

educators also: Great philosophers have been greateducationists in the East as well as in the West. We can find the clearest examples of thedependence of education on philosophy in the lives and teachings of all the great philosophersfrom Yajnavalka down to Gandhi in the East and from Socrates down to the John Dewey in the West. Philosophers like Gandhi, Tagore, Radhakrishnan, Aurbindo Ghosh, Plato, Socrates, Locke, Comenius, Rousseau, Froebel and Dewey have been great NSOU ? CC-ED-02 ? 20 educators. They reflected theirphilosophical views in their educational schemes. Socrates has given the world his “Socraticmethod” (Method of questioning and cross-questioning of teaching; Plato, the Republic the firsteducational class. Rousseau, the great French philosopher, held that education should “follownature”. John Dewey of America took keen interest in solving the educational problems of hiscountry. Gandhi is the father of basic education. In the words of Ross, “if further agreement isneeded to establish the fundamental dependence of education on philosophy, it may be found inthe fact that on the whole great philosophers have been great educationists”. 4. Philosophy determines the various aspects of education: Every aspect of education has aphilosophical base. There is no aspect of education-aims, curriculum, methods, text books, discipline, teacher etc. Which is not influenced and determined by philosophy? Height andbreadth of education is probed in by philosophy. It is philosophy which provides aims educationand these aims determine the curriculum, the methods of teaching, the text books, the role ofteacher and the school discipline. Thus education is the dynamic, active and practical side ofphilosophy. Significance of Educational Philosophy: The need and importance of educational philosophy can be explained as in the follows: 1. Philosophy and Aims of Education: Every system of education must have an aim. Without aim education is meaningless. The aim of education is directly related with the aim of life, andthe aim of life is always dependent on the philosophy that prevails. It is philosophy whichdetermines whether the aim of education should be moral perfection or intellectualdevelopment, whether education should be vocational or liberal should it be for the developmentand happiness of the individual or for the good the society? Such conflicting views regarding theaim of education are reconciled in the light of philosophy. 2. Philosophy and Curriculum: In no other sphere is this dependence of education on philosophy more marked than in that of the curriculum. Determination of curriculum needs the services of philosophy in its entirety. Specific curriculum problems demand a philosophy for this satisfactory solution. While discussing curriculum problems Briggs remarks, “It is just here (in curriculum) that education seriously needs leaders. Leaders who hold a sound comprehensivephilosophy of which they can convince others, who can direct its consistent application to theformulation of appropriate curricula.” It is philosophy which will decide a particular subjectshould be included in the curriculum and what particular discipline that subject will promote. Curriculum is the contents of education. It is just like a gun

NSOU ? CC-ED-02 ? 21 powder for the soldier. Through curriculum education becomes effective or ineffective. Curriculum is not fixed for all the times. It changes in accordance with the aims of education, which are determined by philosophy. So curriculum differs with different schools of philosophy. 3. Philosophy and Text-books: Even in choice of text-books we are guided by philosophical Considerations. Curriculum can be enforced only through proper selection of text-books. Textbooks markedly affect methods of raising standards of scholarship. A philosophy is needed to determine the quality and contents of textbooks. A good text-book must reflect the prevailing values of life fixed by philosophy. If the text books reflect the life values of the prevailing philosophy, they are considered to be appropriate text-books. On the contrary, if they oppose the prevailing philosophy of life, they are considered inappropriate. In one of the modern trends in education a text-books regarded as it must be remembered that a text-book is an institution which cannot be demolished. In order to keep this institution healthy and serviceable there must be a philosophy in order to determine its nature and contents. 4. Philosophy and Methods of Teaching: Kilpatrick's use of the term philosophy of method shows that there is a close relation between educational method and philosophy. Philosophy influences and determines the methods of teaching as well. Method as an important place in education. It is through method that the teacher establishes and maintains the contact between the children and the subject-matter. 5. Philosophy and Discipline: Like curriculum text-books and methods, Discipline too, is determined by the philosophy of life accepted as a particular time. In other words, the philosophy of an age is reflected in the discipline of its educational institution. Discipline reflects political philosophy prevalent in the country. In a despotic system of government, repression in common and blows is given for every branch of order. The methods of repressionists are the police methods of control. In a democracy, the doctrine of emancipation is advocated. Emancipationist beliefs in giving complete freedom to the child. They wish no interference on the part of the teacher. Let the child do what this nature prompts him to do, say the protagonists of the school. So the emancipationists believe in giving opportunity to the educands to have self-control. In the impressionistic system, it is the personal influence of the teacher which is effective in ensuring discipline. Repressionists believe in the method of physical force, emancipationists advocate the method of love and understanding, and impressionists favour the method of persuasion. 6. Philosophy and teacher: Teacher has very important role to play in education. A

NSOU ? CC-ED-02 ? 22 teacher who is well-aware of the philosophy of life and education is very successful in his job. Gentile has rightly remarked, "The belief that men may continue to educate without concerning themselves with philosophy means a failure to understand the precise nature of education. The process of education cannot go on right lines without the help of philosophy. According to naturalist, the teacher should not interfere with the education of the child. He throws the teacher to the back-ground. The idealist holds that the teacher is indispensable for the education of the child. Unless there is teacher, there can be no education. He gives highest place to the teacher. The pragmatist adopts via media so far as the place of teacher is concerned. He is simply to guide the teacher in various learning activities. 7. Philosophy and Educational Administration: The knowledge of what kind of school administration we should adopt is determined by Educational philosophy. Educational philosophy helps to establish a school in democratic or Totalitarian system. Now a days we are following democratic principle for administering the Educational institutions. This is based on educational philosophy. 1.5 Basic Propositions of Philosophy: Epistemology, Metaphysics, Axiology

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Philosophy deals with the most basic issues faced by human beings. The content of philosophy

is better seen as asking questions rather than providing answers. Philosophical content has been organized around three fundamental categories: Branches of Philosophy Metaphysics (Theory reality) 1. What is the nature universe ? 2. Is there any intelligent purpose behind this world? Epistemology (Theory of knowledge) 1. How does the man get the knowledge that he has? 2. What are the sources of knowledge? Axiology (Theory of values) 1) What are the principles of life? 2) What is good? What is bad? Ethics Aesthetics Logic (What is good ?) (What is beautiful?) (It resolves doubt)

NSOU ? CC-ED-02 ? 23 1.5.1 Metaphysics A. Metaphysics deals with reality Metaphysics is the branch of philosophy that studies the ultimate nature of reality or existence. It asks questions such as 'What exists?' or 'What is real?' Metaphysicians seek an irreducible foundation of reality or 'first principles' from which absolute knowledge or truth can be induced and deduced. The term metaphysics is derived from the Greek words "meta" means 'beyond' or 'upon' or 'after' and "physical" means 'physics'. Literally it refers 'those things after the physics.' Metaphysical questions are the most basic to ask because they provide the foundation upon which all subsequent inquiry is based. Metaphysical questions may be divided into four subsets. First, the cosmological aspect. Cosmology consists in the study of theories about the origin, nature, and development of the universe as an orderly system. Questions such as these populate the realm of cosmology: "How did the universe originate and develop? Did it come about by accident or design? Does its existence have any purpose?" A second metaphysical aspect is theological. Theology is that part of religious theory that deals with conceptions of and about God. "Is there a God? If so, is there one or more than one? What are the attributes of God? If God is both all good and all powerful, why does evil exist? If God exists, what is His relationship to human beings and the 'real' world of everyday life?" A third subset of metaphysics is the anthropological. Anthropology deals with the study of human beings and asks questions like the following: What is the relation between mind and body? Is mind more fundamental than body, with body depending on mind, or vice versa? What is humanity's moral status? Are people born good, evil, or morally neutral? To what extent are individuals free? Do they have free will, or are their thoughts and actions determined by their environment, inheritance, or a divine being? Does each person have a soul? If so, what is it? People have obviously adopted different positions on these questions, Ethics Aesthetics Logic (What is good ?) (What is beautiful?) (It resolves doubt) and those positions influence their political, social, religious, and educational ideals and practices. Metaphysics & Education: It reveals the impact of the cosmological, theological, anthropological, and ontological aspects of metaphysics upon their social, political, economic, and scientific beliefs and

NSOU ? CC-ED-02 ? 24 practices. People everywhere embrace answers to these questions and then live their daily lives in keeping with those assumptions. There is no escape from metaphysical decisions; unless one chooses to vegetate and even that choice would be a metaphysical decision about the nature and function of humanity. Education, like other human activities, cannot operate outside the realm of metaphysics. Metaphysical issues of ultimate reality, is central to any concept of education, because it is important for the educational program of the school to be based upon fact and reality rather than fancy, illusion, error, or imagination. Varying metaphysical beliefs lead to differing educational approaches and even separate systems of education. Metaphysical beliefs regarding the nature of ultimate reality is to follow the existence of God, the role of God in human affairs. At their deepest levels, men and women are motivated by metaphysical beliefs. History demonstrates that people are willing to die for those convictions, and that they desire to create educational environments in which their most basic beliefs will be taught to their children. The anthropological aspect of metaphysics is especially important for educators of all persuasions. After all, they are dealing with malleable human beings at one of the most impressionable stages of their lives. Views about the nature and potential of students form the foundation of every educational process. The very purpose of education in all philosophies is closely tied to these views. Thus, anthropological considerations lie extremely close to the aims of education. Variations in anthropological positions will produce significantly different approaches to the educational process. Metaphysics is speculative and focus on issues as the nature of cause-effect relationships. It relates to teaching in terms of thoughts about educational goals, the selection of appropriate content and educational goals, and attitudes towards the general nature of learners. 1.5.2 Epistemology Epistemology is the branch of philosophy concerned with the nature and scope of knowledge and is also referred to as "theory of knowledge". Etymologically the word epistemology has been derived from the Greek word episteme, meaning "knowledge, understanding", and logos, meaning "study of". In other word we can say that Epistemology is the study of the nature, source, and validity of knowledge. It seeks to answer of the basic questions as "What is true?" and "How do we know?"

NSOU ? CC-ED-02 ? 25 Thus, epistemology covers two areas: the

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content of thought and thought itself. Or in educational terms: curriculum and instruction or content and method.

The study of epistemology deals with issues related to the dependability of knowledge and the validity of the sources through which we gain information. Epistemology seeks answers to a number of fundamental issues. One is whether reality can even be known. Most people claim that reality can be known. However, once they have taken that position, they must decide through what sources reality may be known, and must have some concept of how to judge the validity of their knowledge. A second issue foundational to epistemology is whether all truth is relative, or whether some truths are absolute. A major aspect of epistemology relates to the sources of human knowledge. If one accepts the fact that there is truth and even Truth in the universe, how can human beings comprehend such truths? How do they become human knowledge? Empiricism: Knowledge obtained through the senses. Empirical knowledge appears to be built into the very nature of human experience. Sensory knowing for humans is immediate and universal, and in many ways forms the basis of much of human knowledge. Sensory knowledge is built upon assumptions that must be accepted by faith in the dependability of human sensory mechanisms. The advantage of empirical knowledge is that many sensory experiences and experiments are open to both replication and public systems. A second influential source of knowledge throughout the span of human history has been revelation. Revealed knowledge has been of prime importance in the field of religion. It differs from all other sources of knowledge because it presupposes a transcendent supernatural reality that breaks into the natural order. On the other hand, it is generally realized that distortion of revealed truth can occur in the process of human interpretation. Some people assert that a major disadvantage of revealed knowledge is that it must be accepted by faith and cannot be proved or disproved empirically. A third source of human knowledge is authority. Authoritative knowledge is accepted as true because it comes from experts or has been sanctified over time as tradition. In the classroom the most common source of information is some authority, such as a textbook, teacher, or reference work. Accepting authority as a source of knowledge has its advantages as well as its dangers. Civilization would certainly stagnate if people refused to accept any

NSOU ? CC-ED-02 ? 26 statement unless they personally verified it through direct, firsthand experience. On the other hand, if authoritative knowledge is built upon a foundation of incorrect assumptions, then such knowledge will surely be distorted. A fourth source of human knowledge is reason. The view that reasoning, thought, or logic is the central factor in knowledge is known as rationalism. The rationalist, in emphasizing humanity's power of thought and the mind's contributions to knowledge, is likely to claim that the senses alone cannot provide universal, valid judgments that are consistent with one another. From this perspective, the sensations and experiences humans obtain through their senses are the raw material of knowledge. These sensations must be organized by the mind into a meaningful system before they become knowledge. Rationalism in a less extreme form claims that people have the power to know with certainty various truths about the universe that the senses alone cannot give. A fifth source of knowledge is intuition- the direct apprehension of knowledge that is not derived from conscious reasoning or immediate sense perception. Intuition occurs beneath the threshold of consciousness and is often experienced as a sudden flash of insight. Intuition has been claimed under varying circumstances as a source of both religious and secular knowledge. Epistemology and Education: Epistemology and education are tacit companions since both are primarily the act of knowing. Epistemology is the motor of education in a sense because it drives the educational process. Whatever educational theories and practices one employs will be consistent with his or her theories and practices of epistemology. Epistemology has a

direct impact upon education on a moment-by-moment basis. For example, assumptions about the importance of various sources of knowledge will certainly be reflected in

curricular emphases and teaching methodologies. 1.5.3 Axiology Axiology, which stems from two Greek words- "Axios means value, worth" and "logos", means "reason/ theory/ symbol / science/study of". Hence, Axiology is the philosophical study of value and "value" originally meant the worth of something. Axiology, like metaphysics and epistemology, stands at the very foundation of the educational process. A major aspect of education is the development of values and in that context; the classroom is an axiological entity in which teachers explore their moral selves.

NSOU ? CC-ED-02 ? 27 By their actions, teachers constantly instruct groups of highly impressionable young people who assimilate and imitate their teachers' value structures to a significant extent. Axiology has two main branches- ethics and aesthetics. Ethics is the study of moral values and conduct. Ethical theory seeks to provide right values as the foundation for right actions. In many ways, ethics is the crucial issue of our times. World societies have made unprecedented technological advances, but have not advanced significantly, in their ethical and moral conceptions. Both as individuals and within societies, human beings exist in a world in which they cannot avoid meaningful ethical decisions. Thus, schools must teach ethical concepts to their students. Axiology and Education: Our contemporary age is an age of great confusion and turmoil. Wars and conflicts continue unabatedly and innumerable alarming and tragic phenomena, including terrorism, destruction, arson, kidnapping, murder, drug abuse, alcoholism, sexual immorality, family breakdown, injustice, corruption, oppression, conspiracy, and slander, are occurring worldwide. At the vortex of this turmoil, humankind's most valuable assets are now almost obliterated. It is referring to the loss of personal human dignity, the loss of time-honored traditions, the loss of the dignity of life, the loss of mutual trust among people, the loss of the authority of parents and teachers, and the list goes on. In this context education plays an important role for inculcating the value (such as- truth, beauty and goodness etc.) and transmitting from one generation to another through its curriculum. It has been rightly stated that culture is a totality of values created throughout history and that education is the means of performing culture. This is why axiology requires an important educational dimension. Which are the components of this dimension? First, axiology, by projecting a system of values, proposes educational aims under the form of axiological objectives and ideals. Second, axiology comprises both general human or universal and specific values for a determined community, thereby giving it its personality. Education preserves and transmits values that guarantee the cultural identity of the human community. Third, the performance of values requires knowledge and experience, which means the involvement in this process of education on its two interrelated planes: cognitive and emotional. Finally, as axiology is the horizon of the manifestation of human creativity, education has among its fundamental functions that of cultivating the creative power of the individual and the human community. Otherwise expressed, though personality is the source of all values, it is not born, but is developed by education. That is why we estimate nowadays that education is one of the fundamental resources for future social development. From this concise presentation of the elements making up the content of the educational

NSOU ? CC-ED-02 ? 28 dimension of axiology, there results a very important conclusion: without education, axiology would be deprived of living power, and, without the light of axiology, education would grope about in the dark. 1.6 Summary • We discussed the concept, nature and scope of philosophy, and concept ,nature , scope of philosophical foundation of education. Also discuss the basic proportions of philosophy: Metaphysics, Epistemology & Axiology and their Applications in education. Philosophy, it may be concluded, indispensable for every aspect of life and much for education which prepares the man for complete living. •

The word "philosophy" comes from the Greek word "philosophia", which

combines the words "philo" meaning "love of" and "Sophia" meaning "wisdom". Philosophy is a form of inquiry – a process of analysis, criticism, interpretation and speculation. Philosophy is an attempt to answer all the ultimate questions of life. What is self? What is mind? What is ethics? What is the true nature of the universe? What are the qualities of truth, goodness and beauty? • From different angles of the educational problem there is a demand for a philosophical foundation of education. All educational questions are ultimately questions of philosophy. It is the basis of education, All educational efforts and achievements become purposeful by philosophy. It is essential if we want to evolve a required type of personality of the child after education. Real educational progress is the product of philosophy. Great educational advances have always been brought forth by intuitive insights of great philosophers. • Philosophical content has been organized around three fundamental categories: Metaphysics, Epistemology and Axiology. Metaphysics is the branch of philosophy concerned with the nature of existence, being and the world. Epistemology is the most fundamental of philosophy. It is the study of knowledge. Epistemology is the explanation of how we think. It is that branches of philosophy which studies the origin or sources, types, structure, methods and validity of knowledge. It is needed in order to use and obtain knowledge of the world around us. Axiology is the philosophical study of value and "value" originally meant the worth of something. Axiology asks the questions: What is a value? Where do values come from? How do we justify our values?

NSOU ? CC-ED-02 ? 29 1.7 Self-Assessment Questions 1. What do you mean by the term Philosophy? 2. Point out the main aspects of a Philosophy 3. What is Axiology? 4. What are the main problems of epistemology? 5. Discuss the Nature of Philosophy? 6. Point out the Scope of Philosophy 7. How to define Philosophy as the foundation of educational Studies? 8. Write the concept of Philosophical foundation of Education. 9. Write the Nature of Philosophical foundation of Education 10. What is meant by Epistemology? 11. What is the relationship between Education and Epistemology? 12. What is meant by Metaphysics? 13. What is the relationship between Education and Metaphysics? 14. What is meant by Axiology? 15. What is the relationship between Education and Axiology? 1.8 References Aggarwal, J. C. (1998): Theory and Principles of Education, Vikas Publishing House Pvt. Ltd.; Jangpura, New Delhi, pp. 37-68. Butler, J. D. (1978): Four Philosophies and their Practice in Education and Religion, Harper & Row Publishers; New York, pp. 51-524. Purkait, B. R. (1995): Great Educators and their Philosophies, New central Book Agency (P) Ltd. Kolkata. Mohanty, J. (1994). Indian Education in the Emerging Society. New Delhi: Sterling Publishers Pvt. Ltd. Ore, L. K. (1976). Shikshaki Samajshashtriya aur Darshnik Pithika. Delhi: The Macmillan Company of India.

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NSOU ? CC-ED-02 ? 31 Unit 2 ?? Indian Philosophy Structure 2.1 Objectives 2.2 Introduction 2.3 Basic Characteristics of Indian Philosophy 1.3.1 Theism 1.3.2 Atheism 2.4 Epistemological Characteristics of Samkhya, Yoga and Nyaya Philosophy 2.4.1 Concept of Philosophy of Samkhya 2.4.2 Characteristics of Philosophy of Samkhya 2.4.3 Educational Implications of Samkhya Philosophy 2.4.5 Concept of Philosophy of Yoga 2.4.6 Characteristics of Philosophy of Yoga 2.4.7 Educational Implications of Yoga Philosophy 2.4.8 Concept of Philosophy of Nyaya 2.4.9 Characteristics of Philosophy of Nyaya 2.4.10 Educational Implications of Nyaya Philosophy 2.5 Epistemological Characteristics of Jainism, Buddhism and Islamic thoughts 2.5.1 Epistemological Characteristics of Jainism Philosophy 2.5.2 Epistemological Characteristics of Buddhism Philosophy 2.5.3 Epistemological Characteristics of Islamic Philosophy 2.6 Summary 2.7 Self-Assessment Questions 2.8 References

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Objectives After going through this unit, you will be able to – • Describe

the concept and basic characteristics of Indian Philosophy: • Theism • Atheism • To know the Epistemological Characteristics of Samkhya Philosophy • To know the Epistemological Characteristics of Yoga Philosophy • To know the Epistemological Characteristics of Naya Philosophy • To know the Epistemological Characteristics of Buddhism Philosophy • To know the Epistemological Characteristics of Jainism Philosophy • To know the Epistemological Characteristics of Islamic Philosophy 2.2 Introduction Now we are going to discuss different schools of philosophy and its educational implications. We know, philosophy and education are interrelated and interdependent. Education is sourced from philosophical truths. The people used to take education from different subject like Kavya (literature), Nataka (drama), Tarka (logic), Vyakarana (grammar) etc. The basic objectives of this education system are to develop quality of life. Here the education system is life centric. Life has been exposed through philosophical principles for the attainment of highest truth where philosophy and education superimpose to each other. Indian schools of philosophy contribute to humanize their education system by their lifelong education process, where philosophy and education go hand in hand. Indian schools of philosophy are divided broadly in two categories, namely orthodox (astika) and heterodox (nastika). The astika believes in the authority of Vedas. The nastika does not consider the Vedas as infallible. Before going to discuss schools of philosophy let us consider the classification of knowledge according to Indian Philosophy—

NSOU ? CC-ED-02 ? 33 From Naya Philosophy it will be clear that how presentative cognition is possible through different sources of knowledge. Here knowledge is possible through the interaction of objects with sense organ. Philosophy is a system. The systematic structure of philosophical thought is unfolded into three sub-systems such as- 1. Epistemology- theory of knowledge, 2. Metaphysics- deals with reality of the world, and 3. Axiology- related to the values of different philosophical schools. Education as a discipline we try to elaborate our ideas regarding the epistemological dimension of schools of philosophy as because it will help to extract educational objectives and other necessary principles. 2.3 Basic Characteristics of Indian Philosophy: Theism and Atheism In Indian context, philosophy is taken to mean darshana or tattva. We shall consider how the etymological meaning of "philosophy" correlates itself with darshana or tattva.

NSOU ? CC-ED-02 ? 34 "Drisyate anenaitidarshanam. - the one through which it is seen. The word seen can be understood either literally or philosophically. Though the difference is irrelevant, let us consider only the latter. To see in philosophic sense means to "realize". Darshana, therefore, means to realise. Again, the verb realise is a transitive verb. We always realise "something" whenever we realise. Indian thought is essentially pluralistic as regards arguments which give an exposition of reality. First, we can begin with types of reality and this can be done from two different angles. Indian Philosophy Theism Atheism 2.3.1 Theism Theism means belief in one or more Gods. It covers a huge range of religious beliefs, notably the Abrahamic monotheisms, Judaism, Christianity, and Islam. The term "Theism" derives from the Greek "Theos" or "Theoi" meaning "God" or "Gods". The term theism was first used by Ralph Cudworth (1617–1688). In Cudworth's definition, they are "strictly and properly called Theists, who affirm, that a perfectly conscious understanding being, or mind, existing of itself from eternity, was the cause of all other things" Theism refers to any kind of belief in any god or gods, so it is difficult to make any other generalizations about it. Belief in God is also normally attached to other beliefs, such as belief in an afterlife or the soul. However, theism can also refer to religions with extremely different beliefs, such as reincarnation. • Types of Theism: You can subdivide theism in many ways. For example, you can divide it into separate historical / cultural traditions, such as Judaism, Christianity, Hinduism, and Islam (and each of these could be subdivided still further). You can also define types of theism by number of Gods: • Monotheism: Belief that only one God exists. • Ditheism: Belief that two Gods exist and they are both equal, usually one God and one evil. • Polytheism: believing that many Gods or Goddesses exist.

NSOU ? CC-ED-02 ? 35 Types of Theism Monotheism Ditheism Polytheism Basic Features of Theism: Some Basic Characteristics of Indian Theism Philosophy are: • Theism with optimistic view of life: Indian philosophy, in general, is found to start with optimistic view of life. A sense of satisfaction at the existing state of affairs can be noted in almost all the systems of Indian philosophy defined as Bliss, Truth and Beauty. Latter in case of Buddhism and after that Indian Philosophy opposing optimistic view of life and considered that suffering and the presence of evil that made man's life miserable on earth. They speculate over these issues and tried to find out the cause of these and, as a result, different philosophies developed. Buddha philosophy exemplifies this feature in the most conspicuous manner. It is to be noted, however, that the pessimistic note is only the initial note in Indian philosophy which generally concludes with the optimistic note. All the systems, in their own ways, have shown that we can get over the sufferings of life. There are ways that lead to freedom from the miserable state of existence on earth. • Belief in an Eternal Moral Order: Indian philosophy believes that the whole universe is being governed and sustained by a universal life cycle that is "Chakrabatparibartantesukhanichadukhanicha". This moral perspective of life is eternal and it cannot be violated by any body. In the Veda there is the concept which stands for such an eternal and inviolable moral order. Later on, in the different systems of Indian philosophy believing the cycle of life that is the law of karma which is accepted in one or the other form by almost all the systems of Indian philosophy, including the two heterodox systems, Jaina and Buddha. • Ignorance as the Root Cause of Suffering: Indian philosophy especially from Buddhist turn believes that ignorance is the root cause of human suffering. Ignorance about the true nature of things gives rise to attachment to the worldly objects as they can gratify the senses. Such attachment to objects of sense makes men slave to their desires, passions etc. This creates hindrance in the path of

NSOU ? CC-ED-02 ? 36 acquiring the true knowledge of ultimate reality. It is a state of bondage, according to Indian philosophical systems. Freedom from this state can be obtained only through right knowledge of things. • Liberation as the Ultimate Goal of Life: Liberation or freedom from bondage to be the ultimate goal of human life is accepted as ultimate goal of life by almost all the Indian schools of philosophy. Liberation means complete cessation of suffering. Different systems of Indian philosophy have given different views about the nature of liberation, but all agree in the point that liberation signifies an end to miseries of life. Indian philosophers recognize four ends (purushartha) of human life; they are—dharma (merit), artha (money), kâma (desire) and moksha (liberation). Of these four, liberation is regarded as the highest and ultimate goal of man's life. Different systems prescribe different paths for attainment of liberation, such as paths of knowledge (jñâna), devotion (bhakti) and action (karma). • Spiritualistic in Nature: Dr. S. Radhakrishnan characterizes Indian philosophy as "essentially spiritual". Indian philosophy is said to be spiritual because it regards spirit or soul as superior to body or matter. With the solitary exception of the Carvaka system, Indian philosophy puts emphasis upon the spiritual values and enjoins that life should be led with a view to realizing these values. The Carvaka system advocates materialistic philosophy and so it is an exception to Indian philosophy regarding this feature. Buddha philosophy too, does not recognize the existence of self, but unlike the Charvaka, it highlights the importance of spirituality for leading the disciplined moral life. All other systems believe in the superiority of spirit over matter. • Discussion on Epistemological Issues: All the systems of Indian philosophy make elaborate discussion on epistemological issues, like sources of valid knowledge (pramana), types of valid knowledge (prama), types of invalid knowledge (aprama) and other related problems. Starting with the Carvaka system, all the nine systems of Indian philosophy deal with the problem of sources of valid knowledge in great detail; in fact the Charvaka criticism of inference and other pramânas exhibits the use of high order of rational argument for refuting opponent's views. The Nyâya system is primarily concerned with the discussion of logical and epistemological issues. In fact all the systems of Indian philosophy put forward their epistemological standpoint in

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2.3.2 Atheism

Atheism means the absence of belief in the existence of God. Less broadly, atheism is the rejection of belief that any God exists. In an even narrower sense, atheism is specifically the position that there is no GOD. The etymological root for the word atheism originated before the 5th century BCE from the ancient Greek *atheos*, meaning "without God(s)". In antiquity it had multiple uses as a pejorative term applied to those thought to reject the gods worshiped by the larger society, those who were forsaken by the Gods, or those who had no commitment to belief in the gods. The term denoted a social category created by orthodox religionists into which those who did not share their religious beliefs were placed. The actual term atheism emerged first in the 16th century. With the spread of freethought, skeptical inquiry, and subsequent increase in criticism of religion, application of the term narrowed in scope. The first individuals to identify themselves using the word atheist lived in the 18th century during the Age of Enlightenment. The French Revolution, noted for its "unprecedented atheism," witnessed the first major political movement in history to advocate for the supremacy of human reason. Atheism is the view that there is no God. Unless otherwise noted, There have been many thinkers in history who have lacked a belief in God. Some ancient Greek philosophers, such as Epicurus, sought natural explanations for natural phenomena. Epicurus was also the first to question the compatibility of God with suffering. Forms of philosophical naturalism that would replace all supernatural explanations with natural ones also extend into ancient history. During the Enlightenment, David Hume and Immanuel Kant give influential critiques of the traditional arguments for the existence of God in the 18th century. After Darwin (1809-1882) makes the case for evolution and some modern advancements in science, a fully articulated philosophical worldview that denies the existence of God gains traction. In the 19th and 20th centuries, influential critiques on God, belief in God, and Christianity by Nietzsche, Feuerbach, Marx, Freud, and Camus set the stage for modern atheism. It has come to be widely accepted that to be an atheist is to affirm the non-existence of God. Anthony Flew (1984) called this positive atheism, whereas to lack a belief that God or Gods exist is to be a negative atheist. Parallels for this use of the term would be terms such as "amoral," "atypical," or "asymmetrical." So negative atheism would include someone who has never reflected on the question of whether or not God exists and has no opinion about the matter and someone who had thought about the matter a great deal and has concluded either that she has insufficient evidence to decide the question, or that the question cannot be resolved in principle. Agnosticism is traditionally characterized as neither believing that God exists nor believing that God does not exist.

Basic Features of Atheism:

- Atheism Schools of Philosophy generally opposing traditional way of interpreting Indian Philosophy.
- Atheism Schools of Philosophy basically hinders the Socialistics and Ritualistics believes.
- Atheism Schools of Philosophy upgrade the Social Movement.
- Atheism Schools of Philosophy mainly born in the Social Crisis.
- Atheism Schools of Philosophy created new rituals and rules from the existing social system.
- Atheism Schools made new creating in Society.
- Atheism Schools of Philosophy do not believe Spirituality.
- Atheism Schools of Philosophy are materialistic, skeptical and atheistic thought.

2.4 Epistemological Characteristics of Samkhya, Yoga and Nyaya Schools of Philosophy: Indian Schools of Philosophy Orthodox (Astic) (Samkhya, Yoga, Nyaya, Vaisheshika, Mimamsa, Vedanta Heterodox (Nastic) (Charvaka, Buddhism, Jainism)

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2.4.1 Concept of Samkhya Philosophy Introduction:

According to Wikipedia the word Samkhya means empirical or relating to number. Although the term had been used in the general sense of metaphysical knowledge before, in technical usage it refers to the Samkhya school of thought that evolved into a cohesive philosophical system in early centuries. The Samkhya system is called so because it 'enumerates' twenty-five Tattvas or true principles; and its chief object is to effect the final emancipation of the twenty-fifth Tattva, i.e. the soul. The Sankhya and Yoga philosophy admits the existence of Purusas and Prakriti. Dualistic purusa and prakriti are the ultimate reality in Sankhya and Yoga philosophy. The Orthodox (Astic) Samkhya, Yoga, Nyaya, Vaisheshika, Mimamsa, Vedanta Heterodox (Nastic) Charvaka, Buddhism, Jainism) Schools directly based on Vedic texts Vedanta) independent grounds Vaisheshika) dealing with the Ritualistic aspect of Vedas Mimamsa) Speculative Purusas + Mahat Ahamkar Sattava Rajas Tamas Five Tanmantras Five Mana Five Sense Organ Five Motor organ world manifests when Purusa come in contact with Prakriti. The union of Purusa and Prakriti is the reason for the evolution of the worldly things. The evolution system excluding purusas is given below: Manas, sensory organs and other motor organs are, the instrument of attaining knowledge. Purusas is conscious part but not active being which is activated through the reflection of Mahat or buddhi. The different qualities of prakriti are unconscious objects which constitute the material environment of the Purusa. Purusa is the cause and prakriti is the effect through which different attributes of life are expressed. Schools directly based on Vedic texts (Mimamsa, Vedanta) Schools based on independent grounds (Samkhya, Yoga, Nyaya, Vaisheshika) Schools dealing with the Ritualistic aspect of the Vedas (Mimamsa) Schools dealing with the Speculative aspect of the Vedas (Vedanta)

NSOU ? CC-ED-02 ? 40 2.4.2 Characteristics of Philosophy of Sankhya Now we are going to discuss the sources of knowledge in the Sankhya systems. The Sankhya theory of knowledge which explains dualistic realism. The Sankhya accepts only three independent sources of valid knowledge. These are perception, inference and scriptural testimony (sabda). The other sources of knowledge, like comparison, postulation and non-cognition, are included under these three, and not recognized as separate sources of knowledge. Valid knowledge (Prama) is a definite and an unerring condition of some object through the modification buddhi or the intellect which reflects the consciousness of the self in it. Consciousness or intelligence really belongs to the self. But the self control immediately which apprehends the objects of the world. The self knows objects through the intellect the manas, and the senses. We have a true knowledge of objects when, through the activity of the senses and the manas, their forms are impressed on the intellect which, in its turn, reflects the high or, consciousness of the self. In all valid knowledge there are three factors, namely, the subject (Pramata) the object (Prameya) and the ground or source of knowledge (Pramana). The modification (vritti) of the intellect, through which the self knows an object, is called Pramana. The object presented to the self through this~ modification is the Prameya. Prama or valid 'knowledge is the reflection of the self in the intellect as modified into the form of the object. Perception: Perception is the direct cognition of an object through its contact with some senses. When an object like the table comes within the range of your vision, there is contact between the table and your eyes. The table produces impressions or modifications in the sense organ, which are analysed and synthesized by manas or the mind just as a mirror reflects the light of a lamp and thereby manifests other things, so the material principle of buddhi, being transparent and bright, reflects the consciousness of the self and illuminates or cognizes the objects of knowledge. It is also called alocana or amere sensing of the object. The second kind of perception is the result or the analysis, synthesis and interpretation of sense-data by means or the mind. So it is called vivecana or a judgement of the object. It is the determinate cognition of an object as a particular kind of the thing having certain analysis and standing in certain relation to other things. The determinate perception of an object is expressed in the form of a Subject-Predicate Proposition, e.g. this is a cow, 'that rose is red'.

NSOU ? CC-ED-02 ? 41 Inference: Inference is the knowledge of one term of a relation, which is not perceived through the other which is perceived and known to be invariable by related to the first. Inference is first divided into two kinds, namely, vita and avita. It is called vita or affirmative when it is based on a universal negative proposition. The vita is subdivided into the purvavat and the samanyatodrsta. A purvavat inference is that which is based on the observed uniformity of concomitance between two things. Samanyatodrsta inference on the other hand is not based on any observation of the concomitance between the middle with such facts as are uniformly related to the major. The other kinds of inference, namely avita is what some Naiyayikas call sesavat. Sabda or testimony: The third pramana is Sabda or testimony. It is constituted by authoritative statements and gives the knowledge of objects which cannot be known by perception and inference. Sabda is generally said to be of two kinds, namely, laukika and vaidika. It is the testimony of sruti or the Vedas that is to be admitted as the third independent Parmana. The Vedas give us true knowledge about super sensus relatives which cannot be known by perception and inference. 2.4.3 Educational Implications of Sankhya Philosophy Sankhya has great relevance for contemporary education. If we consider the modern view of education as development, then Sankhya's postulate that development is only the unfolding of what already has potential existence needs no modification to suit today's world. Sankhya's psychological views also reflect modern learning theories. If knowledge leads to the modification of buddhi in the Sankhya system, then modern education aims at the modification of behaviour. If cognition is a function of buddhi or intellect in Sankhya, it is the formation of intellectual structure in modern education. Sankhya's theory that generalisation is the result not only of observation of elements but also non-observation of non-elements reflects the modern view of concept formation. A deeper study will yield many more similarities. Let us attempt to analyse in detail the implications of Sankhya for modern education: Aims of education: Sankhya states the ultimate aim as attaining the perfection of purusa through discrimination, leading to its salvation. Thus, the aim of education should be to create discerning individuals capable of attaining the perfection that exists within them, as Swami Vivekananda also put it. Methods: The methods are clearly indicated thorough study of authorities but keeping an open mind and using reason to validate their theoriesExperiential learning with maximum

NSOU ? CC-ED-02 ? 42 involvement of the sensesActivity based learning including projects, practical work, etc. enabling the development of observation and logical reasoning Curriculum: The curriculum will involve the study of all disciplines, with stress on the natural sciences, since to understand prakriti is to discriminate between purusa and prakriti, and the arts, so as Purusas + Prakriti+God Mahat Ahamkara 5 to develop an appreciation and understanding of the works of authorities. Physical sciences and the yoga will also form part of the curriculum since Sankhya believes only a healthy and focused individual can attain salvation. Discipline: Sankhya recommends a high degree of discipline. One can deduce that it should be self-imposed. Role of teacher: The teacher is to be a facilitator of the development of the innate potentiality of the child. Place of student: Since Sankhya believes in the multiplicity of purusas, it follows that education must be individualized and child-centred. Religious and moral education: It can be deduced that religious education will not have much importance but moral education involving the teaching of ethical values will definitely hold a central place in any system of education based on Sankhya. 2.4.5 Concept of Philosophy of Yoga In the previous study, you must have studied Samkhya philosophy in an elaborate manner. Their views on purusa, prakariti, pramanas (sources of valid knowledge), bondage, and liberation. In this unit you will be explained what are the eight-fold path of yoga, how liberation can be attained, how mind gets purified, how to control bodily act, and some more issues allied to Yoga School of thought. The Yoga philosophy speaks about the theory and practice for the realization of the ultimatetruth concerning human being and the world. In Vedanta, yoga is understood as 'union', i.e.spiritual union of the individual soul with the supreme soul. This view is not explained clearly. Patanjali, who is the founder of the Yoga System says, yoga is a spiritual effort to attain perfection through the control of sense organs, gross body, subtle mind, intellect and ego. It guides to achieve the highest wisdom through spiritual realization. The evolution system of yoga is given below: There are two parallel evolution processes are observed. Manas, sense organs and

NSOU ? CC-ED-02 ? 43 motor organs are the instruments of attaining knowledge. Patanjali's Yoga-Sutras consist of four parts. These are: i) Samadhipada ii) Sadhanapada iii) Vibhutipada iv) Kaivalyapada The first part deals with the introduction to the nature and methods of yoga in its various forms. It describes the various modifications of the organs including citta which is an internal organ of human being. The second part explains the causes of suffering and how to eradicate them. It explains about the law of karma and human bondage. The third part elucidates the concept how to achieve the supra-normal powers and in which ways yoga helps it. The last or the final part describes the nature of liberation and spiritual union with the supreme soul/self. 2.4.6 Characteristics of Yoga Philosophy 1. Prakriti and Purusas: The Yoga and Samkhya metaphysics are alike. The first one is with God and second one is without God. It is called the theistic Samkhya, while the Samkhya system is called the atheistic Samkhya. The Yoga recognizes the reality of prakrti and its evolutes, countless purusas, and God. Prakrti is the material cause of the world. God is its efficient cause. He is not the creator of prakrti nor is he the creator of purusas. Prakriti and purusas are co-eternal with God. He disturbs the equilibrium of sattva, rajas, and tamas, and starts the evolution of prakrti. He reveals them for enlightenment of purusas at the end of each cycle. He associates and dissociates purusas and prakrti in accordance with their merits and demerits (adi'sta), and brings about evolution and dissolution of the world. He removes obstacles to the evolution of prakrti. He removes obstacles to the achievement of liberation by purusas. The Samkhya believes in the reality of twenty-five principles, prakrti, mahat, ahankara, manas, ten external sense-organs, five tanmatras, five gross elements, and purusas. The Yoga assumes the reality of these twenty-five principles and adds the principle of God to them. It recognizes the reality of twenty-six principles. The Yoga adopts the Samkhya ontology with slight variations. It agrees with the Samkhya in holding that bondage is due

NSOU ? CC-ED-02 ? 44 to nondiscrimination (aviveka) between purusa and prakrti, and liberation is due to discrimination (viveka) between them. But it lays stress on the practice of yoga as an indispensable means to discriminative knowledge (vivekakhetyi). This is the special feature of the Yoga system. 2. Substance and Mode: The Yoga holds that modes are modifications of a substance (dharmin), which persists in them. Vyasa defines a substance (dravya) as an aggregate of generic and specific qualities. An earthy substance has the generic quality of earthness and the specific qualities of smell, taste, colour, touch, and sound. These qualities are its modes. They subsist in it. It persists in them. Though the modes change, the substance abides. A substance (dharmin) is characterized by generic and specific qualities (samanyaviesatma), and it persists in its manifest and unmanifest modes (dharma). There are no qualities apart from a substance. There are no self-subsistent modes. They subsist in a permanent substance. The Buddhists hold that there are only impermanent modes without any permanent substance. They come into being and pass away. A substance is a mere aggregate of passing modes. It is identical with them. There is no permanent substance apart from the modes. Being is change. Change is momentary. Nothing is permanent. There is no permanent substance which persists in the midst of the changing modes. There is no permanent self apart from a stream of momentary cognitions. There is no permanent thing apart from an aggregate of changing qualities or modes. Vyasa urges that if there were no permanent self, there would be no reaping of fruits of one's actions and there would be no recollection. If the self were a stream of cognitions, one cognition would perform an action and another would reap its fruit, and one cognition would perceive an object and another would remember it. Reaping the fruits of one's actions and recollection presuppose a permanent self. If there were no permanent thing, there would be no recognition of it (e.g., 'this is that jar'). But there is a distinct recognition of it as perceived in the past in spite of the change of its qualities or modes. This clearly proves that there is a permanent substance behind the changing modes. A substance is not identical with modes. It is not a mere aggregate of modes. The Buddhist view is wrong. The Vaiseshika holds that substance is a substratum in which its qualities abide. At the first moment of its production it is devoid of qualities. It is endowed with qualities at the second moment. Its qualities are destroyed when it is destroyed. So, it is a permanent entity in which qualities subsist. It is different from its qualities. Substance and quality are independent categories (padertha). Generic and specific qualities inhere in a substance. But the Yoga urges that though there is a permanent

NSOU ? CC-ED-02 ? 45 substance apart from its qualities or modes, it is not entirely different from them. A substance is partly different from and partly identical with, its qualities. There is not only difference but also identity between them. We distinctly Perceive; cloth as white. The cloth is different from its white colour but it is also identical with it. A substance is identical with its generic and specific qualities. It does not possess them. They do not inhere in it. There is identity between a substance and its qualities. The substance is sometimes spoken of as the generic character (samanya), since it is common to its qualities or modes (dharma). The qualities or modes are sometimes spoken of as the specific character (vis'esa), since they are its particular modifications. The Yoga holds that there is identity in difference between a substance and its qualities or modes. If there were absolute difference between them, they would not be related as substance and mode. If there were absolute identity between them, a substance could not be its own mode. A cow and a horse are different from each other. So, they are not related to each other as substance and mode. A horse is identical with itself. So, it cannot be its own mode. But a cloth is partly different from its white colour, and partly identical with it. So, a substance is partly different from and partly identical with, its modes. Vyasa says: "A quality is merely the nature of the substance. it is the changes in the substance that are manifested by the qualities." Substance (Dharmin) and Mode (dharma) are relative terms. The five tanmatras of sound, touch, colour, taste, and smell produce the atom of earth. So, they are a dharmin in relation to earth, which is a dharma. Earth produces a jar. so earth is a dharmin in relation to a jar, which is a dharma. 3. Whole and Part: An object of perception is a complex product of atoms. It is a whole composed of parts. The Yoga regards the whole (avayavin) as partly different from, and partly identical with, its parts (aveyava). If the whole were different from its parts or atoms, it could not subsist in them, and share in their nature. If it were identical with them, it would be subtle and manifold like its constituent atoms. So it is neither entirely different from, nor entirely identical with, its constituent parts or atoms. If the whole were different from its parts, it could not be their product. If it were identical with them, they could not produce it. So the whole is partly different from, and partly identical with, its parts. There is identity in difference between them. 4. Different Kinds of Modifications: Sattva, rajas, and tamas are the constituents of all phenomena in the world. They are the constituents of all physical and mental phenomena. All aspects are particular arrangements of the gunas. They undergo modifications and

NSOU ? CC-ED-02 ? 46 produce various effects. Modification is the production or appearance of one quality in a stable substance on the destruction or disappearance of another quality in it. Substance persists in the midst of its changing qualities. They constitute its nature whose change is manifested by them. The modification of the non-specific modes (avis'esa) into the specific modes (vis'esa) is called tattvantaraparinama. When egoism ahamkara is evolved from mahat or buddhi, or when the tanmatras or the sense-organs are evolved from egoism, or when the five gross elements are evolved from the five tanmatras, the modification is called tattvantaraparinama. It is the evolution of an entirely new category of existence (tattvantara). When the tanmatras are evolved from ahamkara, there is not merely a change of quality, but a change of existence. Though the tanmatras are evolved from ahamkara, the traces of ahamkara are not easily traceable in them. They acquire properties which differ widely from those of ahamkara. They are wholly different from ahamkara from which they are evolved. So when the atoms are evolved from the tanmetras, they are wholly different from the latter, since they acquire sensible properties which are absent from them. Thus the evolution of the specific modes (vis'esa) from the non-speciic modes (avisesa) is called tattvantaraparinama. No independent categories of existence are evolved from the specific modes. They undergo modiications by change of quality (dharmaparinama), change of mark (laksanaparinama), and change' of state (avastheparinama). 5. Power and Causation-Satkeryaviida: The Yoga advocates the theory of Satkaryavada or Parinamavada. There is no production of a non-existent thing. There is no destruction of an existent thing. A non-existent thing cannot be produced. What was existent in unmanifest condition appears in a manifest condition. Production is manifestation (avirbhava). Destruction is envelopment (tirobhava). A present cause contains its effect in a latent condition.' It is turned into what is already contained in its nature." Milk is turned into curd which it contained in a potential condition. All effects are particular collections of the gupas. Sattva, rajas, and tamas are the ultimate constituents of all phenomena. They are the material cause of all effects. They undergo various modifications but are neither generated nor destroyed. They appear to be generated and destroyed on account of their modes passing from the latent to the actual condition, and from the actual to the sublatent condition. 6. Non-existence: The Vaisesika regards non-existence (abhava) as an independent category. He recognizes four kinds of non-existence: (1) prior non-existence; (2) posterior non-existence; (3) mutual non-existence; (4) absolute non-existence. The Yoga does not recognize non-existence as a separate category. It identities nonexistence with a particular

NSOU ? CC-ED-02 ? 47 state of its locus. It agrees with Prabhakara who denies nonexistence and identities it with its locus. 7. Particularity: The Vaisesika recognizes particularity (vis'esa) as an independent category. It is the distinguishing mark of an eternal substance. Time, space, self, manas, ether, and atoms have particularity. Complex substances like a jar and a cloth can be distinguished from each other by their parts. But one atom of earth can be distinguished from another atom of earth by its particularity (vis'esa).

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All eternal substances have particularities which distinguish them from one another.

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yoga rejects the category of particularity. PSYCHOLOGY OF YOGA: Stages of Chitta: a. Ksipta (Restless) In this stage citta is very much distributed and attached with worldly objects. For example, Citta of those intoxicated by the possession of power and money. b. Mudha (Torpid) In this stage, tamas dominates the other two gunas; sattva and rajas. This stage of citta is known as mudha. For example, citta of the intoxicated persons. c. Viksipta (Distracted) This is the third stage of citta where sattva guna dominates the other two gunas. In this stage yoga begins and citta tries to attain god or supreme soul. Due to the sattva dominance, it is found that there is temporary ceasing of the modifications of the citta. d. Ekagra (concentrated) In this stage, citta is fixed to some object. It is known as ekagra. For example, the flame of a candle light remains always pointing up without flicking hither and thither. e. Niruddha (Restricted) The fifth and final stage of citta is niruddha. In this stage the impressions remain in the citta after the cession of modifications. This stage is known as yoga. Out of these five stages the last two are very helpful and hence useful in yoga. But the remaining stages are harmful for practicing in yoga and thus, these may be removed by practice.

NSOU ? CC-ED-02 ? 48 Forms of Citta The mind and its modes: Vacaspati defined citta as internal organ of buddhi. It is composed of three gunas sattva, rajas and tamas. Citta or mind is the evolute of prakriti. According to yoga philosophy modes are of three kinds: These are; i) Prakhyā and sukha: It is the principle of illumination (prakhyā) and pleasure state of sattva. ii) Pravṛti and pain: It is the principle of activity by Rajas. It is the principle of inertia when the mind is under control of tamas. Modifications of Citta: Patanjali holds mind is the summation of different mental modes. These are, i) Pramāna or valid knowledge ii) Viparyaya or illusion iii) Vikalpa or imagination iv) Nidra or sleep v) Smṛti or recollection Pramāna: Like Samkhya philosophy Yoga school believes in three pramanas and they are; perception, inference and sabda (verbal testimony). a. Perception is the valid knowledge apprehends a real object. b. Perception apprehends an external object directly. c. The form of cognition corresponds to the external object because it is not coming out from buddhi but modified in to its form. d. Perception is having both the quality of generality and particularity. e. Inference and testimony both apprehend generality. Viparyaya: Viparyaya is understood as doubt. It is not valid knowledge. To possess not determinate knowledge of an object is known as doubt. Vikalpa: It is the knowledge in which the object is known but the object does not exist. Thus, it is treated as merely a verbal cognition. For example, barren women's child, horses' horn, etc.

NSOU ? CC-ED-02 ? 49 Nidra: Yoga regards sleep as a distinct mental mode having absence of any cognition. It is a distinct apprehension having absence of all determinate cognitions. It is a mental mode which apprehends tamas. Tamas overpowers sattva and rajas of the mind in sleep. Smrti: Recollection or smrti is the recollection of past experiences. Recapitulation is possible through our impressions that we left on the objects while cognized. Thus in this stage some sorts of modifications are found in citta. Afflictions or Klesha There are several causes responsible for the disturbances in the Citta. Among those a few are; attachment with objects of the world, cognizing the objects wrongly, inactivity, doubt, carelessness, etc. These causes arise because citta imagines itself as the agent and the enjoyer because of Purusa's reflection on it. Hence, we find the earthly sufferings (klesas). The Yoga philosophy mentions that there are five kinds of klesas or suffering. These are; 1. Avidya or False Knowledge 2. Asmita or egoism 3. Raga or attachment 4. Dwesa or aversion 5. Abhinivesa or fear of death Avidya arises when we cognizing the self as non-eternal and material. But the real nature of the self is bliss, eternal, and possesses pure consciousness. Asmita is wrongly identifying Purusa and Prakrti, and further, bringing them in an equal platform. But in reality, Purusa and Prakrti are two distinct entities, thus, can't be equated with each other. Raga is the craving to get worldly pleasure like power, money, etc. Dwesa is anger in the means of suffering. The last, abhinivesa is fear of death which finds among all living beings in the earth. Epistemology - The Yoga Theory of Knowledge: Patanjali was the founder of the yoga system. The yoga is closely allied to the Sankhya system. It is the application of the theory of the Sankhya in practical life. The yoga mostly accepts the Sankhya epistemology and admits the three Parmanas of perception, inference and scriptural testimony. There are two kinds of perception, namely nirvikalpaka or the indeterminate and NSOU ? CC-ED-02 ? 50 savikalpaka or the determinate. The first arises at the first moment of contact between a sense and its object, and its antecedent to all mental analysis and synthesis of the sense data. The modification of the self is the apprehending mental mode which is considered as valid knowledge. The self is the knower and the object apprehended through the mental mode is the reflection of valid knowledge of an object. It admits external objects are real by which mental modes are modified and reflected through valid knowledge. Valid Knowledge (Prama) is a definite and an unerring cognition of some object through the modification of buddhi or the intellect which reflects the consciousness of the self in it. Consciousness or intelligence really belongs to the self. But the self cannot immediately apprehend the objects of the world. The self knows objects through the intellect, the manas and the senses. We have a true knowledge of objects when, through the activity of the senses and the manas, their forms are impressed on the intellect which, in its turn, reflects the light or consciousness of the self. In all valid knowledge there are three factors, namely, the subject (Pramata), the object (Pramaya), and the ground or source knowledge (pramana). The modification (vritti) of the intellect, through which the self knows an object, is called Pramana. The object Presented to the self through the modification is the prameya. Prama or valid knowledge' is the reflections of the self in the intellect as modified into the form of the object. Perception is the direct cognition of an object its contact with some sense. Just as a mirror reflects the light of a lamp and thereby manifests their things, so the material principle of buddhi, being transparent and bright, reflects the consciousness of the self and illuminates or cognizes, the objects of knowledge. There are two kinds of 'Perception' namely, nirvikalpaka or the indeterminate and savikalpaka or determinate. The first arises at the first moment of contact between a sense and its object, and is antecedent to all mental analysis and synthesizes of the sense-data. It is accordingly called alokana or sensing of the object. The second kind of perception is the result of the analysis, synthesis and interpretation of sense-data by manas or the mind. So it is called vivecana or a judgment of the object. Inference is the knowledge of one term of a relation, which is not perceived, through the other which is perceived and known to be invariably related to the first. Axiology: 1. The performance of eightfold path of yoga manifests right knowledge able to NSOU ? CC-ED-02 ? 51 differentiate between prakriti and itsevaluates, Practising yoga can liberate human being leading to focused values in

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the way of life. 2. The yoga enjoins the path of action and the path of knowledge for the attainment of

liberation by means of kriyayoga and jnanayoga. 3. The path of mental discipline and cultivation of right knowledge can led to liberation. 4. The path of right knowledge includes yogic practices can liberate human being in terms of eight-fold path given below already discussed before: The Eight-Fold Path (Astanga Yoga) For Axiological Stand Point: We the human beings have body, sense organs, and mind, hence, it is obvious to have sensual attachment and passion towards worldly objects. As a result, we have drawn in the river of bondage and worldly sufferings. To get rid of earthly suffering and to remove the ignorance that find within us, we have to conquer our sense organs, mind and even our bodily act. To do so the citta needs to be controlled. In this respect, yoga philosophy prescribes eight-fold path which helps to control our passions and craving for worldly pleasures. These eight-fold path are as follows. • Yama • Niyama • Asana • Pranayama • Pratyahara • Dharana • Dhyana • Samadhi Now let us discuss these points one after another in a sequential manner. 1. Yama: It is the control of mind, body, and speech. The five yamas are: a) Ahimsa: It means non-violence. Violence is the root of all evils. So absolute non- injury is required for attaining controlling of mind.

NSOU ? CC-ED-02 ? 52 b) Satya: Truthfulness in thought and speech is required for absolute control over mind. A truthful person must have valid thoughts in his mind and have a pattern of life based on truthfulness. c) Asteya: It means the principle of non-stealing. This includes not desiring on others' wealth and lack of greed from others object. d) Brahmacharya: It is known as celibacy. It is based on education life and controlling over sexual organ. Sex restraint consists in restraining the sex organ and all other sense organs with regard to its object. e) Aparigraha: Non-acceptance of gifts and abstaining from acquiring objects of enjoyment. 2. Niyama: Niyama consists of the following points: a) Sauch: It is very much related to cleanliness which includes both external cleaning (e.g. bath, pure diet, hair cutting and cleaning, nail cutting etc.) and internal cleaning (e.g. friendliness, empathy, happiness, smile, etc. b) Santosh: It means contentment by satisfying with yourself whatever you attain or possess. In other word we should happy with what we are. c) Tapa: Tapa means the power of tolerance. To tolerate extreme and maximum cold and heat, one needs to do the hard practices and, this is possible through tapa. d) Swadhyaya: To study religious scriptures to develop spiritual knowledge. It is considered as one of the good principles to possess good conduct. e) Isvara Pranidhan: We have to remember God is the supreme authority and all mighty to surrender to him which helps for the development of good conduct by yoga philosophy. 3. Asana: Asana related to do various bodily postures which helps to retain concentration of citta and even helps to control the body as well as mind. There are various types of asana. The reason is, it not only controls the body such as keeps the body flexible, increase the immunity, etc. but also keeps the body free from diseases and make it strong and healthy. By doing regular asana one can control the different external and internal organs of the body. 4. Pranayam: Pranayama is understood as control of our breathing system. It suggests that practicing pranayama through inhaling and exhaling by the controlling time of inspiration, NSOU ? CC-ED-02 ? 53 the time of retention and the time of expiration of breath. This helps the citta to remain concentrate and focused. Pranayama has three steps. These are: • Puraka • Kumbhak • Recaka The first step puraka conveys to take as much air as possible. It is known as inhaling. The second step Kumbhak expresses after inhaling as much air as possible tries to retain it for half of the time taken in inhaling. The third step 'recaka' states that gradually exhale the air by taking the same time that you had consumed while taking inhalation. These three steps will gradually accelerate, so that in due course of time the agent may control his/her breath which helps the citta to remain concentrate and not disturbed. 5. Pratyahara: In this stage, one should withdraw himself/herself from sense organs for not being attracted by the worldly objects. If the mind is withdrawn from external sensible objects reversibly the mind will follow that approach. The restraint of the external senses depends upon the restraint of mind. 6. Dharana: The sixth discipline is Dharana which means concentrating our mind towards a particular object. It is one of the cognitive aspects of our mental discipline. One cannot have mental peace without proper cognition. 7. Dhyana: It is the continuous flow of the same cognition. Meditation is a process of fixing mind towards an object and complete exclusion of all other objects. Here we consider meditation is the complete withdrawing of all kinds of external objects. 8. Samadhi: The eighth discipline of yoga is known as samadhi. In this stage one can not differentiate between subject and object, realizes the true nature of the citta that how it attains the form of the object. Here, the process of concentration and the object becomes one and identical. This stage is known as cessation of modification of the citta and highest level of eight-fold path for attaining liberation. 2.4.7 Educational Implications According to Yoga Philosophy: Some educational implications of the Yoga systems are: i) Pragmatic view of life is supported by yoga philosophy. Educational objectives should be application based and activity oriented.

NSOU ? CC-ED-02 ? 54 ii) Physical development is given priority for concentrating oneself for gathering knowledge. iii) Moral development is being given highest priority in yoga philosophy reflected through the eightfold path to be followed in educational measures. iv) Self realization is the ultimate target in Yoga Philosophy. So educational objectives are also based on to develop self potentiality. v) Methodology - Moral training will be given for mental and physical development for awakening cognition. Methodology should be activity based. 2.4.8 Concept of Nyaya philosophy: The Naya and Vaisheshika Philosophy are the alike philosophy admitting pluralistic realism. For explaining reality, they admitted reality of God, the finite souls, physical things, atoms of earth, water, fire and air, space time and ether. They admit the same views regarding axiological stand point. Both the philosophy able to differentiate distinctness of finite souls and physical objects. Besides their similarity they differ in the following grounds: 1. Naya emphasizes Epistemology and logic and vaisheshika given thrust on metaphysical aspects. 2. Naya philosophy recognizes four means of valid knowledge perception, inference, comparison and testimony but the vaisheshika recognizes perception and inference as valid source of knowledge. 3. The Naya advocates sixteen categories while vaisheshika recognizes seven categories. Kanada considered six categories for explaining reality. They are the Substance (dravya), quality (guna), action or motion (karma), generality (samanya), particularity (visesa), Inherence (samavaya). Later on non existence was added as seventh category. Naya advocates sixteen categories for explaining reality given below: 1)

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The instruments of valid knowledge (pramana) are perception, inference, comparison and testimony. 2) The

objects of valid knowledge (prameya) are self, body, sense-organs, objects, knowledge, manas, voluntary actions, faults, transmigration, fruits of actions, pain and liberation. Self comprises God and finite souls. Objects are the physical elements and their sensible qualities.

NSOU ? CC-ED-02 ? 55 3) Doubt (samsaya) is indefinite knowledge of an object as either one or ' the other, in which the mind oscillates between two alternatives. 4) Motive (prayojana) is the end of voluntary actions, which is the attainment of good or the rejection of evil. 5) An example (drstanta) is an instance in which a probans is found to be accompanied by a probandum, and which is admitted to be ' valid by a disputant and an opponent. 6) A tenet (siddhanta) is proved by pramanas and accepted as true. 7) The members (avayava) of a demonstrative inference are proposition, reason, exemplification, application, and conclusion. 8) Hypothetical reasoning (tarka) favours one of the two alternative hypotheses by showing the absurd consequences of the other. 9) Ascertainment (nirnaya) of the real character of an object is due to the consideration of a disputant's argument for a thesis and an opponent's counter argument for an antithesis. 10) Discussion (Vida) is a logical debate between a disputant and an opponent with the help of five-membered inferences for the ascertainment of truth without a desire for victory. 11) Wrangle (jalpa) is a debate actuated by a desire for victory, in which sophistical arguments are employed to vanquish an opponent. 12) Cavil (vitanda) is a wrangle in which a person merely refutes a disputant's thesis but does not establish his antithesis. 13) Faulty reasons (hetvabhasa) are non-reasons which appear to be valid reasons and correspond to fallacies of the middle term in western logic. 14) Quibble (chala) is refutation of an argument by taking a word in a sense different from what is intended by the speaker. 15) Futility (jati) is sophistical refutation of an argument on the ground of mere similarity or dissimilarity of the subject with an example. 16) Ground of defeat (nigrahasthana) is sophistical refutation due to non-comprehension of miscomprehension of the real character of an object. Ref: Indian Philosophy: Jadunath Sinha

NSOU ? CC-ED-02 ? 56 Reasoning in harmony with perception and Vedic testimony yields the knowledge of reality which leads to liberation. It should be stated in the form of five members, employ valid reasons, and avoid faulty reasons. Hypothetical reasoning is subordinate to it and conducive to the ascertainment of truth; Ascertainment is preceded by doubt, hypothetical reasoning, logical inference, and discussion. Wrangle and cavil are the means of protecting the knowledge of reality from attacks. Quibble, futility and ground of defeat are the means of sophistical refutation of an opponent's antithesis, which should be avoided in establishing one's thesis. Liberation is the highest end.' The methodology of the Nyaya consists of enunciation (uddesa), definition (laksana) and examination (pariksa). A subject is first enunciated, then defined, and finally examined by valid reasoning. Enunciation is the statement of a subject in a. general way. It comprises division (vibhaga) which is the enumeration of its different kinds. A subject in general is stated first, and then its subdivisions are stated. Metaphysics of Naya Philosophy: Naya theory of causation is known as 'astkaryavada' or 'arabhavada'. They viewed that effect is produced by a cause but the effect and the cause are not one and the same. The effect is a new product comes to the existence which was not their earlier in the cause. Hence, every effect is a new product which was not found previously in the cause. For example, a pot is made by clay. Here 'clay' is the cause and 'pot' is its effect. According to Nayikas, pot is a fresh creation, a new beginning which did not exist before in the clay. In this way they uphold the theory 'asatkaryavada'. Naya defend pluralistic realism and believing in metaphysics through the conception of Padartha having different categories are substance, quality, action, universal, inherence and absence. 2.4.9 Characteristics of philosophy of Nyaya – Epistemology: The Naya Philosophy was founded by the great sage Goutama. It

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is primarily concerned with the conditions of correct thinking and the means of

acquiring a true knowledge of reality. The ultimate reality of this- philosophy deals with the objects through which knowledge is possible because all knowledge in any way related to objects but with an independent entity. In this reason Naya Philosophy described as pluralistic realism. Knowledge or Cognition is the manifestation of objects through our senses. In Naya Philosophy objects are nine

NSOU ? CC-ED-02 ? 57 (1) Prthibi (earth), (2) Ap (water), (3) Tejas (fire), (4) Vayu (air), (5) Akasa, (6) Kala (Time), (7) Dik (Space), (8) Ataman (Self), (9) Manas (Mind). The different objects (dravyas) with their attributes can explain the universe and that is the fundamental aspects of acquiring true knowledge in Naya Philosophy. The Naya theory of reality is based on the Naya theory of Knowledge. There are four distinct and separate sources of true knowledge. They are • Perception, • Inference, • Comparison and • Testimony. Now we are going to discuss different sources of knowledge from Naya Philosophy— (1) Perception: Perception is immediate Cognition. It is a form of knowledge which manifests by contact of a sense organ with an object. Classification of Perception Perception (Immediate Knowledge) A) Ordinary (Laukika) Extraordinary (Alaulika) (Perception when contact with objects) (Perception through unusual media) B) Ordinary Perception External (bakya) Internal (Manasa) (Perception through external sense (Concerned with physical organs that is through sight, hearing, state on Processes) touch, taste and smell) The ordinary or Laukika Perceptions are of six forms - Visual, auditory, tactual, gustatory, alfactory and the internal or mental. The extraordinary or alaulika perception are of three kinds - Samanyalaksana, Janaalaksana, Yaogaja. Three modes of ordinary Perceptions

NSOU ? CC-ED-02 ? 58 (i) The First is Nirvikalpa or indeterminate which is cognition of things without any explicit interaction or characterization. (ii) The second is Savikalpaka or determinate in which the object is judged as passed by some characters. (iii) The third is Pratyabhijna i.e. recognition in its literacy meaning. It is recognition of some object i.e. cognition which was cognized before. In another classification it is divided into three kinds of inference — • Kevalanuayi (Cause and effect positive relationship) • Kevalavyatireki (Besides causes and effect relationship) • Anavayavatireki (both Positive and Negative relationship present here) Comparison: Comparison is the third source of valid knowledge which means to place things together to estimate their similarity and dissimilarity. It is the relationship between a name and things. For example, a man who does not know what is a buffalo may be told that it is an animal like the cow. If the man meets faces such an animal in a place and can able to recognize it as a buffalo will be due to comparison with his previous knowledge of analogy between two things. Verbal Testimony (Sabda): Testimony or Sabda means Verbal knowledge which can communicate information to other. In Nyaya philosophy it is considered as a Pramana as an independent entity. The Naya admits verbal statement is valid when it works from a trustworthy person. Verbal knowledge may be classified in two ways — Testimony or Sabda are of two kinds according to another classification: (1) The scriptural - It is the words of GOD. It is thus perfect and infallible by its very nature. (2) The Secular - It is not valid knowledge. It

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is the testimony of human being and may be true or false. Only that which proceeds from trustworthy person is

valued. Inference: The conception literary means cognition or knowledge which follows another knowledge (anu means after and mana means knowledge). To explain the conception of inference we can consider the following syllogism: o The hill is fiery, because it smokes and whatever smokes is fiery. Here we pass
NSOU ? CC-ED-02 ? 59 from perception of smoke in -

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the hill to the knowledge of the existence of the fire in it. On the ground of our previous knowledge of the universal relation between smoke and fire,

it ascertains the presence of fire due to smoke as it confirms the presence of smoke is the medium through which attributes of fire is being confirmed. The constituent of the above syllogism is given below •

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The hill is the minor term i.e. subject under consideration. • Fire is the major term i.e. which we have to prove. • Smoke is the middle term indicates the presence of fire.

The first step (The hill is fiery) in inference

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is the apprehension of the hetu (smoke) in the Pakasa. The second step (Because the hill is smokey) is recollection of the universal relation between hetu and Sadhya (Smoke and Fire). The last step is the cognition of Sashya (fire)

as related to Pakasa. Gautama suggests to three types of Inferences — • Puravat (Reasoning based on resemblance) • Sesavat (Reasoning based on .elimination) • Samayatodrasta (Reasoning based on inner support) Besides this, we have two kinds of classification for inference of Nyaya • Svartha (Inference for self) • Parartha (Inference for others) These are the four valid sources through which knowledge can be attained. The greatest contribution of Naya Philosophy is in its methodology which is almost accepted by the other systems. The Naya view is undoubtedly a natural and necessary platform for the evolution of thought anjj its practice for humanizing the betterment of self and society. Axiology: 1. Liberation is absolute cessation of pain and sufferings according to Naya Philosophy. 2. True knowledge of the self ultimately leads to liberation. It destroys egoism and able to differentiate of the self with the body. 3. Liberation cannot be achieved by the performance of duties only. The practice of yoga, austerities, the performance of duties and abstention from sins subsidiary to the acquisition of true knowledge.

NSOU ? CC-ED-02 ? 60 4. According to Naya, the self can neither be identified with mind (manas) nor can be identified with pure consciousness, but understood as consciousness belonging to an individual/subject. This is so because mind is atomic and unperceivable and hence devoid from perceive equalities. On the other hand, consciousness belongs to the individual self but not same as self. 5. Thus, consciousness is not the self but only an attribute of the self. It is an accidental attribute of the self. The self in its original state has no consciousness and hence devoid of cognition and knowledge. But when it comes to contact with sense organs it acquires consciousness. 6. Liberation is the state refrain from all kinds of sufferings and bondage those arises because of the self's association with body and sense organs. Nayikas uphold association and attachment are the sources of pain and suffering. Hence, as long as self is attached with body and sense organs, it goes through the cycles of birth and death. This implies Nayikas believe in law of karma. Liberation, according to Naya, can be achieved when there is cessation of karmic chain or karmic influx. It is a state where self is detached from body and sense organs. 7. Voluntary actions only are the objects of moral judgments. The Naya seems to advocate the doctrine of self determinism. The self freely wills and acts to realize its own good. 2.4.10 Educational Implications of Naya Philosophy Aims: Emphasis should be given on: • Development of perception. • Development of argumentations through cause and effect relationship. • To promote verbal knowledge through real objects. • To develop reasoning ability among learners. • Learners will be able to compare different sources of knowledge. • Development of creative thinking by applying the process of inference. • Development of values through proper cognition. • The Nyaya epistemology deals with the nature of valid knowledge, its instruments, extrinsic validity and invalidity of knowledge and the tests of truth.

NSOU ? CC-ED-02 ? 61 • The Nyaya definitions of knowledge are realistic. Truth is correspondence of an apprehension with its object. Curriculum: According to Naya Philosophy curriculum should be based on realistic approach. To know the world through the objects is the ultimate reality of this philosophy. So the curriculum must follow the basic principles of the realistic world and the values of life. Methodology: Education is provided through discussion method. It helps learners to determine reasoning ability. Both inductive and deductive reasoning are used during argumentation to prove the; logic of any particular topic. 2.5 Epistemological Characteristics of Jainism, Buddhism and Islamic thoughts: We have shared with you some general ideas about the Indian Philosophy: Theism and Atheism. We hope, you would like to understand these two concepts more critically as well as to extent your knowledge. We also discuss the Basic Epistemological charecteristics of Samkhya, Naya and Yoga schools (Arthodox Schools) of Philosophy and their Applications in Education. Now we are going to discuss the heterodox schools of philosophy like Buddhism and Jainism in terms of their Epistemological Characteristics and their educational Implications. After that Islamic school of philosophy will be discussed. 2.5.1 Epistemological Characteristics of Buddha Philosophy: Introduction: Buddhism is one of the prominent schools of Indian philosophy. It originated as a result of revolt against the Vedic practices. It was against the violence, animal sacrifices, caste and class distinction and exploitations of the Vedic period. It was based on the principles of equal treatment of the people, non-violence and peace.

Gautam Buddha, the propounder of Buddhism believed that the world is full of miseries. Sight of old age, disease and dead body gave a great shock to the conscience of Gautam Buddha. He engaged himself in solving the problems of suffering and death by trying to discover their causes through meditation and yoga so as to attain Nirvana. All these gave rise to the philosophy of Buddhism. NSOU ? CC-ED-02 ? 62 Basic Principles of Buddhism: Buddhism is different from many other faith traditions in that it is not centered on the relationship between human and his God. Buddhism is a religion without God like Jainism. It believes in transmigration and future life, though it does not believe in the permanent self. It emphasizes the law of Karma or moral causation. It aims at the extinction of suffering by extinguishing desire. It aims at inner and outer purity of life, the purity of the heart and the purity of external conduct. It rejects rites, ceremonies, sacrifices and penances. It stresses like Jainism the ethics of ahimsa, non injury in thought, word and deed. It enjoins extraction of egoism and ignorance. It aims at enlightenment and Nirvana on earth. Nirvana is insight, peace and selfless will. Buddhism is a religion of self help. Liberation does not depend on the grace of God. It has to be worthy by one's own moral efforts. Basic principles of Buddhism are placed below— I. Enlightenment is the goal of Buddhism. It aims at removal of ignorance and achievement through enlightenment. II. The world is without beginning and end. All phenomenons are subject to the law of Causation. There is no first cause. III. All is transitory, impermanent. IV. There is no being. There is only becoming. V. There is no permanent ego of self. There is only an impermanent stream of consciousness. VI. Transmigration is due to Karma. Actions in empirical life produce Karma. Transmigration leads to suffering. VII. Eightfold Noble Path and the perfections destroy ignorance. Buddhism is more than a religion; It is a tradition that focuses on personal spiritual development. To many; it is more of a philosophy and a humanistic way of life which can be summed up as striving to lead a moral life; being aware of one's thoughts and actions; and developing wisdom, compassion and understanding. Metaphysics, Epistemology and Axiology of Buddhism:

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Metaphysics of Buddhism: As far as it is concerned with Buddha, he did bot spend

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his energy in elaborating the metaphysics. He clarified that in relation to the topic of beings and world, and soul and god, nothing can be said in definite form, and in order to make human life successful and acquiring nirvana, his knowledge is of no help, therefore it is useless to think over them. On the topic of world, he just said this much that in this world no object is everlasting and not altogether mortal. On the topic of world, his this moral is known as 'Pratitysamutpad'.

Epistemology

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of Buddhism: In Buddhism there is feat conflict in the form of knowledge and the methods of acquiring it.

From the hinyanbuddhist school, 'Vebhashik' (brahmarthpratyakshvad) and 'Sotrantik' (brahmarthanumeyavad), these two philosophical groups were developed.

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According to Vebhashiks there are two ways of acquiring knowledge—absorb and adhyavsay. Absorb means to accept through the organs, through this we get the knowledge about the common form of the material. To relate the material with a name and class etc is known as adhyavsay. Sotrantik on the basis of organs emphaise on approximating with chit. Yogachar and madhyamik Buddhist philosophies do not

believe

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in the independent power of the world, they only believe in its physical dominance.

Generally in epistemology, the Buddha seeks a middle way between the extremes of dogmatism and skepticism, emphasizing personal experience, a pragmatic attitude, and the use of critical thinking toward all types of knowledge. Axiology of Buddhism : Buddhism accepts the inexorable law of karma. Though the world is a transient process and the self has no unity but only continuity, the continuity of a series entails and sustains the law of Karma. Thus each individual is responsible unto himself. The Buddha propounded 'Four Noble Truths about suffering'. They are dhukha- dhukhasamudays, dhukhanirodha, and dhukha-nirdhamarga (Suffering, the cause of suffering, possibility of the eradication of suffering and the path of liberation from suffering.). Dhukha-ninirodhamarga, the path of liberation from suffering in turn consists of Astangika- marga (an eight-fold noble path). The 'Four Noble Truths' and Eightfold noble Path' comprise the quintessence of Buddha Ethics.

NSOU ? CC-ED-02 ? 64 Salient Features of Buddhist Philosophy: The central doctrine of Buddhism is based upon the causal theory involving the formula 'this happening, that happens', which proceeds in a cyclic order in a sort of chain-reaction'. The start is made from the idea of ignorance (Avidya). From this proceeds greed, action, birth and rebirth and so on until the ultimate ignorance and greed are destroyed by knowledge. The salient features of Buddhist philosophy are– Four Noble Truths: One of the basic characteristics of the Buddhist philosophy is the four noble truths as consisted in the teachings of Lord Buddha. They are– • There is suffering (dukha), • There is a cause of suffering (dukhasamudaya), • There is cessation of suffering (dukkhanirodha), •

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There is a way leading to the cessation of suffering (

dukha-nirodhmarg). Under first noble truth, he emphasized that this world is full of sufferings. Old age, disease, death, etc. are all painful. He had also explained that the cause of distress, cause of pain and sufferings in human life is Trishna(thirst). He had also suggested the means of complete deliverance from all the pains and sufferings of human life. Eight-Fold

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Path of Buddhism: In order to be freed from the lust of life and materialism, he discovered the Eight-Fold path of the Aryas.

The Eightfold Path is expressed as the roads to the cessation of suffering and to enlightenment for the purpose of personal happiness and the happiness of all others. They are: 1.

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Right understanding for realization of life (sammadhitti); 2. Right thought for realization of life (

sammasankappa); 3. Right speech for realization of life (sammavacha); 4. Right Action for realization of life (sammakammantha); 5. Right Livelihood for realization of life (sammaajeeva); 6. Right Effort for realization of life (sammavayayama); 7. Right Awareness for realization of life (sammamathi);

NSOU ? CC-ED-02 ? 65 8. Right Concentration for realization of life (samma samadhi). The above eight paths consist

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of conduct, concentration and knowledge harmoniously cultivated. In Indian philosophy knowledge and morality are thought inseparable simply because morality or doing

of good, depends on the knowledge of what is good, about which all philosophers would agree, but also because perfection of knowledge is regarded as impossible without morality perfection, control of passions and prejudices. Buddha explicitly states in one of his discourses that virtue and wisdom purify each other and the two are inseparable. In the eight fold path one starts with 'right' views - a mere intellectual apprehension of the four fold truth. The mind is not yet purged of the previous wrong ideas and the passions or wrong-emotions arising therefore; moreover, old habits of thinking, speaking and acting also continue still. The last step of perfect concentration is thus made possible by the removal of all obstacles. The result of this unhampered concentration is perfect insight or wisdom, to which the riddle of existence stands, is clearly revealed once for all. Then

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ignorance and desire are cut out from their roots and the source of misery vanishes. Perfect wisdom, perfect goodness and perfect

equality and complete relief from suffering are simultaneously attained. Non-existence of Soul and God: Buddha believes that all things are transient. So, there cannot be any permanent soul or God. Though denying the continuity of an identical substance in man, Buddha does not

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deny the continuity of the stream of successive states that compose his life.

In Buddhist philosophy, the place of God is taken by the universal doctrine of Karma, which governs the universe in such a way that every individual gets the mind, the body and the place in life that he deserves by his past deeds. Karma and Rebirth: According to this doctrine, the present existence of an individual is, the effect of its past Karma and its future would be the effect of its present Karma. It believes that a person is happy or miserable only because of his actions. It believes in rebirth too. Nirvana: Buddhist philosophy believes that attainment of Nirvana is the ultimate aim of life. Attaining Nirvana implies attainment of salvation, i.e. freedom from the attachments or bondages of ignorance.

NSOU ? CC-ED-02 ? 66 Non-violence: Non-violence is a basic value of Buddhism. It spreads the message of non-violence and peace. It is dead against the animal sacrifices performed in the Vedic practices. Against the caste (Varna) system: Buddhism is against the rigid classification on the basis of Varnas, as prevalent in the Vedic system. He established equality among the people.

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The Buddhist philosophy is that form of Indian Philosophy which doesn't see the universe as having originated as an object neither a result of spirituality, but considers it rather Goal-headed and ensuant. It doesn't accept the concept of Spirit and the God and expresses the sole destination of a human life as the attainment of Nirvana, which can be attained by the Four-Holy Truths, the Eight- fold Path and the Three Gems. Characteristics of Buddhist

Education: The Buddhist system of education is the most important system of education in medieval period. Buddhist education came into the existence in the 5th century B.C. when in the later part of Vedic system of education deprived the common people of their right to education. Hence the emergence of Buddhism provided the opportunity to obtain education. Buddhist system of education was monastic. All castes were admitted to Buddhist Sangha, which served as the religious centres of Buddhism as well as educational institutions during the Buddhist period. The main characteristics of the Buddhist education system are- 1) Education in Monastery: Monasteries were the centre for imparting education during the Buddhist period. For admission the student had to present himself before the teacher and request him for giving education. The teacher was fully responsible for education of his pupil. In turn, the pupil had also to be responsive to the instructions received from the teacher. The student was not at all accountable to any other Bhikshuk in the monastery. 2) Pabbajja: Pabbajja was an accepted ceremony of the Buddhist monasteries. Pabbajja means going out. According to this ceremony the student after being admitted to a monastery had to renounce all his worldly and family relationship. An individual belonging to any caste could be admitted to a monastery and after being admitted he did not belong to any caste. After admission he had to change his old clothes and all old ways and the manners of living. For the Pabbajja ceremony the minimum age was eight years. 3) Upasampada: After the Pabbajja ceremony education continued for 12 years.

NSOU ? CC-ED-02 ? 67 When the students receive 12 years education he had to undergo the Upasampada ceremony. This ceremony was democratic in nature. The Shraman had to present himself before all other monks of the monastery. One could be admitted for the Upasampada ceremony only when the majority of the monks voted in favor of the same. After the Upasampada ceremony the Shraman was regarded as a full-fledged member of the monastery. On this occasion all his worldly and family relationship ended. 4) Qualities and Responsibilities of the Teacher: The teacher himself must spend at least 10 years as a monk and necessarily must have the purity of character, purity of thoughts and generosity. Both the teacher and student were responsible to the monastery. But regarding education, clothes, food and residence of the student monk, the teacher was fully responsible. The teacher was also responsible for any treatment of the student whenever he fell ill. 5) Daily Routine of Students: The daily routine of the students starts with arranging everything for the daily routine of the teacher. They cook food and clean his clothes and utensils. Whatever he acquired through begging alms, he would place before the teacher. The students always obeyed the teacher and none other. They were also responsible to keep the monastery and its surroundings clean. The students had to prepare themselves to receive education at any time whenever the teacher required him. Board and Lodging of the Students: In Buddhist period, education was imparted through monasteries and viharas. The teacher and the students lived together in these institutions. They followed simple living and high thinking principle. Their lives were full of purity, nobleness, dutifulness and humanity. Educational Implications of Buddhism: The principles of Buddhist philosophy have great educational implications. Therefore, Buddhist education system is revered as one of the prominent ancient educational systems of India. Aims of Education: The goal of Buddhist education is to attain wisdom. According to it, the main objective of our practice or cultivation was to achieve this ultimate wisdom. It believes that everyone has the potential to realize this state of ultimate wisdom, as it is an intrinsic part of our nature. The Buddhist education system aimed at regaining our intrinsic nature. It also teaches absolute equality which stemmed from Buddha's recognition that all sentient beings possess this innate wisdom and nature. Buddha's teaching helps us to realize that innate, perfect, ultimate wisdom. The aims of Buddhist system of education may be pointed out as–

NSOU ? CC-ED-02 ? 68 1) Nirvana: Education should aim at achieving Nirvana or self realization. It refers to emancipation from the earthly worries and miseries. Education should aim at giving eternal peace of mind and relieve oneself from physical sufferings. 2) Development of personality: Education was to control all the instinctive and physical needs and desires of man. Spiritual peace and happiness may be attained only through control of our senses. Education should train people to lead a simple life and a life of self discipline. 3) Physical and intellectual development: Jainism was in favour of both physical and intellectual development of the individual. 4) Religious and spiritual development: Another aim of Jainism was religious and spiritual development. Buddhist education aimed at propagation of the teachings of Buddhist religion as well as it emphasized on giving spiritual training to the learners. 5) Preservation and spread of culture: One of the main aims of the Buddhist education system was to propagate Buddhism in different parts of the world. 6) Development of attitude of non-violence: Education should generate the sense of non-violence in human mind. It should remove the narrow sense of killing of life for personal gain through the rituals of sacrifice. Curriculum The major objective of education being the spiritual development, study of religion naturally dominated the curriculum. It includes the study of the Tripitaka–Suttanta, Vinaya (precepts or rules) and Dhamma (Commentaries) which emphasize on meditation, discipline and wisdom respectively. The curriculum of Buddhist education system may be divided into two types– primary and higher education. In primary education, reading, writing and arithmetic were taught. Pali and regional languages were used as the medium of instruction. In order to fulfill the vocational needs of the common people spinning, weaving, tailoring, dyeing, printing, agriculture, commerce, accountancy and cottage industries were included. In higher education, curriculum had covered wide ranging subjects both intellectual and professional. They include philosophy, literature, logic, law, astronomy, medical science and warfare. Sanskrit used to dominate the higher studies. Provision was made for study of the four Vedas, Vedangas, Purana, Samkhya, Yoga, Tantra, Ayurveda & Vedanta, study of animals like elephants, horses and snakes. Everyone was free to choose his subject without any restriction.

NSOU ? CC-ED-02 ? 69 Methods of Teaching: The methods of teaching followed in the Buddhist education system are almost same as those used during Vedic period. Following were the methods of teaching of Buddhist period– 1) Oral Teaching: The art of writing had been well developed up to the Buddhist period. But due to the shortage and non availability of writing material verbal (oral) method of teaching was still more prevalent. The teachers used to give lessons to the students who learnt them by heart. The teachers used to put questions on learning the lesson by heart. 2) Discussion: Discussion was one of the methods of teaching in Buddhist period because it impressed the general public. Scholars discussed the important questions. Discussion continued till every kind of doubts is cleared. To establish the disputes point the following evidences of eight kinds were required theory, cause, example, parallelism, contradiction, evidence, argument and induction. The important of discussion encouraged the logic in the Buddhist period. The controversial matters could not be decided without logical arguments. 3) Tours: To fulfill the aim of propagating Buddhism and to give the students real and practical knowledge, tour was used as a method of teaching. Tours were given importance for educating people. After completion of the education the students were encouraged to undertake long tours. 4) Conferences: Conferences were arranged on full moon and first day of the month in Buddhist Sangha. The monks of different Sangha assembled and put forward their doubts freely. The attendance of every monk was compulsory in such conferences. An annual conference was arranged in which a well-renowned monk would challenge the whole Sangha to disprove his purity. 5) Meditation: Meditation was used as a method of attaining Nirvana. Women Education: Women education during Buddhist period was at its lowest ebb, as the women folk were despised in the sense that Lord Buddha had regarded them as the source of all evils. So, he had advised during his life time not to admit women in monasteries. But after some time due to the insistence of his dear pupil Anand, Buddha had permitted about 500 women along with his step mother for admission in the Vihars with many restriction and

NSOU ? CC-ED-02 ? 70 reservations. Strict rules were enforced for women monks. The first two years was their probation period. The women monks were not allowed to meet any male monk in loneliness and their residence was arranged separately at a distant place. They were not given any permanent post in the Sangha. Some monks could give them religious instruction twice a month in the presence of another monk. Critical Analysis of Buddhist Education: Merits of Buddhist Education: 1) Buddhist education was imparted in well organized centers, monasteries and Vihara which were fit places for educational purpose. Education was more democratic in its structure as well as function. 2) Buddhist education was free from communal narrowness. It was given to all sections of people irrespective of caste and creed. It gave more importance to genuine personality of the students while giving admission. It was also secular in nature. 3) The teachers and the students lived together and they led a simple life in the monasteries. The students were kept away from the life of temptation and public impurities. This kind of life had helped them for ideal education and meditation. 4) Buddhist education laid much emphasis on balanced physical, mental and spiritual development of the students. It aimed development of high moral character and ideal personality in the students. 5) Both the teachers and students led a controlled and disciplined life. They kept themselves away from instinctive pleasures like music, dance, fragrance, receiving gifts from others, etc. They were not allowed to contact women in the Sangha. 6) There was a cordial and pampered relationship between the teacher and the students. The teacher considered the students as his own sons and took all care and responsibility of them. The students also revered the teachers like their father. 7) There was no system of corporal punishment. The teachers completely trusted the personality of the students. The students also exhibited the sense of politeness, obedience and simplicity in their educational life. 8) Education was imparted through local languages which made education easily

NSOU ? CC-ED-02 ? 71 accessible to the common masses. No undue importance was given to Sanskrit which was used only by a small section of the society. 9) Buddhist education helped to gain international importance. Students used to come from other countries for higher education. It developed cultural exchange between India and other countries of the world. Demerits of Buddhist Education: 1) Buddhist education could not give the proper attention to the occupational, industrial and technical education. 2) It neglected social development because the Buddhist scholars devoted their whole lives to Sangha and Buddhism leaving their family life. 3) Following the principle of non-violence, Buddhist education system avoided military training which affected national defence. 4) The sanctity of the Sangha as an educational institution was destroyed as anti-social people were also given shelter in the Sangha. 5) Buddhist education system is considered undemocratic in nature as it totally discouraged women education. Girls were not allowed to get education in the Sanghas. 2.5.2 Epistemological Characteristics of Jainism: Concept of Jainism Jainism is considered as Non-Brahmanic or Sramanic system. It is a heterodox system in the sense that it is non-Vedic, ascetic and monastic in character. The basic ideas of Jainism are radically different from those of the so-called traditional and orthodox Brahmanism. It is quite independent of the Brahmanical system. Jainism does not acknowledge the authority of Vedic tradition. It is a system, which believes in non-theistic. Many scholars attempt to describe it, as an atheistic, religion discussing its origin and antiquity of Jainism. Jainism represents an important branch of Sramanic system of ancient India. Jainism is believed to be one of the oldest indigenous religions of India, probably to be a pre-Vedic religion. A Brief Account of Jainism: The origin of the Jaina faith can be traced out in the pre-historic time. The Jaina system

NSOU ? CC-ED-02 ? 72 believes in 24 Tirthankaras or the liberated propagators of the faith. Mahavira, the last Tirthankara, is not regarded as the founder of the system, because even before him Jaina teachings were existent. Although Mahavira is not regarded as the founder of the system, still his teachings gave a new outlook to Jaina system. Mahavira, who is also known as Vardhamana, was contemporary to Gautam Buddha. Jainism emphatically asserts that every soul is capable of attaining perfection if it wilfully exerts in that direction. But the real situation is that from time eternal the soul is bound with matter and it is the aim of every person to get the soul rid of matter so that soul can assume its true state. This spiritual emancipation requires the knowledge of the beatific condition and of the causes which stand in the way of its attainment. To find out these causes it is necessary to understand what are the existing elements or substances of nature and mode of their interaction. Basic Ideas of Jainism: Jainism believes that the whole universe can be divided into two categories, viz., Jiva, i.e., soul and Ajiva, i.e. non-soul. These two - Jiva and Ajiva - exhaust between them all that exists in the universe and Jaina philosophy is based on the nature and interaction of these two elements. It can be said in short that the living and the non-living, by coming into contact with each other, forge certain energies which bring about birth, death and various experiences of life; this process could be stopped, and the energies already forged destroyed, by a course of discipline leading to salvation. A close analysis of this brief statement shows that it involves following seven propositions. 1. Firstly, that there is something called the living. 2. Secondly, that there is something called the nonliving. 3. Thirdly, that the two (i.e. the living and nonliving) come into contact with each other. 4. Fourthly, that the contact leads to the production of some energies. 5. Fifthly, that the process of this contact could be stopped. 6. Sixthly, that the existing energies could also be exhausted; and 7. Lastly, that salvation could be achieved. These seven propositions are called the seven tattvas or realities in Jainism.

NSOU ? CC-ED-02 ? 73 Tattvas of Jainism: These seven tattvas are termed as follows: 1. Jiva (i. e. Living substance) 2. Ajiva (i. e. matter or non-living substance) 3. Asrava (i. e., the influx of Karmic matter in the soul) 4. Bandha (i. e., bondage of soul by Karmic matter) 5. Samvara (i. e., the stopping of Asrava) 6. Nirjara (i. e., the gradual removal of Karmic matter). 7. Moksha (i. e., the attainment of perfect freedom or salvation). It is clear that the first two of the tattvas deal with the nature and enumeration of the external substances of nature and the remaining five tattvas deal with the interaction between these two substances, viz., Jiva, i. e., spirit and Ajiva, i. e., matter. 1. Jiva: As regards the characteristics of Jiva, i.e., the soul, it is stated that there is an infinite number of souls; in fact, the whole world is literally filled with them. The souls are substances and as such they are eternal. Again, their characteristic mark is intelligence, which can never be destroyed. Further, the soul is ever all perfect, all powerful; but by ignorance it identifies itself with the matter and hence its degradation and troubles start. Furthermore, souls are of two kinds, viz., 1. Samsari, i. e., mundane souls and 2. Siddha or Mukta, i. e. liberated souls. Out of these, the samsarijivas, i. e. the mundane souls, are the embodied souls of living beings in the world and are still subject to the cycle of Births and Deaths and the Siddha or Mukta Jivas are the liberated souls and as such 1. they will not be embodied in future, 2. they have accomplished absolute purity, 3. they dwell in the state of perfection at the top of the universe, 4. they have no more to do with worldly affairs,

NSOU ? CC-ED-02 ? 74 5. they have reached Mukti or Nirvana or Nivrtti, i. e. liberation, and in their condition they have four enjoyments, viz., Ananta-darsana, i.e., unlimited perception, Ananta- jnana, i. e., perfect knowledge, Ananta-Virya, i.e., infinite power, and Ananta- sukha, i.e., unbounded happiness. In addition, from the Metaphysical point of view the difference between the Samsari-Jiva, i.e., the mundane soul, and the Mukta Jiva i.e. the liberated soul, consists in the fact that the former is permeated with subtle matter known as Karma, while the latter is absolutely pure and free from any material alloy. 2. Ajiva: Jaina philosophy starts with a perfect division of the universe into living and non-living substances, Jiva and Ajiva. The non-soul substances are of five kinds, viz., 1. Pudgala, i.e., matter, 2. Dharma, i.e., medium of motion, 3. Adharma, i.e., medium of rest, 4. Akasa, i.e., space, and 5. Kala i.e., time. These six living and non-living substances are called Dravyas in Jaina Philosophy. A Dravya has got three characteristics. First, Dravya has the quality of existence. Secondly, it has the quality of permanence through origination and destruction. Thirdly, it is the substratum of attributes and modes. The Dravya is thus un-created and indestructible, its essential qualities remain the same and it is only its Paryaya or mode or condition, that can and does change. 3. Asrava: The third principle Asrava signifies the influx of Karmic matter into the constitution of the soul. Combination of Karmic matter with Jiva is due to Yoga. Yoga is the activity of mind, speech and body. Thus Yoga is the channel of Asrava. The physical matter which is actually drawn to the soul cannot be perceived by the senses as it is very fine. 4. Bandha: When the Karmic matter enters the soul, both get imperceptibly mixed with each other. Bandha or bondage is the assimilation of matter which is fit to form Karmas by the soul as it is associated with passions. The union of spirit and matter does not imply a complete annihilation of their natural properties, but only a suspension of their function, in varying degree, according to the quality and quantity of the material absorbed.

NSOU ? CC-ED-02 ? 75 Thus, the effect of the fusion of the spirit and matter is manifested in the form of a compound personality which partakes of the nature of both, without actually destroying either. 5. Samvara: Effective states of desire and aversion, and activity of thought, speech or body are the conditions that attract Karmas, good and bad, towards the soul. When those conditions are removed, there will be no Karmas approaching the Jiva, that is complete Samvara — a sort of protective wall shutting out all the Karmas is established round the self. Thus Samvara is the stoppage of inflow of Karmic matter into the soul. There are several ways through which the stoppage could be effected. 6. Nirjara: Nirjara means the falling away of Karmic matter from the soul. The soul will be rendered free by the automatic falling out of the Karmas when they become ripe. But this is a lengthy process. The falling away may be deliberately brought through the practice of austerities. Thus, Nirjara is of two kinds. The natural maturing of Karma and its separation from the soul is called SavipakaNirjara and inducing a Karma to leave the soul, before it gets ripened by means of ascetic practices is called AvipakaNirjara. 7. Moksha: Moksha or liberation is the freedom from all Karmic matter, owing to the non-existence of the cause of bondage and the shedding of all the Karmas. Thus complete freedom of the soul from Karmic matter is called Moksha. Metaphysics of Jainism: The Jaina metaphysics holds that reality possesses innumerable qualities. So, an object possesses infinite number of characteristics of its own. Therefore,

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it is not possible for ordinary people to comprehend all the qualities of a thing. People can know only some qualities.

Therefore, the Jaina metaphysics is relativistic pluralism. It is also called anekantavada in the sense that an object or a thing includes infinite number of characteristics. Ordinary people cannot cover all the aspects of a thing. So, different standpoints or statements of a thing are called anekantavada. Again, Jaina metaphysics is relativistic in the sense that no statement or a standpoint of a thing can claim to be absolute. Therefore, all truths are relative in comparison to others. Every standpoints or statements are partially true. So, the Jaina metaphysics is called anekantavada or many ness of reality.

NSOU ? CC-ED-02 ? 76 The six constituents of the existence of Realities Soul or Consciousness Jiva Living Substance Matter Pudgala Non-living Subatance Space Akasa Non-living Substance Time Kala Non-living Substance Principle of motion Dharma Non-living Substance Principle of rest Adharma Non-living Substance ? UNIVERSE ? REALITY ? SUBSTANCE Conscious Unconscious Jiva Ajiva Pudgala Akasa Kala Dharma Adharma Doctrine of Anekantvada: Anekantavada is one of the most important and basic doctrines of Jainism. It refers to the principles of pluralism and multiplicity of viewpoints, the notion that truth and reality are perceived differently from diverse points of view, and that no single point of view is the complete truth. • Consequently, no single, specific, human view can claim to represent absolute truth.

NSOU ? CC-ED-02 ? 77 Application of Anekantavada: Anekantavada teaches us that the kingdom of truth can be reached through different ways. It also teaches us that we should not impose our own thoughts or views on others, but should try to reconcile with the thoughts or view-points of others. This principle, therefore, if earnestly put into practice shows us • How to remove our short-sighted, selfish and partial outlook. • How to remove discord and disharmony and establish concord and harmony in life, • How to respect candid opinions of all free thinkers of the world, and, therefore, the roots of modern democracy could be traced in this Jaina principle. It establishes unity in diversity. It promises reconciliation of divergent or conflicting statements, thoughts, ideologies, systems, religions etc. It can be a great instrument to peaceful co-existence and unity in the world. Epistemology of Jainism: The Jainas admit three sources of knowledge. They are respectively: Perception, inference and testimony. The Jaina shows that inference produces valid knowledge when it obeys the logical rules of correctness. Like inference, testimony also produces valid knowledge when it is the report of a reliable authority. From these sources of knowledge, it can be held that Jainas admit two kinds of knowledge. They are immediate and mediate or direct and indirect. The Jainas admit the twofold classification of knowledge — immediate and mediate. But they point out that what is ordinary regarded as immediate knowledge is only relatively immediate perception of external or internal object through the senses or mind is immediate as compared with inference. Still such knowledge cannot be said to be absolutely immediate, because even here the soul knows through the medium of something else. In addition to such ordinary or empirical immediate knowledge, there is also really or absolutely immediate knowledge, which a soul attains, by removing its Karma obstacles. In such knowledge the soul's consciousness becomes immediately related to objects, without the medium of senses, etc., simply by the removal of the Karmas that prevented it from reaching those objects. There are three kinds of really immediate knowledge -

NSOU ? CC-ED-02 ? 78 Avadhijana — when a person has partially destroyed and allayed the influences of Karmas, he acquires the power of knowing objects which have forms but are too distant or minute or obscure to be observed by the senses or manas. Such immediate knowledge by the unaided soul is, however, limited as its objects are limited and therefore, it is called avadhijana. Manah-parayaya — when a person has overcome hatred, jealousy, etc, he can have direct access to the present and past thoughts of others. This knowledge is called manah- Parayaya (entering a mind). Kevalajana— When all Karmas that obstructed knowledge are completely removed from the soul, there arises in it absolute knowledge or omnia science. This is called Kevalajana. Only the liberated souls have such knowledge. According to Jaina system, knowledge is again, divided into two kinds. • Pramana • Naya Pramana: The first one is Pramana. It means knowledge of a thing as it is. Pramana are of five kinds: Mati or "sensory knowledge", Sruta or "scriptural knowledge", Avadhi or "clairvoyance", Manahparayaya or "telepathy", and Kevala or "omniscience" Naya: The second one is Naya. It means the knowledge of a thing in its relation. Naya means a standpoint of thought about a thing. Nyaya, as a pramana, holds that we can get partial knowledge of a thing. So, Partial knowledge of different aspects of a thing is called Naya. It is not at all possible to get complete knowledge of a thing. Therefore, according to Jaina, truth is relative to our different standpoints of thought about a thing. The Jainas point out that the different kinds of immediate and mediate knowledge that we possess about objects show that every object has innumerable characters. It is viewed that an omniscient person is capable to

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obtain an immediate knowledge of an object in all its aspects but an imperfect being can

not do so. Such partial knowledge about someone

NSOU ? CC-ED-02 ? 79 is called 'naya'. Judgment based on such partial knowledge is also called a 'naya'. Judgment about any object is, therefore, true only in reference to the standpoint occupied and the aspect of the object considered. The Jainas insist that every judgment should be qualified by some word like 'somehow' or 'in some respect', so that limitations of this judgment and the possibility of other alternative judgments from other points of view may be always clearly borne in mind. It implies, then, a principle — certainty under some conditions, i.e. the judgmental approach is perhaps open or flexible. Doctrine of Syadvada: Syadvada is the theory of relativity of knowledge. It is also called saptabhanginaya or the seven fold judgment. The word 'syat' literally means 'may be', 'probable', 'perhaps'. Therefore, it is also known as the probability theory of knowledge. Jainism through the theory of 'syadvada' holds that reality has infinite number of characteristics. People cannot know all the characteristics of a thing. Therefore, human knowledge regarding the absolute nature of a thing is probable. The theory of Syadvada holds that all judgments are conditional, relative and limited. No judgment can be absolutely wrong or true. This indicates that judgments are partially true or partially false. It means that all affirmative judgments presuppose negations as well as all negative judgments presuppose affirmation. Affirmation and negation are the two edges of a judgment. In case of explaining the nature of Syadvada, Jainas put forward a story of the six blind men and an elephant. The blind men put their hands on the different parts of the elephants in order to describe the whole animal. The first blind man who touched the ear of the elephant opined that the elephant was like a- country made fan. The second blind man who caught the leg of the elephant viewed that the elephant was like pillar. The third blind man who touched the trunk of the elephant said that the elephant was like a python. The fourth blind man who caught the tail of the elephant viewed that the elephant was like a rope. The fifth one who touched the side said the elephant was like a wall. The last one who touched forehead opined that the elephant was like the breast. From the story of the six blind men and an elephant it is derived that each blind man thought that his explanation regarding the elephant was correct. But he, who can see the animal, can view that each explanation regarding the elephant was partially correct. Therefore, the syadvada theory of the jainas shows that our judgments or standpoints bring out the

NSOU ? CC-ED-02 ? 80 different aspects of reality. Our judgments express only partial truth. No judgments are absolutely true. The word 'syat' should be incorporated to all judgments to point out the conditional character of judgments. The Jainas distinguish seven kinds of Judgment including these two and the Jaina logic recognizes the following seven kinds of conditional judgments:-

- Somehow, S is P (Syatasli)
- Somehow, S is not P (Syatnasti)
- Somehow, S is P, and is also not P (Syatastica, nastica)
- Somehow, S is indescribable (Syatavaktavyam).
- Somehow, S is P and is also indescribable (Syatasli ca, avaktavyamca).
- Somehow, S is not P, and is also indescribable (Syatnastica, avklavyamca).
- Somehow, S is P, and is also not P, and also indescribable (syatastica, nastica, avaktavyam ca)

Now, we can explain the seven fold judgments of syadvada: Syadasti (Perhaps S is): This is an affirmative judgment. From the point of its own substance, place, time, and nature, a thing exists. The pot exists as an earthen substance possessing red colour in summer at Guwahati. Syannasti (Perhaps S is not): This is a negative judgment. From the

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point of view of substance, place, time, and nature, a thing does not exist as other things. The pot does not exist as watery substance possessing dark colour in spring at Nagaon. Syadastinasti (

Perhaps S is, is not): The third is an affirmative and negative judgment in succession. The pot exists as its own substance in its own place at a particular time with its own nature. It does not exist as substance in another place at another time with another quality. Syadavaktavyam (perhaps, S is indescribable): This is simultaneously both affirmative judgment, and negative judgment. The presence nature of the pot as an earthen substance with its red colour and absence of its watery substance with dark colour inhere in a substance. But it cannot be expressed. But in another sense it cannot be absolutely indescribable. Like the concept of maya of Advaita Vedanta it includes both the thesis and the anti-thesis at the same time. Syadasti cha avaktavyam (perhaps, S is an indescribable): This is an affirmative judgment combined with simultaneous affirmative judgment and negative judgment. This indicates that

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when a predicate is affirmed of a thing with reference to its substance,

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and a predicate is affirmed of it as described above and denied of other things as different

substances in other places and times and with different natures simultaneously. Hence, we get affirmation and indescribability. Syadnnasti cha avaktavyam (perhaps S is and indescribable): This is a negative judgment combined with simultaneous affirmative and negative judgment. It shows that when a predicate is denied of other substances in different places at other times and with different natures and a predicate is simultaneously affirmed of the thing and denied of other things. Hence, we get negation and indescribability. Syadasti cha nasti cha avaktavyam: (Perhaps S is, is not, and indescribable): This is successive affirmative judgment and negative judgment combined with simultaneous affirmative and negative judgment. It indicates that when a predicate is affirmed of a thing as its own substance in its own place at its own time and with own nature, and the same predicate is denied of other substances in other places at other times and with other natures. So, affirmation and denial are made simultaneously. Here, we get affirmation, negation, and indescribability. From these seven fold judgments it is clear that an affirmative judgment holds that a thing exists in its own substance, its own place, its own time, and with its own nature. On the other hand, a negative judgment holds that a thing is non-existent in its other substances, other places, other times, and with other natures. The five other judgments are the combinations of affirmative and negative judgment. Affirmation implies negation and negation implies affirmation. It shows that a thing is existent with its own nature and non-existent with other natures. Therefore, it is clear that Jaina's concept of Syadvada advocates relative pluralism or a many-sided of reality. Seven Forms of Syadvada: The Jaina doctrine of Syadvada is the system of safeguards which aims at maintaining the proper consistency in metaphysical thought. It proceeds to unravel the theory of contradiction and points out that contradictory speech is resolvable ultimately in seven limbs or forms, as follows:

- Affirmance (of a proposition)
- Denial (of a proposition)
- Indescribability (simultaneous affirmance and denial)
- Affirmance + denial

NSOU ? CC-ED-02 ? 82 • Affirmance + indescribability • Denial + indescribability • Affirmance + denial + indescribability From the epistemological standpoint we can know only some characters of an object; this is called 'Syadvada'. Again, from the metaphysical standpoint this is called anekantavada, because an object has infinite number of characteristics. Indeed, the two doctrines like Syadvada and Anekantavada are the two sides of the same coin. We commit a mistake in Jain metaphysics when we regard a statement or a standpoint as an ultimate or absolute view regarding an object. Then we commit a fallacy of ekantavada. Ethics of Jainism: To govern the conduct of man in the society, ethics is emphatically considered to be a very important code of rules by all the great religions of the world. Ethics is the foundation of all religions indicating the relationship between man and the universe, and his goal in life. Jain ethics is not merely only a way of thought but also a way of life. It forms the general basis among the basic principles of Jain philosophy. The central problem in Jain ethics is liberation from misery. It finds greater emphasis among the religions of India because of their peculiar doctrine of Karma. Jainism believes that moral effort is sufficient for human progress. It doesn't consider personal God as necessary to fulfill all the desired demand of morality. The necessary is the isolation of the soul from the bondage of Karma. Therefore, in Jainism ethics assumes an over-riding importance over all other aspects of the religious life. Thus, the formulation of Jain ethical theory is stranded in Jain metaphysics. The Jain metaphysical outlook is known as Anekantavada or non-absolutism. However, it is to be noticed that Jain ethics is not only depending on the background of metaphysics but on epistemology also. According to Jainism, the universe is uncreated and real by virtue of its being existential and is, therefore, eternal everlasting, with a beginning and without an end. The Concept of God in Jainism: Jainism believes that universe and all its substances or entities are eternal. It has no beginning or end with respect to time. Universe runs on its own accord by its own cosmic laws. All the substances change or modify their forms continuously. Nothing can be destroyed or created in the universe. There is no need of someone to create or manage the affairs

NSOU ? CC-ED-02 ? 83 of the universe. Hence Jainism does not believe in God as a creator, survivor, and destroyer of the universe. However Jainism does believe in God, not as a creator, but as a perfect being. When a person destroys all his karmas, he becomes a liberated soul. He lives in a perfect blissful state in Moksha forever. The liberated soul possesses infinite knowledge, infinite vision, infinite power, and infinite bliss. This living being is a God of Jain religion. Every living being has a potential to become God. Hence Jains do not have one God, but Jain Gods are innumerable and their number is continuously increasing as more living beings attain liberation. The Concept of Soul in Jainism: The concept of soul has an enormous influence upon all the religious systems. It has become a curious important philosophical analysis in the history of human thought. According to Jainism, soul is a substantive reality. It is pure consciousness, that is to say, in other words, an embodiment of infinite knowledge, and a totally different kind of substance from matter. Jainism believes in plurality of soul. It means that every living being has its own individual soul. Not only human beings and animals, even trees, plants, bacteria and microscopic organism have souls. According to Jainism, the differentiating characteristic of a living being is its being a substratum of the faculty of cognition, which is only a manifestation of consciousness. All living beings, whether big or small, has a soul. All souls are equal.

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Every soul from the lowest to the highest possesses consciousness. The

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to the obstacles of karma. The lowest souls which inhabit material atoms appear to be lifeless and unconscious, but in fact life and consciousness are present in them though in a dormant form. Purest consciousness is found in the emancipated souls, where there is no shred of karma. All souls are really alike. The degrees of consciousness are due merely to the karmic obstacles" (Sharma, 1987 :). Jainism

believes that the soul is absolute and permanent. The soul has the capability to obtain freedom elevating upwards to liberation through the destruction of its karma. Every soul in its essence and inherent nature possesses four infinities. These infinities are infinite knowledge, infinite intuition, infinite bliss and infinite power. Under some conditions, these characteristic are obscured by karma. Jainism, with its explicit believes that soul is potentially pure in its inherent form. The following are the qualities of soul: NSOU ? CC-ED-02 ? 84 1) The faculty of omniscience (Kevala-jnana) 2) The faculty of absolute undifferentiated cognition (kevala-darsana) 3) The superiority over joy and grief (avyababha) 4) The possession of complete religious truth (samyaktva) and irreproachable moral conduct (charitra) 5) The possession of eternal life (aksayasthiti) 6) Complete formlessness (amurtatva) 7) Complete equality in rank with other jivas 8) Unrestricted energy (virya) The Concept of Karma in Jainism: In Jainism, karma is the basic principle to reach the highest level. Karma is thought of as

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a kind of pollution that taints the soul with various colors. Based on its karma, a soul undergoes rebirth and impersonate in various states of existence—like heavens or hells, or as humans or animals.

The Jain theory seeks to explain the karmic process by specifying the various causes of karmic influx and bondage (bandha), placing equal emphasis on deeds themselves, and the intentions behind those deeds. The Jain karmic theory attaches great responsibility to individual actions, and eliminates reliance on supposed existence of divine kindness.

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The Jain doctrine also holds that it is possible for us to both modify our karma, and to obtain release from it, through the austerities and purity of conduct.

There are many types of karma. However they are broadly classified into the following eight categories: Mohniya karma: It generates delusion in the soul in regard to its own true nature, and makes it identify itself with other external substances. Jnana varaniya karma: It covers the soul's power of perfect knowledge. Darasna varaniya karma: It covers the soul's power of perfect visions. Antaraya karma: It obstructs the natural quality or energy of the soul such as charity and will power. This prevents the soul from attaining liberation. It also prevents a living being from doing something good and enjoyable. Vedniya karma: It obscures the blissful nature of the soul, and thereby produces pleasure and pain.

NSOU ? CC-ED-02 ? 85 Nama karma: It obscures the non corporeal existence of the soul, and produces the body with its limitations, qualities, faculties, etc. Gotra karma: It obscures the soul's characteristics of equanimity, and determines the family, social standing, and personality. Ayu karma: It determines the span of life in one birth, thus obscuring soul's nature of eternal existence. While traveling on the path of spiritual progress, a person destroys all eight types of his karmas in the following sequence: First Mohaniya (delusion), then Jnana varaniya (knowledge), Darasnavaraniya (vision), and Antaraya (natural qualities) all three together. At this time, he attains Kevalgnan and he is known as Arihant, which is also known as Tirthankara, Jina, Arhat, Kevali, or Nirgantha. Lastly the remaining four karmas namely Vedniya (pleasure and pain of the body), Nama (body), Gotra (social standing), and Ayu (life span) are destroyed. At this time, he attains total liberation and he is known as Siddha.

NSOU ? CC-ED-02 ? 86 Source : [wikimedia.org/wikipedia/commons/4/40/Types_of_Karma.JPG](https://commons.wikimedia.org/wiki/File:Types_of_Karma.JPG)

NSOU ? CC-ED-02 ? 87 Thus Jainism believes in the right faith, right knowledge, right conduct, non-injury, truthfulness, non-stealing, celibacy and non-adultery, non-acquisition of wealth, amity, appreciation, compassion, equanimity, forgiveness, humility, straightforwardness, purity of mind, control of senses, mercy, penance, renunciation, greedlessness, chastity, respect for other's view-points, etc. In short Jainism has advocated for all the best virtues required for peaceful and happy living for all the living beings and also required for the liberation of the soul from the cycle of birth and death. Jainism has thought of every possible situation in life, has elaborately analyzed them and has guided the followers of all categories towards the right path. The salient features of Jainism philosophy are discussed as under– Soul and Matter: According to the Jainism, the universe is eternal and uncreated and contains two types of entities– souls (jiva) and non-living matter (ajiva). The suffering individual is a Jiva or a living, conscious substance which is inherently perfect. But there are certain obstacles which rob the soul of its native perfection. The material body identifies itself with the soul. The body is made of particles of matter. This body seeks the guiding force in the soul's own passions. The inanimate aspect i.e. ajiva of the cosmos is basically made up of atomic matter, but Jainism also lists four other substances– space, time, the medium of motion (dharma) and the medium of rest (adharma). Anekantavada: Jainism holds

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that a real thing is endowed with an infinite number of qualities and

modes.

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All objects of knowledge are manifold or multiform (anekanta). They have infinite qualities and relations which distinguishes them from other objects.

According to this principle, an object can be viewed from a number of perspectives. Jainism believes that perception gives only a partial view of what is perceived. Syadvada: It has been observed that absolute judgements are not possible in the Anekantaphilosophy, because all objects are believed to be multiform. Therefore, every judgement expresses one aspect of reality and it is therefore, relative and subject to some condition. Reality: According to Jainism, the world is composed of substances of different kinds. But every substance consists of two characters– essential and accidental. Essential characters (guna) are those which remain in the substance as long as the substance remains. Accidental Characters (paraya) come and go or they succeed one another. Karma: The relationship between jiva and ajiva is considered as the real bondage. It is believed that this bondage is due to deeds (karma). The jivas have to face the consequences

NSOU ? CC-ED-02 ? 88 of its deeds. Its colour, physical beauty, age and other senses are according to its deeds. Salvation: It is the separation of the soul from the inanimate. Detaching oneself from attachment and malice leads to salvation. Salvation brings an end to all the miseries and pains and one becomes a master of the supreme knowledge. Values: Ignorance is the cause of bondage. Right knowledge is the act of liberation. Right faith, right knowledge and right conduct are the three jewels of Jainism. So, it is primarily ethical. Discipline is enforced strictly. There are five vows– non killing (ahimsa), truth (Satya), non stealing (astaya), non possessing (aparigraha) and virtuous life (Brahmacharya). Educational Implications of Jainism: In view of Jainism, education is an important activity – a process of development, a path to the highest goal of life. Though Jainism has not directly propounded any educational theory, some educational implications may be derived from its principles. Aims of Education: Jainism does not have any predetermined absolute goals. It believes in the development of the self. The final aim is the development of personality. Individual and social aspects of Personality is equally emphasized. Some of the important aims of education propounded by Jainism are– Self-realization or Exaltation of Personality: Jainism emphasizes the work of man's personality and spiritual nature. Man's soul is more important than his material structure. The aim of human life, according to Jainism, is to acquire the knowledge of his soul. Therefore, self-realization is admitted as the aim of education according to Jainism.

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The aim of education is to enable the child to realize the soul; recognize his real form, and

proceed towards self knowledge. Preservation and enrichment of cultural environment: The child's environment is not merely physical or material but cultural also. To Jainism, the spiritual or cultural environment is the fruit of man's own creative activities. It belongs to all and it is the common heritage of mankind. The aim of education should be to enter into this cultural heritage to the best of its capacity, preserve it and improve upon it. Development of moral sense: Another aim of education

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according to Jainism is to develop the child's moral sense and thus enable him to distinguish right from wrong, to love good and despise evil. The goal of life as well as of education should be the realization of

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moral values by developing the spiritual character of the learner. Development of inventive and creative powers: Man is not helpless like other beings. He has got certain inventive and creative powers.

Education should aim at developing these

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inventive and creative powers. Through these inventive and creative skills, he should change and modify the environment according to his needs and purposes. Development of

complete man: Education, according to Jainism, should aim at developing child into a complete man with full physical, intellectual, moral, spiritual, emotional and cultural uplift. Physically he must be stout; intellectually he must be alert and think like a philosopher, and scientist; morally he should have determination to follow good and to avoid evil; spiritually he should have the freedom of mind, freedom from ignorance, wants and passions. The aim of education should be to train the whole man completely and fully for manhood and not only some parts of man. Simple living and high thinking: Jainism regards that simple living and high thinking should be another aim of education. More than the environment it is the mind that needs to be controlled. Education should aim at training the mind to control itself. Curriculum Jainism believes that curriculum should be constructed on the basis of the learner's environment. Knowledge is relative. By knowing different parts, we may hope to get all about one relatively. It is possible to allot some place in the curriculum for those activities which cannot be said to be perfectly true. The multi-dimensionality of personality should be taken care of. According to Jainism the final truth in this material world should be acquired. Spiritual environment is more important but natural environment cannot be neglected. So, the curriculum should include ethics, religion, and philosophy but should not oppose science. Man's intellectual, aesthetic, moral and religious activities are included in the spiritual environment. More aspect of individual's growth was emphasized in terms of right conduct. Man is a combination of body and mind, of which

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the latter is more important. But even mental activity would be difficult if physical needs are not

fulfilled. Man can proceed towards self realization only when he controls his physical needs. Therefore, the knowledge of the material world is also necessary. From this point of the curriculum would also

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include physical education. Knowledge of natural environment is acquired through natural sciences; therefore, Jainism does not condemn subjects like Physics, Chemistry, Biology, Geography, Astronomy, Geology, Botany and Zoology.

For spiritual development subjects like the art,
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literature, ethics, philosophy, religion, psychology and music are more important. The study of these subjects develops the soul of man. Without

the study of these subjects man would be confined to natural environment. The study of space and five elements are also emphasized in Jainism. Methods of Teaching: Jainism provides lofty aims of education but speaks very little about methods of teaching. It advocates concentration as a method of teaching by which to attain knowledge. The very essence of education is concentration of mind. According to Jainism

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the power of concentration is the only key to the treasure-house of knowledge. It advocates that the very essence of education is concentration of mind not the collection of facts.

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One of the fundamental principles of education that Jainism follows is to see the best in every person. It believes that seeing and emphasizing

the strong points in an individual is the best way of building that individual. Therefore, Jainism is against all negative attitudes and expressions. Religion is nothing unless it is practiced. The educational system should plan and provide activities which will

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develop such qualities. Progressive methods of education all over the world aim at making children active participants in the process

of learning instead of being passive recipients. With this end in view, various kinds of activities have been devised. Jainism has suggested that our daily duties could become the basis of designing learning activities in the school and the home. Based on the philosophy of Jainism, the following may be listed as the characteristics of the methods of teaching– • Teaching through senses • Teaching should be tolerant and social • Teaching should be ideally oriented • Teaching should be action based • Strong emphasis on memory • Spiritual aspect stressed in teaching • Mother tongue as the medium of instruction • Debate and discussion as method of teaching • Stressed residential life for students.

NSOU ? CC-ED-02 ? 91 Critical Analysis of Education in Jainism: Merits of Education in Jainism: 1) According to Jainism, education is free from any kind of discrimination. It was given to all sections of people. 2) Jainism emphasizes residential education which encourages students and teachers to live together. It helps the students to get more opportunities for learning. 3) The curriculum suggested by Jainism is comprehensive and includes both natural and spiritual elements. 4) Jainism gives a very important place to moral principles in education. It propagated the five vows. Demerits of Education in Jainism: 1) Jainism over emphasize on moral and spiritual education. 2) Following the principle of non-violence, education in Jainism also avoids military training. 2.5.3 Epistemological Characteristics of Islamic Philosophy: A Glimpse to Islamic Philosophy You may start your journey to the present discourse just recalling the name of the West Bengal Board of Madrasah Education which is holding five public examinations like High Madrasah, Alim, Fazil, Kamil, and M.M. Examinations and administering Madrasah education in this State and in 2001 about 18,000 students appeared in all of the five examinations. Moreover, the famous Calcutta Madrasah is acting as Centre of Research in Arabic, Persian and Islamic studies under the patronage of this State Government. Similarly, in some other States of India there are Madrasah Boards of Education. All these academic activities are connected with a common thread of thoughts which is Islamic philosophy. The cardinal points of the Islamic education as well as tradition are based on the Islamic Philosophy which is illuminating thoughts and beliefs of Muhammad (AD 571-632) embodied in the holy book Quran which means "The Reading". Originally written in classical Arabic it tells the followers of this great prophet (Muslims) that each person will be Tried in the Last Judgment, when Allah (one true God) will judge all souls. Those who have followed the will of Allah will be eternally rewarded. Islam is a comprehensive way

NSOU ? CC-ED-02 ? 92 of life and "... after all, makes it a duty for everyone to seek knowledge and discover facts, and increase the welfare of mankind" (Sardar, 1989, p.25). Some basic beliefs of the orthodox Islamic religion, according to Ozman & Craver consist of: One God; Sacred ground (All the earth belongs to Allah, so wherever one prays becomes holy ground); Equality before God; A life hereafter; Truthfulness; The sinfulness of adultery; Charity; Duty to animals; etc. In this connection the religious duties of Moslems are stated in the "Five Pillars" of Islam which govern the total life of its followers. 1. Belief: Moslems professes faith as, "I bear witness that there is no God but Allah, and that Muhammad is the prophet of Allah". 2. Prayer: Muhammad required formal prayer five times a day at sunrise, noon, midafternoon, sunset, and nightfall. 3. Fasting: A fast during the month of Ramadan is required for all. During that time one cannot take food or drink between sunrise and sunset. 4. Almsgiving: One is encouraged to share goods and money with the poor and to support Moslem schools and mosques. 5. Pilgrimage: Muhammad urged his followers to travel each year the sacred city of Mecca. At the very least, one should do this once during his lifetime. Like many other religions of the world Islamic religion has also experienced great reform but its cardinal faiths are more or less stable. Let us now advance into understanding Islamic philosophy of education in the lenses of Mohammad Iqbal, a renowned poet, thinker and philosopher of united India. In brief his reflections are presented in the next paragraphs. Khudi (literally, Selfhood or Individuality) is a real and pre-eminently significant entity which is the centre and basis of the entire organization of human life. The negation of Self, or its absorption into the Eternal Self should not be man's moral or religious ideal, he should, instead, strive to retain his infinitely precious Individuality and to strengthen it by cultivating his originality and uniqueness. In the word of Quran, man is held as the "trustee of a free personality which he accepted at his peril" and his

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unceasing reward consists in his "gradual growth in self-possession, in uniqueness and intensity of his activity as an ego". The

Self or individuality is not a datum but an achievement, the fruit of a constant, strenuous efforts in and against the forces of the external environment as well as the disruptive tendencies within man himself. The life of man 'is a kind of tension caused by NSOU ? CC-ED-02 ? 93 the Ego invading the environment and the environment invading the Ego'. Through this give-and-take between the individual and his many-sided environment, through establishing as many intensive and fruitful contacts with the surrounding reality as possible, the individual evolves the inner richness of his being. Moreover, life cannot unfold all its possibilities, nor can the individual develop his latent powers, except in an atmosphere of freedom-learning by direct, personal, first hand experience. Individuality is not divorced from community or culture. Readily equipped with a free personality (trust) and actively in contact with his environment, man sets his journey to unlimited development which, in its essence is the process of his education through reflective observation as revealed to one's sense perception, man grasps Reality piecemeal, temporal aspects, on the contrary, through intuition or Love or direct perception by the heart man apprehends and associates directly with Reality in its wholeness. Purpose of life is to be a good man. Education aims at developing good character. The good life must be a life of active effort and struggle, not one of withdrawal or seclusion or slothful ease. Secondly, the good man must learn to apply his intelligence increasingly to the exploitation of the forces of Nature, thus adding progressively his knowledge and power but it will be guided and controlled by Love (intuition). In order to develop such a good character exemplified by sensitiveness and strength- sensitiveness to the good of humanity and to ideal values, strength in carrying one's purposes the appropriate education must inculcate Courage, Tolerance and Faith (an inner attitude of detachment and superiority to man's material possession, a kind of intellectual and emotional asceticism which does not turn away man from the world as a source of evil and consumption but uses it for the pursuit of good and worthy end). "In power, it saves him from an attitude of arrogance and self-intoxication; in political subjection, it enables him to spurn the temptations, bribes, and snares with which the ruling power tries cynically to corrupt integrity and character of a subject people." (Saiyidain, 1965, 1988). From educational terms the character of the good man-the true Believer, the Momin. "He is a man who develops all his powers and strengthens individuality with contact with his material and cultural environment. His self-respect gives him courage, his tolerance and respect for the rights and personality of others makes him sensitive to the claims which their common humanity makes on him." (Saiyidain, 1965, 1988). Iqbal puts it as :He is a flashing sword against untruth. And a protecting shield for truth!

NSOU ? CC-ED-02 ? 94 Basic Tenets of Islamic Thought: • Man is a creation of God who can choose to conform to his ordinances. • Man has intelligence, will and speech. But man is also weak and forgetful. • Conformity with God's will determines a man's destiny in this life and the next. • The right way to live is according to God's will, which he has revealed through the prophets. • Islam is a restatement of what God has to say to man as a set of beliefs. • Right faith is essential for right action. Whether action is right or wrong will be judged on the basis of beliefs given in Quran and traditions of Prophet. • Islam has provided the social framework for a great culture for more than a thousand years. • The purpose of Islam is to create peace in the world and to establish sovereignty of God on earth. • Five fundamentals of Islam are Shahada (faith), Namaz or Salat (prayer), Zakat (Charity), Sawm or Ramadan (Fast) and Hajj (Pilgrimage to Mecca). Namaz is for God, Zakat is for helping poor and needy, Ramadan (fast) is for self purification and Hajj is for establishing universality of Islam. • Wiping out evils and flourishing good in the society are their important duties of Muslims on earth. It will be done in the same way as Prophet used to do during his life time. • Means and ends both should be pious and purpose of creating Muslims on earth is to establish peace and justice among humans irrespective of caste, creed or colour. • Jihad (Holy War) becomes incumbent on Muslims when people are not allowed to follow the fundamentals of Islam. Killing of innocent people even for the establishment of Islamic rule in the society is terrorism not jihad. Features of Islamic Thought • Islam is universal: The Islamic system is such that it makes all men as one community and does not make any distinction on the basis of language, race, colour, culture or history.

NSOU ? CC-ED-02 ? 95 • Islam is comprehensive: It provides a complete code of conduct for living. It is not merely for individuals but nations as well. • Islam is eternal: From the beginning of the universe, Islam has been the only true religion. Islam is not a novel religion that appeared in Arabia four centuries ago, preached by the prophet Muhammad. It is the religion God made known on the day when man first appeared on the earth. • Islam does not make any distinction on the basis of colour: Islam considers all human beings on the same footing and does not discriminate on the score of colour. Islam promotes harmony between the individual and the society, faith and science, the material and spiritual. • Islam is misunderstood: It has been the misfortune of Islam that it has been misunderstood by various religions and their followers. The causes of misunderstanding are improper interpretations of Jihad, the alleged use of sword in spreading Islam, imposition of Jizya, polygamy, divorce. Basic Philosophy of Islamic Thought: Islamic doctrine, law and thinking in general are based upon four sources or fundamental principles – (1) The Quran, (2) Sunnah, (3) Ijma, and (consensus) (4) Ijtihad (individual thought) • The Quran is regarded as the verbatim word, or speech, of God delivered to Muhammad by the archangel Gabriel divided into 114 chapters of unequal length, it is the fundamental source of Islamic teaching. • Sunnah was used by pre-Islamic Arabs to denote their Tribal or common law. In Islam it came to mean the example of the prophet – i.e. his words and deeds are recorded in compilations known as Hadith. Hadith provide the written documentation of the prophet's words and deeds. • The doctrine of Ijma, or consensus, was introduced in the 2nd century AH. Though conceived as a "consensus of scholars, Ijma was in actual practice a more fundamental operative factor Ijtihad, meaning "to endeavor" or "to exert effort" was required to find the legal or doctrinal solution to a new problem. • In the early period of Islam Ijtihad took the form of individual opinion there was a wealth of conflicting and chaotic opinions. The stream of Islamic education continued to flow in India for a period almost 500 years. Its system passed through the hands

NSOU ? CC-ED-02 ? 96 and religious education began and consequently a tendency toward professionalization or vocationalisation emerged. During this period, a great attention was paid to the growth of history and the art of writing history. The ethical philosophy of Islam is that God is one and he is supreme Lord of all creation. He has created the Universe and Heavens to reveal truth. Everything good and evil in this world exists by His will. The root of the doctrine of Islam is in the belief of – 1) Immortality of the soul. 2) The reality of a future life and 3) Predestination. The present life is momentary, is sport and past time. When death approaches a person, on Divine command, separates his soul from the body. The souls thus separated are preserved until the Last day i.e., "The Judgement Day" when the souls are reunited with the bodies for receiving the eternal rewards or punishment and it will be decided by the Divine Tribunal. Again, Islam is a religion of practices consisting of – a) The recitation of the confession of faith and serving God without associating anything with him. b) In performing the ritual prayer. c) In giving begging alms. d) In fasting during the month of Ramadan, e) Visiting al-Kaba in pilgrimage in the month of Dul-Haj. These five duties are the real foundations of the Islam and known as the Pillars of Islam (Arkan-Al-Din) Five Pillars of Islam: 1) Al-Shahada (Declaration of Faith): All must pronounce their faith to enter into Islam. In front of witnesses they are required to declare the following "I testify there is no God but Allah, and I testify that Muhammad is the Messenger of God." Pronouncing these words is not enough however, one must believe in his or her heart that is true. "I testify there is no God but Allah" is meant to mean that there is no one or thing worthy of worship but Allah, since there are many things human might worship instead of one God. (Five pillars of Islam: Shahada in). For Salat (prayer) to be valid there are several requirements. First, NSOU ? CC-ED-02 ? 97 purification, both spiritually and physically is of the utmost importance. Physically, purification is achieved through a complete, careful and regulated both hand and tooth brushing. Secondly, the body must be sufficiently and properly covered during prayer. The covering is known as Niqab or Sitr. For female this means covering all except the face, feet and hands. Male must only be covered from the navel to the knees. Finally when performing Salat, one must face Mecca. In mosques there is a marker showing them which way to face. This provides a unified focus for the Islamic nation. 2) Salat (Prayer): The word salat is thought to be derived from Persian word "Salwa". Salat means Du'a which is an important act of Islamic ceremonial prayer. Hence, the whole devotional exercise is called salat or worship. Salat is the first duty of a Muslim. 3) Zakat (Alms-giving): Muslims believe that all wealth belongs to God, and is only held by humans in trust. Therefore, Muslims are required to do with it what wishes and God wishes for a Muslim to be generous. 4) Sawm (Fasting): The fourth practical duty obligatory to the Faithful fasting during the Ramadan, the 9th month of the Islamic lunar calendar. Sawm is an Arabic word, means to the abandoning of the cravings of food for Allah's sake. Sawm is continued for one full month till the sighting of the moon of Shawwal. Next day is celebrated all over the Muslim world as one of the important festivals i.e. Id-ul-Fitr. During Ramadan, many devote Muslim invite the poor for meals. Fasting and Zakat – these are the two glories of Ramadan. The popular belief is the fasting will burn away the sins of men. 5) Hajj (Pilgrimage): All Muslims, except for those physically or financially unable, must make a pilgrimage to Mecca at least once in their life. Before performing the Hajj, all debts must be paid one's will must be order in case of death on the perilous journey, and there must be enough money to provide for one's family while gone. The annual Hajj takes place from the eight to the twelve days of the twelfth month of the Islamic calendar. People come from every continent in the world to perform the Hajj. This means all races languages and ethnic languages are represented.

Educational Implication of Islamic Philosophy: Some of the distinguishing features and constituent characteristics of Islamic system of education may be described below: 1) Aim of Education: Islamic education was basically aimed at development of religion. System of education was dominated by the royal authority for which their rulers were aiming

NSOU ? CC-ED-02 ? 98 at the spread of religion and culture in their newly established kingdom. Education was aimed at teaching the principles of Islam through study of Quran. In view of this aim every mosque or the place of worship had an educational institution attached to it. In fact the mosques were serving the purpose of schools. In order to propagate Islamic religion among the people, education was used as an instrument. Accordingly the religious leaders were playing the role of the teachers. Education was considered as act of developing the religious sentiment of people; child's education was therefore made a religious compulsion for the community people. Formation of desirable qualities of character was another aim of education. It believed that religious activity and behaviour can promote the moral standard of life of an individual. Accordingly more importance was given on teaching of the rules and behaviour of prayer. Development of material life and culture of the people was another significant aim of education. Education was not merely aimed at spiritual development but also for satisfaction of the material needs of life. 2) Curriculum: It should be noted that the Vedic and Buddhist curriculum did not have any impact on Muslim curriculum. Their religion, language and culture being basically different, curricular contents were prepared accordingly. Their curriculum may be broadly divided into primary and higher. Primary curriculum was meant for the Maqtabas where reading, writing and arithmetic were taught. Besides these, the principles of Quran and the procedures of worship were taught. The "Ayaats" of Quran were committed to memory, children were given moral education through study of "Gulistan" and "Bastan" of the famous poet Sheikh Shaddi. Moreover the story of "Laila-Majnu", "Poetry of Yusuf and Zulakha" and "Sikandarnama" were taught to children. The royal princesses were given training in administration and welfare in their own families. In Madrasa curriculum was of high order. It was divided into two types as religious and practical. Along with the study of Quran subjects like grammar, logic, science, medical, economics, politics, law, history, philosophy and music were included. King Akbar had modified the curriculum to make it more secular, practical and useful for life. He also included Sanskrit language and culture for study of the Hindu students. 3) Method of Teaching: Teaching method could not rise to the scientific level. Importance was given merely on verbal learning and its mechanical memory work. Most of the time and effort were spent on mechanically committing to memory of the "Kalimas" of

NSOU ? CC-ED-02 ? 99 Quran. No attention was given to students understanding of them. Akbar the great had realized futility of such mechanical learning and tried to introduce more objective method. He ordered that every student should at first learn to write letters and then try to understand the meaning of the words. Names and size of the letters should be learnt within the two days. Such improved method of teaching may be known from the famous book "Ain-E-Akbari." He also tried to simplify the method of writing letters. In higher education also the method of learning was mostly verbal. The word "Madrasa" comes from the word "Darsha" that means "delivering lecture." The learned scholars were invited to deliver lecture on different subjects. Method of experimentation was also used. One major characteristic of its teaching method was the use of the senior students to teach in the junior classes, popularly known as the "monitorial system." In the absence of the teacher the junior students were taught through this system. There was no method of annual examination. Students were promoted to the higher classes on opinion and impression of the teacher received in the total performances. 4) Discipline: Method of discipline in Muslim education may be known as repressive. It was the rule of rod in which the teacher believed in the maintaining of discipline. He had the right to give punishment. Indisciplined students were physically punished by applying various methods. Principle of using punishment was preventive rather than reformatory. Punishment was given so that it may serve as an example for others. Even the teachers were also subjected to punishment by the king. Although there were provision for giving reward to the meritorious students in their achievement for effective motivation. The royal authority used to give scholarship to such students on successful completion of their education. Provision was made for giving medal and certificate of merit. The individual showing scholarliness in the royal court was appointed in the high post of the government. So, it may be said that there was the system of giving reward and punishment in Muslim education. 5) Teacher-Pupil Relationship: As education was tempered by the religious sentiment, relationship between the teacher and the students was based on moral ideals. They were like the father and the son. Teachers were the religious leader and as such they were responsible persons in society. Their honesty and integrity of personality were beyond doubt. It was thought that education of the students was not possible without the blessings and good wishes of the teachers. Students naturally showed respect to the teacher and their bond on relationship was based on moral and religious sentiment. Although Muslim education was not residential like that of the Vedic and Buddhist system. As such cordial relation

NSOU ? CC-ED-02 ? 100 between them could reach the height of these system. 6) Women's Education: During the reign of Muslim rulers education of women in general was not encouraged. They had the Purdah system and the male members did not like the women going out of home for education a result women's education had suffered in general. More particularly the rural women were largely suffering from illiteracy. The British administration in the later period had also repeatedly drawn our attention to this situation. Although education of the Muslim women cannot be said as completely absent. The members of the royal families were given education privately. The girls were given education at home by private tutors. Rezia Sultana was a clear example in this regard. She not only got education of reading and writing but also had trained herself in administration and warfare. During the Mughal rule education of the royal princess and ladies was reaching a new height. Gulbadan the daughter of Babar, was highly educated who wrote the Humayunnama, the royal ladies like Salima Nurjahan Mumtazmahal and Jahanara were highly educated and cultured Muslim women of the royal families. There was limited system of education for the ladies in the middle class family also. The elderly ladies and the Widows used to give education to the girls of the neighbourhood in their houses. Such a system had served the need of woman's education to a considerable degree. 7) Useful Education: One significant feature of Islamic education was that their education was more practical and need based rather than being religious and spiritual. More importance was given on study of the practical subjects that serve the need of individual and society. They included warfare, use of weapons singing, dancing, fine arts, handicraft, sculpture and architecture. The Muslim rulers had felt the need of military education in order to conquer, expand and defend their kingdom. They were also lovers of music, art, culture and literature for which provision was made for their training. A group of artisans and sculpture were well trained and developed in order to construct buildings, royal palaces, mosques and tombs in the kingdom. The Tajmahal, Fatehpur-Sikri, Buland Darwaya, Lal Killah of Delhi etc. give clear evidence of this. 8) Organisational System of Education: Organisational set-up of Muslim education was basically different from that of the Vedic and Buddhist system. Education was controlled and regulated by the royal authority for which autonomy was absent. The king used to establish. Maqtabas and Madrasas, offered financial assistance, gave scholarship prizes and recognition to students.

NSOU ? CC-ED-02 ? 101 9) Development of Literature and History: Great attention was given to the growth of History and art of writing History in fact tradition of writing history had its root in this period. Various forms of Literature also underwent significant growth. 10) Encouragement to Persian language and Science: Persian language was the medium of education, so special emphasis was given on the teaching of Arabic and Persian language, and the study of science subject was emphasized. WAVES OF REFORM IN MADRASAH EDUCATION You must not think that Islamic education is deadwood and stable over ages and places. It has undergone many changes, modifications and reform and till it is undergoing reform. The issue of madrasah reform started about two hundred years ago has crucial implications for Muslim education, the nature of Muslim leadership, and for community agendas. The centrality of controversy lies on inclusion of two types of studies in the curriculum — "religious" (dint) knowledge and modern "worldly" (duniyavi) learning. Muslim advocates of reform in contemporary India include both trained ulema, products of madrasas, as well as men who have been educated in modern schools. While all of them seem agreed on the importance of the madrasas as institutions geared to preserving and promoting Islamic knowledge and Muslim identity, there is variation in their approaches and extent of the reform they advocate. The rationale for introducing modern disciplines in the madrasas is framed in principally three ways. 1. It is profitable to broaden the Islamic understanding of knowledge as all embracing, covering both 'ibadat (worship) as well as mu'amilat (social relations, worldly pursuits). 2. Introducing modern disciplines is valuable in order for Muslims to prosper in this world, in addition to the next. 3. It is seen as essential in order for the ulema to engage in tableeq, or Islamic missionary work. Therefore, the ulema are no longer to remain restricted to teaching in the madrasas. Rather, they are to play an important role as leaders of the community... Advocates for reform see the present syllabus used in the Indian madrasas is — generally stagnant, in many respects and hence no longer in tune with the demands and needs of the times. Presently the government's desire for the reform and modernization of madrasas to

NSOU ? CC-ED-02 ? 102 enable Muslims to enter the educational mainstream of the country puts the onus of Muslim educational backwardness largely on the madrasas themselves and to introduce modern subjects in the curriculum. In India today, various State governments, e.g., West Bengal, Bihar, Orissa, Assam and Uttar Pradesh have set up Boards of Madrasa Education that frame the syllabus of madrasas affiliated with them, consisting of both traditional Islamic as well as modern subjects. The boards also conduct the examinations, enabling the students to join secular schools after graduation. This has been welcomed by some, but others argue that in this way the religious content of the syllabus has been considerably watered down and that, burdened with the need to learn both religious as well as modern subjects, the students do well in neither. In recent years, the Government of India, as well as some State governments including West Bengal has launched some schemes ostensibly to assist some madrasas, such as providing them paid teachers to teach modern subjects. These efforts have, however, failed to make much of an impact all over India and only a ripple effect is felt. Some apprehend that governmental interference and control, which they see and probably rightly so as aimed at weakening their Islamic identity by introducing the teaching of government-prescribed books appears motivated by other factors. If promoting Muslim education was indeed a primary concern of the government, it should have paid more attention to setting up more modern schools in Muslim localities... Promotion of alternative education of various kinds for lifelong learning opportunities for all-age groups both male and females are to be ensured. Some critics of this Information Era considers that the learning 2.6 Summary We discussed the Basic characteristics of Indian Philosophy: Theism (Arthodox) & Atheism (Heterodox) schools of philosophy. In this unit also we discuss various Indian School of philosophy like: Samkhya, Yoga, Naya, Buddhism, Jainism and Islamic Philosophy and their application in Education. • The term theism derives from the Greek Theos or theoi meaning "God". The term theism was first used by Ralph Cudworth (1617–1688). In Cudworth's definition, they are "strictly and properly called Theists, who affirm, that a perfectly conscious understanding being, or mind, existing of itself from eternity, was the cause of all other things"

NSOU ? CC-ED-02 ? 103 • Theism refers to any kind of belief in any god or gods, so it is difficult to make any other generalizations about it. Two people may both say they believe in God, so they're both theists; but what they mean by "God" could be completely different. This does however raise the interesting question of what all gods have in common in order to be called gods; but since this is a matter of belief, not fact, we shall not attempt such a definition here. Belief in God is also normally attached to other beliefs, such as belief in an afterlife or the soul. However, theism can also refer to religions with extremely different beliefs, such as reincarnation. • The term "atheist" describes a person who does not believe that God or a divine being exists. Atheism is, in the broadest sense, the absence of belief in the existence of deities. Less broadly, atheism is the rejection of belief that any deities exist. In an even narrower sense, atheism is specifically the position that there are no deities. Atheism is contrasted with theism, which, in its most general form, is the belief that at least one deity exists. The etymological root for the word atheism originated before the 5th century BCE from the ancient Greek atheos, meaning "without god(s)". In antiquity, it had multiple uses as a pejorative term applied to those thought to reject the gods worshiped by the larger society, those who were forsaken by the gods, or those who had no commitment to belief in the gods. The term denoted a social category created by orthodox religionists into which those who did not share their religious beliefs were placed. • Metaphysically Samkhya Philosophy is regarded as dualistic realism. It believes two ultimate realities Prakriti and Purusa. But that reality is plural. They differ from each other, as like, subject and object. Purusa is having subjective reality and prakriti can be characterized by objective reality. Epistemologically Samkhya philosophy believes in three types of knowledge source- perception, Inference and verbal testimony. The ultimate aims of samkhya philosophy are Liberation or Moksha. • Sankhya has great relevance for contemporary education. If we consider the modern view of education as development, then Sankhya's postulate that development is only the unfolding of what already has potential existence needs no modification to suit today's world. Sankhya's psychological views also reflect modern learning theories. If knowledge leads to the modification of buddhi in the Sankhya system, then modern education aims at the modification of behaviour. If cognition is a function of buddhi or intellect in Sankhya, it is the formation of

NSOU ? CC-ED-02 ? 104 intellectual structure in modern education. Sankhya's theory that generalisation is the result not only of observation of elements but also non-observation of non- elements reflects the modern view of concept formation. • Patanjali was the founder of the yoga system. The yoga is closely allied to the Sankhya system. It is the application of the theory of the Sankhya in practical life. The Yoga philosophy speaks about the theory and practice for the realization of the ultimate truth concerning human being and the world. In Vedanta, yoga is understood as 'union', i.e. spiritual union of the individual soul with the supreme soul. This view is not explained clearly. Patanjali, who is the founder of the Yoga System says, yoga is a spiritual effort to attain perfection through the control of sense organs, gross body, subtle mind, intellect and ego. It guides to achieve the highest wisdom through spiritual realization. The yoga philosophy admits the metaphysics of Sankhya. In Sankhya we are discussing the twenty five principles including Prakriti, Mahat, Ahamkara, Manas, Ten external sense organs, five tanmatras, five gross elements and purusas. In yoga the dualistic purusa and prakriti is connected by another concept that is the concept of God besides twenty five principles mentioned above. The yoga mostly accepts the Sankhya epistemology and admits the three Parmanas of perception, inference and scriptural testimony. In this respect, yoga philosophy prescribes eight-fold path which helps to control our passions and craving for worldly pleasures. These eight fold path are as follows. Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi. • The Sage Gautama is the founder of the Nyaya Philosophy. This school unlike other schools of Indian philosophy concerns on the valid reasoning to acquire knowledge of the reality. Epistemology: According to the Nyaya Philosophy, knowledge manifests with objects. There are two sorts of knowledge, valid and invalid. Valid knowledge is further divided into four; perception, inference, comparison, and verbal testimony whereas, invalid knowledge comprises memory, doubt, error, and tarka. Perception: It is the knowledge arises due to the association among self, mind, sense organs and objects. Perception is of two sorts: Ordinary and Extraordinary. Inference: There are there premises and three different terms required for an inferential argument. The premises are respectively named as; major premise, minor premise and conclusion. The three different terms are; major term, minor term, and the middle term. Vyapti relation subsists in an inferential argument. Comparison: Knowledge arises out of the relation between a name and

NSOU ? CC-ED-02 ? 105 the object it denotes is regarded as comparison. Sabda: Sabda is a valid source of knowledge. The Nyaya explains sabda is a reliable statement of anyone. Sabda is divided into two kinds: a) Drustartha and Adrustartha b) Laukika and Alaukika. Theory of Causation: The Nyaya Philosophy upholds astkaryavada which states that effect is not same as the cause. Effect is a new creation or a new bringing of its existence. The effect did not exist in the material cause prior to its production. Self and Liberation: There are innumerable self exists in the universe. Since the self possesses consciousness, it is trapped by the law of karma. • Hence, suffering and pain are the obvious phenomenon. To get rid from all sorts of sufferings the self seeks liberation. Liberation can be achieved when there will be cessation of law of karma. God:

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God is the creator, sustainer and destroyer of the universe.

He regulates the earth, solar systems and the movements of planets and becomes identified as an omnipresent and omniscience being in the cosmos. According to Nyayikas, the world is created out of the four eternal atoms as its material cause. These are; space, time, mind and soul. God is being the efficient cause of universe is responsible for its maintenance, and destruction. Thus God, as the first efficient cause of the universal forces, is

the creator of the world. God is one, infinite, eternal, and the universe of space and time, of mind and soul, does not limit him. God is said to possess six perfections: infinite glory, absolute sovereignty, unqualified virtue, supreme beauty, perfect knowledge,

and complete detachment. The Nyaya philosophy offers an argument to establish the existence of God known as causal argument. On the line of this argument, it is stated that the entire universe is constituted of enumerable elements both subtle and gross. A human being by possessing limited knowledge cannot be the creator of the vast universe. This implies the creator is one who is beyond space and time, must be eternal and devoid of all limitations. And, all these features are therein Supreme Being or God. Hence, God is the creator or designer of the universe. • Jain philosophy attempts to explain the rationale of being and existence, the nature of the Universe and its constituents, the nature of bondage and the means to achieve liberation. The metaphysics of Jain philosophy deals with the fundamental distinction between the living and non-living beings. The epistemology of Jainism is non-absolutistic and is with the specific logic of syadvada. They are respectively. • Jainas admit perception, inference and testimony as the sources of knowledge. NSOU ? CC-ED-02 ? 106 • Jainas divide knowledge into two kinds: Pramana and Naya. • Naya means knowledge of a thing in its relation. • Pramana means knowledge of a thing as such or as it is. • Jaina metaphysics holds that all judgments are relative. • From the epistemological standpoint knowledge is relative in the sense that we can know only partial nature of reality. It is called syadvada. • From the metaphysical standpoint reality has innumerable characteristics. It is called anekantavada. • Syadvada is the theory of relativity of knowledge. It is also called sevenfold judgment. • Jaina ethics is not merely only a way of thought but also away of life. • Jainism does not believe in God as a creator, survivor, and destroyer of the universe. • Jainism believes in plurality of soul. It means that every living being has its own individual soul. Not only human beings and animals, even trees, plants, bacteria and microscopic organism have souls • The Jain karmic theory attaches great responsibility to individual actions, and eliminates reliance on supposed existence of divine kindness. • Buddhism has been described as a very pragmatic Philosophy. It does not indulge in metaphysical speculation about first causes; there is no theology, no worship of a deity or deification of the Buddha. Buddhism takes a very straightforward look at our human condition; nothing is based on wishful thinking, at all. Everything that the Buddha taught was based on his own observation of the way things are. Everything that he taught can be verified by our own observation of the way things are. • The eightfold path consists of moral conduct, concentration and insight. Insight includes right belief and right resolve. Moral conduct comprises right speech, right conduct and right livelihood. Concentration comprehends right effort, right mindfulness and right Concentration. The eightfold Path is the best way to freedom from suffering. It leads to complete extension of suffering. Buddhism is pessimism in so far as it looks upon life as suffering. But it is optimism in so far as it aims NSOU ? CC-ED-02 ? 107 at extinction of suffering in this life. These are the basic aims of education as well as of life. • According to Buddhism Education is a developmental process as it believes in transient causation. Causation itself is development or transformation, education also being a dynamic process is the source of one's development technique. Education, then, facilitates individual development — continuous journey for attaining wisdom, perfect, knowledge in its entirety. • In the last spell we have been acquainted with the Islamic philosophy and its educational derivatives very meticulously and of course some problems relating to madrasah education of our country. Herein also the most precious aim of education is human well-being for all with the aid of two categories of knowledge: acquiring intellectual knowledge (through the application of reason and logic) and developing spiritual knowledge (institution or Love). Moreover, its curriculum is open to both theology and sciences- although from these two divisions controversy has originated to give momentum for incorporating necessary changes in curricula and methods of teaching. Finally, we have realised that the Islamic education is advocating equality, brotherhood and international understanding. 2.7 Self-Assessment Questions 1. Write the meaning and concept of Theism. 2. Discuss the basic features of Theism. 3. Write the meaning of Atheism. 4. Discuss the basic features of Atheism. 5. What do you mean by Panchabingsati tattva 6. Discuss the term Perception, Inference and Verbal Testimony. 7. Write the Axiological view of Sankhya Philosophy 8. Describe the Educational Implication of Sankhya Philosophy 9. What do you mean by Chitto? 10. What is Pancha Klesh 11. Discuss the Astangik Yoga NSOU ? CC-ED-02 ? 108 12. Describe the Educational Implication of Sankhya Philosophy 13. Discuss the Epistemological view of Naya Philosophy 14. What is Anu. 15. Describe the Educational Implication of Naya Philosophy 16. What do you mean by Nirban lav? 17. What is Probojja. 18. Discuss the Astangik Marg. 19. Describe the Educational Implication of Buddhist Philosophy 20. What do you mean by Anekantabad? 21. Discuss Syathbad in Jaina Philosophy. 22. Describe the Educational Implication of Jaina Philosophy 23. Explain the concept Islamic Philosophy? 24. Discuss the Epistemology Islamic Philosophy 25. Describe the Educational Implication of Islamic Philosophy. 2.8 References Aggarwal, J. C. (1998): Theory and Principles of Education, Vikas Publishing House Pvt. Ltd.; Jangpura, New Delhi, pp. 37-68. Butler, J. D. 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NSOU ? CC-ED-02 ? 110 Unit 3 ?? Western Philosophy Structure 3.1 Objectives 3.2 Introduction 3.3 Basic Characteristics of Western Philosophy 3.3.1 Classical 3.3.2 Modern 3.4 Epistemological Characteristics of Idealism, Naturalism and Pragmatism 3.4.1 Basic features of Idealism 3.4.2 Educational Implications of Idealism 3.4.3 Critical Analysis of Idealism 3.4.4 Basic features of Naturalism 3.4.5 Educational Implications of Naturalism 3.4.6 Critical Analysis of Naturalism 3.4.7 Basic features of Pragmatism 3.4.8 Educational Implications of Pragmatism 3.4.9 Critical Analysis of Pragmatism 3.5 Epistemological Characteristics of Humanism 3.5.1 Basic features of Pragmatism 3.5.2 Educational Implications of Pragmatism 3.5.3 Critical Analysis of Idealism 3.6 Summary 3.7 Self-Assessment Questions 3.8 References

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Objectives After going through this unit, you will be able to– ? Describe

the concept and characteristics of Western Philosophy ? Baic Features of Classical Western Philosophy ? Baic Features of Modern Western Philosophy ? To know the Epistemological Characteristics of Idealism. ? Understand the Educational Implication of Idealism. ? Elaborate the Epistemological Characteristics of Naturalism. ? To understand the Educational Implication of Naturalism. ? Explain the Epistemological Characteristics of Pragmatism. ? Understand the Educational Implication of Pragmatism. ? To know the Epistemological Characteristics of Humanism. ? Understand Educational Implication of Humanism. 3.2 Introduction We are bearing with you some general ideas about two terms, Modern and Classical Western Philosophy and their Basic Characteristics. Also, infrom you some general ideas about Western schools of Philosophy like-Idealism, Naturalism, Pragmatism and Humanism & their Epistemological Characteristics. We hope, you like to understand these concepts more critically as well as to extent your knowledge about Epistemological Characteristics of Western Schools of Philosophy (Idealism, Naturalism, Pragmatism and Humanism). 3.3 Basic Characteristics of Western Philosophy Western philosophy is a philosophy evolved from western civilization and its historical development. With changing socio- economic and political conditions, western philosophy too changed over a period of time. But it had maintained its continuity from Greek philosophy to the contemporary times. The approaches and styles of doing philosophy may vary, but we can identify certain features on which western philosophy got constructed. In the light of contemporary struggles, the very assumptions and foundations of philosophy are under

NSOU ? CC-ED-02 ? 112 scrutiny. It does not mean that it dismissing the philosophical thought of western society, but arguing for new methods of inquirers in understanding the western reality against the dominant view of western philosophy. Basic Features of Western Philosophy: Though it is a difficult task to characterize or identify the specific features of western philosophy, but we may mark some common features marked with western philosophy. Philosophical traditions may vary from ancient Greek philosophy to contemporary western philosophy, but there are efforts to construct the essential features of western philosophy. The idea of west got its prominence and distinctiveness in relation to other Afro-Asian nations, which are under the control of colonial rule of west. The following are some of the features of western philosophy: Philosophy as an Intellectual Speculation From the beginning, western philosophy characterizes as an intellectual enterprises in understanding the social reality. As Bertrand Russell viewed philosophy is something intermediate between theology and science. Like theology, it consists of speculations on matters as to which definite knowledge has so far, been unascertainable; like science, it appeals to human reason rather than to authority, weather that of tradition or that of revelation. As Russell argues all definite knowledge belonged to science, and all dogma as to what surpasses definite knowledge belonged to theology. All the questions of the most interest to speculative minds are such as science can not answer, and the confident answers of theologians no longer seem so convincing as they did in earlier times. Western philosophy from its very beginning maintained that philosophy is distinct from science and theology. Science is the realm of empirical investigation and attempts to understand the world explain the observable events and formulate the laws of nature, and a human experience has explained accordingly. We also find some of the questions answered differently from this. In some occasions the questions generated by science may pass beyond its ability to solve them. There are attempts to understand the world as whole and some times beyond this empirical phenomenon. However, Western philosophy for the most part consists of insightful remarks about the nature of reality or human beings ('everything changes' or 'the unexamined life is not worth living', or no decision is a decision), analyses the fundamental concepts ('knowledge is justified true belief'), and systematic treatments of the basic structures of reality ('everything is a body' or 'Only minds and ideas exists')

NSOU ? CC-ED-02 ? 113 The history of western philosophy reveals that, Plato has critically appraised. As Whitehead remarked that 'the safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato.' The earliest philosophers, the Milesians were concerned chiefly with the constitution of physical nature, not with foundations of morality. Similarly, the Eleatic philosophers Parmenides and Zeno were interested chiefly in arguing that reality consists of changeless, single reality, the one. Heraclitus and Pythagorean, on the other hand, considered reality as always changing, full of flux, and consisting of a vast multitude of different things. Socrates and sophists showed less interest in physical nature and instead, steered philosophy into arena of morality. Plato's great influence stems from the manner in which he brought all these diverse philosophic concerns into a unified system of thought. Plato argues that the kind of knowledge that helps one to distinguish between shadows, reflections, and real objects in the visible world is just the kind of knowledge that man needs to discriminate the shadows and reflections of the genuinely good life. Plato had argued that the truth of the world is not revealed to ordinary sense perception, but to reason alone; the truths of reason are necessary, eternal and a priori; that through the cultivation of reason man can come to understand him, God, and world as these things are in themselves, freed from shadowy overcast experience. Skepticism is doubting or denying the possibility of attaining true knowledge. In ancient Greece, the sophists provide their argument based on skepticism. The modern skepticism is associated with Hume, and J.S. Mill. It is reaction against dogmatic metaphysics and is the logical consequence of a through-going empiricism. Descartes introduced the method of doubt, which has influenced the western philosophy significantly. He considered doubt is the source of knowledge. To doubt was not an end in itself; it was a process of purification, of eliminating various false hoods, and of ultimately arriving at an unshakable foundations of truth. In fact, our doubt implies the reality of our thoughts. Doubting means thinking, this implies a self consciousness. Descartes regarded it as primary truth of reason. For Locke, skepticism was not an end in itself; it was prelude to a more scientific philosophy. Though out the western philosophy, one form or other skepticism has become one of its features. In fact, Western philosophy has progressed further with skepticism. Scientific Method Rational understanding of the world has one of the dominant features of philosophy. The rational understanding has enriched with scientific method against dogmatic and orthodox religious traditions. Descartes was a founder of seventeenth century continental rationalism. It was Descartes, Spinoza and Leibniz fashioned a new ideal for philosophy. In the wake of developments in science,

NSOU ? CC-ED-02 ? 114 it was inevitably philosophy was affected by this new ways of discovering facts. The early modern philosophers considered the methods of science a fresh way of developing knowledge. As Friedrich Mayer outlined in A History of Modern Philosophy, modern philosophy has reflecting the spirit of science. In 16th and 17th century's philosophy was influenced a lot by the development of natural and physical sciences. It has changed the perspective of philosophers. In 18th century the growth of the social sciences changed the outlook of philosophers. The optimism of 18th century philosophers was based on belief that progress can be achieved by making the world more rational, by eliminating obsolete traditions, and by destroying the spirit of prejudice. In 19th century, the growth of new biological concepts stimulated philosophical thinking, but the conclusions of biology were less comforting. The new scientific theories of Copernicus, Kepler, and Galileo revolutionized man's concept of the physical world. There is no doubt that the scientific discoveries and scientific methods of looking at world have changed the direction and conception of western philosophy in a significant way. Descartes described reality as dualism consisting of two basic substances, thought and extension; Spinoza proposed monism, saying that there is only a single substance, Nature, which has various attributes and modes; Leibniz was pluralist, saying that although there is only one kind of substance, the monad, there are nevertheless different kinds of monads accounting for the various elements in nature. It is evident that there are different philosophical methods adopted in the tradition of western philosophy. In modern philosophy, empiricism and rationalism are come with a distinct view of knowing the reality. The empiricists draw their model from empirical experience of everyday life. The rationalists draw their model from mathematics.

3.3.1 Basic Characteristics of Classical Western Philosophy: Greco-Roman Philosophy

The early Greek philosophers are concerned about the nature of things. What is everything made of, or what kind of stuff goes into the composition of things? What is permanent in existence? Thales considered the element 'water' as the foundation of all physical reality. Others were following Thales with alternative solutions. The Pythagoras came with mathematical basis of all things. There are attempts to explain change and permanence. Heraclitus came with a proposition that 'all things are in flux'. Parmenides, the founder of Eleatic school of philosophy is critical about both Heraclitus and Milesian philosophies that all things emerge out of something else. He rejects very notion of change

NSOU ? CC-ED-02 ? 115 and considered phenomenon of change is basically an illusion. For him, the concept of change was logically neither thinkable nor expressible. Whatever exists 'must be absolutely, or not at all. Thales believes that every thing is made up of water, Anaximenes believes everything is made of air, Anaximander believes that everything is made up of 'boundless', Democritus believes everything is made up of atoms. Ancient Greek philosophy may be divided into the pre-Socratic period, the Socratic period, and the post-Aristotelian period. The pre-Socratic period was characterized by metaphysical speculation, often preserved in the form of grand, sweeping statements, such as "All is fire", or "All changes". Important pre-Socratic philosophers include Thales, Anaximander, Anaximenes, Democritus, Parmenides, and Heraclitus. The Socratic period is named in honor of the most recognizable figure in Western philosophy, Socrates, who, along with his pupil Plato, revolutionized philosophy through the use of the Socratic Method, which developed the very general philosophical methods of definition, analysis, and synthesis. While Socrates wrote nothing himself, his influence as a "skeptical" survives through Plato's works. Plato's writings are often considered basic texts in philosophy as they defined the fundamental issues of philosophy for future generations. These issues and others were taken up by Aristotle, who studied at Plato's school, the Academy, and who often disagreed with what Plato had written. The post-Aristotelian period ushered in such philosophers as Euclid, Epicurus, Chrysippus, Hipparchia the Cynic, Pyrrho, and Sextus Empiricus. Medieval Philosophy: The medieval period of philosophy came with the collapse of Roman civilization and the dawn of Christianity, Islam, and rabbinic Judaism. The medieval period brought Christian scholastic philosophy, with writers such as Augustine of Hippo, Boethius, Anselm, Robert Grosseteste, Albertus Magnus, Roger Bacon, Bonaventure, Thomas Aquinas, John Duns Scotus, William of Ockham, Nicholas of Cusa, and Francisco Suárez. The philosophy of this period is characterized by analysis of the nature and properties of God; the metaphysics involving substance, essences and accidents. That is, qualities that is respectively essential to substances possessing them or merely happening to be possessed by them. Many of these philosophers took as their starting point the theories of Plato or Aristotle. Medieval philosophy had been concerned primarily with argument from authority, and the analysis of ancient texts using Aristotelian logic. The philosophy of medieval age was an attempt to construct religious thought with

NSOU ? CC-ED-02 ? 116 reasoned account of its various doctrines. In other words, it characterizes with synthesis of theology and philosophy. The doctrines of Plato and Aristotle were reinterpreted to fulfill their religious demands. In medieval age to a large extent the speculative theories of Aristotle combined with theological presuppositions in the Bible. The state has been subordinated to spiritual dominion, to the power of the Pope. Renaissance: The Renaissance saw an outpouring of new ideas that questioned authority. Roger Bacon (1214–1294) was one of the first writers to advocate putting authority to the test of experiment and reason. Niccolò Machiavelli (1469–1527) challenged conventional ideas about morality. Francis Bacon (1561–1626) wrote in favor of the methods of science in philosophical discovery. Renaissance, embracing the classical tradition, highlighted the Greek culture as supreme achievement in western civilization, and also had a stressing the importance of this world, by emphasizing the dignity of man, by championing the possibilities of reason and pointed to a new scientific age. The ideal of Humanism was the most important intellectual development emerged out of renaissance. It has belief in man and a passion for learning. Humanists believed that reason is self-sufficient and more important than faith. Though the ideals of humanism in renaissance age mostly confined to aristocratic class, it stresses exact knowledge, the validity of reason and need for moderation in making intellectual assertions. Interestingly, the period of renaissance coincided with an expansion of Western Europe. Nature was regarded as the standard of all things. The Machiavelli, the renaissance thinker believed that religion should be dominated by the state. It did not matter whether a religion were true or false. Machiavelli, the realist viewed man not an image of God but as a creature governed by self-interest. In philosophy, the Renaissance refers to the period of the break-up of feudalism (15th to early 17th century), when trade grew up around the merchants and craftspeople of Northern Italy particularly, and a bourgeois society began to flourish and gave rise to a humanist culture in opposition to the official scholasticism. 3.3.2 Modern Western Philosophy: The modern western philosophy has not only critical about orthodox religion but also came with ideals of secularism, humanism, scientific temperament, progress and development. Skepticism, rationality, individualism and scientific methods are influenced the human conception in understanding the world. Characteristics of the Modern Philosophy is a huge blanket term referring to roughly everything after Descartes. But it's good for a student to

NSOU ? CC-ED-02 ? 117 review his subject field. Here's a smattering of trends, subject and and features of modern philosophy I can think of. I'll try not to be too 20th century biased, and probably fail. Faction in the 20th Century - Analytic Philosophy vs. Continental Philosophy It should be well known to a modern student of philosophy that house currently stands somewhat divided on itself. In England and America, analytic philosophy in the tradition of Russell and others dominates. It has essentially taken over. But in the 20th century we saw the rise of philosophers rejecting "scientism", particularly in continental Europe. Names like Husserl, Kierkegaard and Sartre stand out prominently as examples of philosophers not plugged into the American/English tradition. Modern Logic: Between great thinkers like Frege, Gödel, Tarski, Kripke and Quine, in the 20th century we developed an unparalleled understanding of philosophical and mathematical logic. Model theory remains a hot topic in mathematical and philosophical circles. A basic understanding of the nature of incompleteness and completeness is becoming standard for student of philosophy and computer science. With the advance of logic philosophy over all has become a more formal discipline. Thinking in Terms of Language: Much of modern linguistics has philosophical fathers. Frege and Grice spring to mind, a strong case could also be made for Tarski. But the architect of a takeover of language analysis in the 20th century was Wittgenstein. His Philosophical Investigations lead philosophers to the idea that by analyzing so called language games, we could solve paradoxes and understand the world. This was something of a pre-occupation of philosophers in the 20th century. Epistemology - Empiricism vs. Rationalism before the 20th century: The early modern philosophers were deeply concerned with questions of epistemology. History class usually breaks them up into two approaches. One approach put "self-evident" truths into the center stage. This approach is called rationalism. The other approach put sense data as the primary source of knowledge. This approach is known as empiricism. The subject of many treatises has been based on argument for one side against another. Some of the great rationalist of history are Descartes and Leibniz. Some of the great empiricists are Hume and Locke. It is worth mentioning that Kant argued against rationalism on the basis of arguments with equal a priori support, which he dubbed "antinomies".

NSOU ? CC-ED-02 ? 118 Philosophy of Government: The idea of what makes a good government takes center stage from the enlightenment all the way to modern day. Hobbes, Rousseau, Locke, John Stuart Mill, Karl Marx, Robert Nozick and John Rawls are just a few names in a long, rich history of political philosophers. It might be worth mentioning that enthusiastic readers of author Ayn Rand, who go under the self-proclaimed name of Objectivists, count themselves as political philosophers (as well as philosophers of epistemology and ethics). As of right now, most philosophy departments ignore Objectivists. Science - What is it? What is Causality? What is a Scientific Explanation? In the 20th century, the philosopher Karl Popper raised the question "What makes something scientific?" and argued that Freudian psychology and Marxism are not scientific modes of thought, but that relativity, which were cutting edge at the time, is. His arguments were based on a principle of "falsifiability", namely that in order for some hypothesis to be scientific, it must be falsifiable. Other philosophers have grappled with the subject of causality, the earliest account I can think of in the 20th century belonging to Hume. Still others such as Hempel grappled with the notion of what is an explanation, giving rise to the idea of a Deductive- Nomological account of scientific explanation. Modern philosophers of science include Nancy Cartwright and Bas van Fraassen. Modern Epistemology - Justified True Belief: The subject of epistemology has been hot and remains hot throughout all of Modern philosophy. I have already mentioned some of the classical approaches to epistemology, namely rationalism and empiricism. The modern approach barrows from the seminal critique of modern epistemology by Edmund Gettier. Read up more on "Gettier cases" if you are curious. Much of epistemology is devoted to the question of "What makes a belief justified?"; but also shares topics in ontology (namely the question, "What is true?") and philosophy of mind (namely the subject, "What is a belief?"). A pioneer in our modern theory of knowledge would be W.V. Quine, who suggests that beliefs form webs with peripheries we are more likely to abandon in the face of conflicting evidence and cores we would essentially never abandon. Ethics - Cognitive (Utility vs. Obligation) vs. Non-Cognitive: In the 20th century the field of Meta-Ethics was formed, to answer the question "What is ethics anyway?" An early name in this subject was G.E. Moore. Essentially the question is split between ideas that ethical truths can be discerned objectively somehow, versus the idea that ethical statements mean "something else". An early Cognitivist contrast to Moore was the philosopher W.D. Ross, who gives the idea of candidate duties one must decide between in situations of seeming conflict of duty, or as he calls them prima facie duties. The Non-Cognitivist philosopher Ayer did not believe that there was any way of resolving ethical disputes. The Non-Cognitivist philosopher Stevenson thought that ethical statements were supposed to evince another person of some position. Philosophy of Mind: Another subject and perennial question of modern philosophy is "What is the thought?" The discussion almost always starts with Descartes Meditations. The view is typically split between Materialism, which holds that thoughts can be explained in terms of matter, and Dualism, which holds that thoughts can be explained in terms other worldly matter. Almost all 20th century analytic philosophers reject this view. Rationality and Economy: Ever since Adam Smith, we have been interested in asking what motivates people in economies, and what is best. A closely related question is "What is rationality". I will be honest, this subject matter is the focus of my study. Great reading can be found classically in Malthus and Hobbes and Smith, great modern reading would be in Von Neumann & Morgenstern, Luce & Raiffa, Kripke, David Lewis, Aumann, Kreps, Rubinstein, Amartya Sen, Schelling and Kahneman to misspell a few names off the top of my head. 3.4. Epistemological Characteristics of Idealism Philosophy 'Idealism' is an age-old school of thought originating in human nature itself. It has started its career since the dawn of human civilization and it continues till today in some modified form or the other. Greek philosophers Socrates and Plato were the great Idealists.

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It has exercised a potent influence on the mind of man through the

age. Concept and Definition of Idealism: some concepts and definitions of Idealism are given below: a) Etymologically, 'Idealism' may be derived from the words 'idea' and 'ideals'. Idealism has the root from Greek word 'idein' meaning 'to see'.

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From the epistemological standpoint it is better called idealism, implying thereby that thought or idea has greater validity than the physical objects. From the normative standpoint,

idealism attaches greater importance to ideal than facts. Thus, the term Idealism

NSOU ? CC-ED-02 ? 120 connotes different meanings when places in different contexts. Whatever it may be, in the philosophy of Idealism, both ideas and ideals are its central points. b) "Idealism means representation of things in an ideal form, imaginative treatment, system of thought in which the objective of external perception is held to consist of ideas."—The Oxford English Dictionary c) "Idealism contends that the material and physical universe known to science is an incomplete expression of reality that exists but to sub serve, it requires to complement it a higher type of reality, a spiritual universe."—Rusk d) "The idealists point out that it is the mind that is central in understanding the world. To them nothing gives a greater sense of reality than the activity of the mind engaged in trying to comprehend its world. For anything to give a greater sense of reality would be a contradiction in terms because to know anything more real than the mind would itself be a conception of the mind."—Brubacher e) In India, its origin may be traced to the Vedas, the Upanishads and the Bhagawad Gita a very comprehensive analysis of Idealism. In the West its echo is found in the writings of Plato. 1. Chief Exponents of Idealism: • The all Vedic Rishis and the authority of the Upanishads and the Bhagabat Gita. • Plato –a Greek philosopher (427-347 BC) • Kant- a German philosopher (1724-1804 AD) • Hegel-a German philosopher (1770-1831 AD) • Froebel- a German philosopher (1772-1852 AD) • William T. Haris-an American philosopher (1825-1890 AD) • M. K. Gandhi-an Indian statesman (1869-1948) • S. Dayananda- an Indian philosopher (1825-1883AD) • R. N. Tagore - an Indian philosopher (1861-1941AD) • Rishi Aurobindo Ghosh- an Indian philosopher (1872-1950AD) • Swami Vivekananda-an Indian philosopher (1863-1902AD) NSOU ? CC-ED-02 ? 121 3.4.1 Basic Tenets of Idealism: a) Ultimate reality is mental and spiritual. The real world of the mind-the realism of ideas and external qualities. b) Ideas are more important than objects. c) Man is a spiritual organism and is a supreme creation of God. d) Higher knowledge is the product of interactive thinking and reasoning-a product of mind. e) There is an essential unity in the scheme of things. f) Man is a part of this universe and it is the essence of his nature to work towards a rational unity in himself. g) Man has an innate capacity to apprehend the moral value of principles. h) The test of a good moral principle is its universal validity. i) Values are absolute and unchanging. j) The ultimate aim of life is to realize the ultimate values-truth, beauty and goodness. k) There is divine power behind all things in the world. 2. Forms/Types of Idealism: There are basically three types of Idealism. These are: a) Subjective Idealism: Famous philosopher of Ireland Bishop Berkeley is the chief exponent of Subjective Idealism. Subjective Idealism contends that things exist and have reality only when they are being perceived and that they have no existence. A part from my mind, your mind or a Universal mind perceives them. It says that individual perceives according to his mind and mental power. That is why phenomenon and appearance of physical world are observed on the basis of perceptibility of mind. In this way, an individual's sensation is so great and comprehensive and as per the sharpness and broadness of one's mental eye. So existence and reality of a thing depends on perceptibility of mind; things do not exist at all beyond the mental eye of the individual. b) Phenomenalistic Idealism: The chief exponent of phenomenalistic Idealism is Kant. He says things exist in themselves. He regards them as unknowable and unknown. We can see the phenomenal appearance of things throughout own forms and categories. c) Objective Idealism: Plato laid much stress on the Subjective Idealism. Hegel also

NSOU ? CC-ED-02 ? 122 extends his support to Plato in this respect. Biological need is fulfilled easily but cultural needs are to be fulfilled by education. Culture makes a man an individual. Human nature is divine and spiritual. Therefore, education is a complete essential requisite for the child to realize the divinity and spirituality in man. 3.4.2 Educational Implication of Idealism on Education Idealism and aims of Education: a) Exaltation of Personality: Aims of education are influenced by the aims of life. Idealism attaches greater importance to man. If human personality is of supreme value and constitutes the noblest work of God, the aim of education should be the exaltation of self. So, the aim of education should be the development of an integrated personality of the child. Education should enable an individual to become perfect pattern after his own self. b) Self-realization: When idealism stress on self, the aim of education is to enable the individual to realize his self. So, self-realisation is the aim of education. Individual should realize his self and should try to establish harmony with his own self and the universal Self i.e. God. According to the Upanishads, this means union of Jibatma to Paramatma. Indian idealists point out that the aim of education is emancipation of soul, i.e. salvation, mukti or nirvana or moksha c) Universal Education: Idealism advocates for self-realisation or salvation and education should not be confined to a chosen few or a monopoly of an elite group rather it should be meant for all irrespective of caste, creed, colour, sex or social status. Therefore, the aim of education is universal in character to enable one to go on the path of salvation. d) Enrichment of culture and its transmission: Idealists believe in man's superiority to other animals. Man has created his culture at a great cost of time and labour. It is the long-term product of his intelligence and mental power. He must not only preserve the inherited culture but

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also make his own contribution to the enrichment of culture to enlarge the spiritual realm.

At the same time, he should transmit it to the generation to come. e) Development of morality: The aim of education should be to develop moral sense in child to enable him to differentiate between right and wrong, good and evil, and beauty and ugliness. Education should enable the child to follow the good and reject the evil, accept the right and disapprove the wrong, appreciate the beauty and avoid the ugliness. f) Realisation of higher values: The higher values are truth, beauty and goodness

NSOU ? CC-ED-02 ? 123 (Satyam, Sivam and Sundaram). These can be attained by spiritual activities-intellectual, aesthetic and moral. Truth, Goodness and Beauty are not different entities. Existence is only one; the same is Truth, the same is Goodness and the same is Beauty. According to individual ability, someone acquires the knowledge of truth, someone realizes goodness and others worship beauty. For example to philosophers, the knowledge of absolute existence is in the form of Truth. To social workers, absolute Truth appears in the form of Goodness. It appears to poets and men of literature as beauty. The poet lives in beauty, thinks beauty, and worships beauty. The poet sees the nature is beautiful but man is even more beautiful, so he attaches more importance to personality of man than to nature. g) Sublimation of animal instincts: At the time of birth, the child has certain natural instincts. Education should sublimate the animals' instincts and develop spiritual qualities in students. This is the truest, highest and fullest development of human personality. h) Development of complete man: Fullest development of child can only be possible if there is harmonious development of the individual-religious, moral, intellectual, aesthetic, physical, etc. Idealists do not give priority to the development of physical health but for pursuing spiritual values. Physical fitness of the body is no doubt inevitable. Can the mind be healthy if body is sick? Sound mind can only be found in a sound body. Therefore, one must have physical ability necessary for making one's spiritual pursuit. i) Development of inventive and creative power: The physical world is in a state of change. In order to change and modify the physical environment according to his needs and purposes, man should try to be creative and inventive. Thus, aim of education is to enable the child develop such powers in him to change the physical environment according to his needs. Idealism and Curriculum: The curriculum according to Idealism is given below: a) Plato believes that the highest idea is the attainment of the highest good. Hence, the curriculum should impart eternal values in order to enable the students to attain his highest good. The eternal values are truth, beauty and goodness. b) According to Ruskin, morality and religion are peculiar to man and differentiate him from animals. So, religion and moral instruction should have a prominent place in school curriculum. c) Ross talks of two types of activities in curriculum which would be as under:

NSOU ? CC-ED-02 ? 124 • Physical Activities-Physical care and Physical skill • Spiritual Activities- Intellectual, Moral, Religious and Aesthetic So, the Idealists attach importance to the study of gymnastics, athletics, physiology and hygiene. The Idealists attach greater importance to the study of humanities rather than positive sciences. Therefore, the idealistic curriculum should include subjects like art, history, music, philosophy, literature, moral sciences and religion. Method of teaching and Idealism: Different idealists advocate different methods of teaching. These are: a) Socrates advocated 'question-answer' method. This method may also be called 'Socratic Method'. b) Plato, a great disciple of Socrates, advocated 'Inductive and Deductive' method of teaching. c) Rene Descartes suggested 'Simple to Complex' method in teaching learning process. d) Hegel recommended 'Logical method' e) Froebel supports 'Kindergarten' method. f) Pestalozzi suggests 'Self-activity' method and 'Play-way' method. g) In addition to the methods, other idealists suggest Lecture method, Debate method, Discussion method, Memorization method, Imitation method etc. h) In ancient India, in the ashrams, education was based on Listening, Thinking and Meditation. So, the idealists do not favour any specific methodology. They have given lofty aims of education but failed to satisfy the reason so far as methods of teaching are concerned. However, the teacher can follow any method to suit him to direct the student towards the attainment of the goal of life. 3. Role of Teacher and Idealism: The role of an idealistic teacher are: a) It assigns a social role to the teacher; b) It considers teacher as a spiritual guide for the child; c) It accepts teacher as an ideal person;

NSOU ? CC-ED-02 ? 125 d) It regards the teacher as the priest of man's spiritual heritage; e) It holds the teacher as a friend, philosopher and guide etc. 4. Discipline and Idealism: a) Idealism believes in inner discipline of pupils; b) This philosophy advocates cultivation of higher values of life through moral religious instruction to students; c) It accepts restraint of freedom to students; d) It requires the teacher to present good examples because the child considers teacher to be an ideal person to be emulated by his pupils. 5. Contribution of Idealism to Education: a) Idealism has given higher place to mental and spiritual than to physical world. Thus the aim of education is the perfection of the individual. b) It requires that the past culture must be given its due place and accordingly education aims at primarily the means of acquainting the students with great achievement in literature, art, mathematics and science. c) It holds that every human being must receive a chance to be educated and the goal of idealists is universal education. d) It gives emphasis on humanities and ideals in life. e) It emphasizes spiritual side of human life which is the greatest contribution to the field of spiritualism. f) It lays stress on higher values of life viz. truth, beauty, goodness, wisdom, honesty, etc. g) It sounds a note of urgency of universal education which is inevitable to modern state. h) It highlights and glorifies the human and personal elements of life. 3.4.3 Critical Analysis of Idealism Limitations of Idealism: a) Though the aims of education are well laid, it lags behind in educational method.

NSOU ? CC-ED-02 ? 126 b) It is a rigid and dogmatic philosophy with immutable and fixed aims allowing the mental and moral energies to freeze instead of retaining an increasing impetus. c) It offers little in the practical fields of developing workable curriculum, organizing educational institutions and developing efficient methods. d) Idealistic education pays less attention to modern, industrial, social and economic environment. It is considered to be outmoded in the prevailing scientific world. e) Idealism maintains that ideals and morals are eternal and fixed. f) It neglects real possibilities, real ends and real moral life. g) It is based on mere intellectualism. At last Idealism is the most intellectual and oldest philosophical doctrine. According to the idealists the spiritual nature of man is to be unfolded by means of education. Idealistic education emphasizes the exaltation of personality of self-realization. The idealistic school curriculum should include subjects like Art, History, Philosophy, Literature, Religion and Morality. Idealism believes in inner discipline. The function of the teacher is to guide the child towards his utmost possible perfection. Idealism regards the teacher as the priest of man's spiritual heritage. However, in spite of lofty aims propounded by idealism, it is considered by some as outmoded in modern scientific world. 3.5 Epistemological Characteristics of Naturalism: The oldest philosophy in the West is Naturalism. It regards human life as a part of the scheme of nature. This is a type of philosophy to which 'nature is the whole reality'. Matter is supreme. Naturalism relegates man as a spiritual being to the background and disregards the existence of any spiritual potentialities in him. Naturalism is a philosophical doctrine. It is concerned with natural self or real self. It does not believe in spiritualism. According to it the material world is the only real world. This material world is being governed by a system of natural laws. The naturalists have regard only for the actual facts, actual situation and realities. For them nature is everything. 'Return to nature', 'break the chains of society' are its important slogans. Concept and Definition of Naturalism: a) "Naturalism is a philosophical position adopted by those who approach philosophy from purely scientific point of view".—Rusk

NSOU ? CC-ED-02 ? 127 b) "Naturalism is a metaphysics which considers nature as the whole of reality. It excludes what is supernatural of the world".—Hocking c) "Naturalism is a system whose salient characteristic is the exclusion of whatever is spiritual or indeed whatever is transcendental of experience from our philosophy of nature and man".—George Haward Joyce. d) "Naturalism is the philosophical generalisation of science, the application of the theories of science to the problems of philosophy". —R.B. Perry e) "Naturalism is an attitude rather than a specific system of philosophy". – Prem Nath. f) According to Ward, "

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Naturalism is the doctrine which separates nature from God, subordinates' spirit to matter and sets up unchangeable laws as supreme". 1.

Chief Exponents of Naturalism: a) Democritus, a Greek philosopher (About 400BC). b) Epicurus, a Greek philosopher (342-270BC). c) Francis Bacon, an English philosopher (1561-1626AD). d) J.A. Comenius, a Czechoslovakian philosopher (1592-1670AD). e) Herbert Spencer, an English philosopher (1820-1903AD). f) Thomas Henry Huxley, an English Biologist (1825-1895). g) Jean Jacques Rousseau, a Swiss philosopher (1712-1778AD). 3.4.4 Basic features of Naturalism a) Nature is the base and essence of naturalistic philosophy. Nature is the final or ultimate

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reality. b) All things come from matter, and are ultimately reduced to it. Matter in different proportion takes different

names. c) It does not approve the existence of soul or spirit. d) Mind is brain functioning. Brain is matter, experience, imagination; reasoning and mental activities are nothing but

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the functions of brain. e) Laws of nature are unchangeable. The entire universe is governed

and guided by

NSOU ? CC-ED-02 ? 128 natural laws. Science unfolds the mysterious of nature. So, scientific knowledge is the real knowledge. f) Real knowledge comes through sense organs. In order to maintain effective learning, sensory experience should be performed. g) Naturalism sanctions utmost freedom to the child. For complete development of child's personality, freedom is an essential characteristic feature. h) Naturalism believes in evolution. Everything in nature is subject to change. i) Naturalists do not believe in the existence of God. j) They do not believe in higher spiritual values or eternal values. Man through his interaction with nature creates values. k) It does not give much importance to teacher and discipline. l) Individual is the real entity in nature. Society is merely an artificial structure for living together. m) It stands for the doctrine, 'follow nature', 'go back to nature' in education. n) Nature is the best book. Teacher has an insignificant place in naturalism. o) Man is essentially born good. It is the society that makes him bad. p) There is no God or any supernatural being. 2. Types/forms of Naturalism: Naturalism exists in different forms. From educational point of view naturalism may be grouped into: a) Physical Naturalism: Physical naturalism or material naturalism lays emphasis on physical nature. Man is only one of the objects of physical nature. He is governed by natural laws. The child should learn by himself in the lap of nature. Let him learn by his own experience. Follow nature is the watchword of naturalism. b) Biological Naturalism: Man is the highest form of living organism in the process of evolution. Like animals, man is endowed with instincts and impulses. Through education these animal instincts are to be sublimated. c) Mechanical Naturalism: This type of naturalism considers man as merely a machine. This machine is run by natural principles. The purpose of education should be to make this machine as capable and efficient as possible.

NSOU ? CC-ED-02 ? 129 d) Psychological Naturalism: Man is endowed with interests, urges, instincts and certain abilities. Instead of repression, these inherent natural qualities are to be developed properly through the right type of education. The school curriculum is to be framed according to the capacity of the child with proper attention to individual differences. The principles of naturalism have given birth to the school of Behaviourism. 3.4.5 Educational implication of Naturalism 3. Aims of education and Naturalism: If we analyse the tenets of different forms of naturalism, we find several aims of education. In short, the aims of education are: a) Make the human as machine: Man is a machine and the aim of education is to make the human machine as perfect and efficient as possible. With this end in view the students should learn some healthy habits which are useful in daily life. b) Self-preservation: Self-preservation constitutes the highest good in life. So, the aim of education should be to prepare the child for future struggle in life. According to Darwinian school of Naturalism, the aim of education should be to equip the individual for struggle for existence. c) Self-expression: The aim of education should be self-expression. According to P. Nunn, "Development of individuality is the central aim of education". d) Sublimation of the native instincts: According to McDougall, the aim of education should be the sublimation of the native instincts and energies of the individual. e) Development of child:

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According to Rousseau, the aim of education should be the development of the child

in conformity with his nature.

f) Adjustment with the environment: The education should aim at developing such ability as to achieve adjustment with the environment. The ideal of education is to produce well-adjusted happy being. g) Happiness in mankind: The education should aim at establishing happiness in mankind. The education should create such an atmosphere in which children may enjoy their present as well as future happiness. h) Citizenship training: Development of qualities of successful citizenship is the aim of education.

NSOU ? CC-ED-02 ? 130 i) Proper utilization and enjoyment of leisure time: Education should train the child the manner how to spent leisure time profitably. Pleasure seeking should be the aim of education. 4. Curriculum and Naturalism: Aim of education determines the nature of the curriculum. The naturalists favour neither rigid nor fixed curriculum rather they support flexible and changeable curriculum. Different naturalists prescribe different curriculum. a) Naturalistic curriculum is based upon the psychology of the child. It gives importance to different age and stage of development. b) Naturalists advocate teaching of science which deals with nature e.g. Physics, Chemistry, Botany, Zoology along with art, craft and physical activities. c) For understanding science subjects better, study of Mathematics and languages are to be recommended. d) They give importance to subjects like nature study, Agriculture, Gardening, Craft, Art, Geology, Geography and Astronomy because these are in keeping with the nature of the child. These subjects are to be correlated with the play activities of the child and with the life around him. e) Conventional subjects, ideas, importance and knowledge built by sophisticated society should not be give any place in the curriculum. f) Naturalists' disfavour bookish education. g) For development of sense perception and practical judgement agriculture and carpentry are preferred. h) Astronomy and Geography are not to be studied from books but from the nature. i) Naturalists prefer the study of history and social studies to other subjects because they are the study of past experiences of the race. Past experiences explain the origin of the present. j) As the naturalists lay emphasis on the present life of the child, they want to include such subjects in curriculum which contribute directly to the development of health, vocational life, family life and social life. k) Physiology and hygiene are to be included in the curriculum for knowledge of body and health.

NSOU ? CC-ED-02 ? 131 l) For experimental activities, Arithmetic and Geometry are recommended. m) Naturalism does not give importance to spiritualism. Thus, there is no place for teaching about God and religion in school. n) According to naturalism, children do not like classical music and painting. These subjects should have no place in curriculum in curriculum because these are beyond their comprehension. But there are certain subjects like science, History, Geography, Language, Nature study, etc., which are to be given priority in mathematic curriculum. o) Rousseau favoured 'negative education' during childhood. The child should be subordinate to the natural order. When the child is left free to develop his body and senses, it is 'Negative Education'. 5. Methods of Teaching-learning process and Naturalism: a) Naturalism regards the child as the supreme centre of educational procedure. Methods of teaching in naturalistic school are guided by the principle of growth, pupil-activity and individualism. b) On the basis of the basic principles, teacher is not to impose anything even his teaching on the pupils. The child should be encouraged to discover things by himself. c) Child's need and interests should be given top priority in teaching process. d) Naturalists prefer self-education or auto-education. e) Naturalism employs no direct method of teaching through lecture or textbook. f) Emphasis is given laid on learning by doing. g) For teaching of science and mathematics, they advocate Heuristic method in place of Chalk and talk method. h) Prem Nath says, "Play-way is the supreme and valuable technique of teaching". Through play, the child acquires various competences. i) In addition to play-way method, naturalism advocates modern method of teaching like Kindergarten Method, Montessori Method, Activity Method, etc. j) Naturalism favours open door education or open air schools for natural development child's education.

NSOU ? CC-ED-02 ? 132 k) Naturalists do not support unnatural classroom method under the pattern of fixed timetable. l) Coercive or Deductive method is not preferred by naturalists. m) They favour lecture method for teaching of language and literature subjects. n) Experience, Observation, Learning by doing, Experiment in laboratory etc., are considered best method of teaching-learning process by naturalists. o) It favours students' self-government and co-education. Self-government will give direct experience of social life whereas co-education will develop right attitude towards community and family life. p) Learning through experience is one of the best method teaching-learning processes in naturalism. Regarding the method of teaching Rousseau advised, "

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Give your scholar no verbal lessons, he should be taught by experience".

q) Rousseau encouraged Negative education. When the child is left free to develop his body and senses it is Negative education. 6. Role of Teacher and Naturalism: a) The teacher should not interfere in the natural development of the child. b) He should not impose ideals or ideas on students. c) He is only to help the child in the discovery of truth. d) Rousseau (1712-1778) and Fichte (1762-1814) are in favour of non-intervention of the teacher in the education

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of the child. They think that the child's nature is essentially good, and any intervention is, therefore, harmful.

The teacher should treat the child as a small plant. His duty is like that of a gardener only. e) Ross thinks that the teacher has only to set the stage, supply the materials and opportunities provide an ideal environment and create conditions conducive to natural development, and then he is to recede in the background. 3.4.6 Critical Analysis of Naturalism Limitations of Naturalism: a) Naturalism keeps the child in the forefront of the entire process of education. It has sanctioned freedom to the child. It has succeeded in freeing the child from the NSOU ? CC-ED-02 ? 133 tyranny of teachers, rigidity, interference and strict control of society. b) It favours child-centric education instead of bookish and teacher-centred education. c) Child study movement or importance of study of child psychology has gathered momentum due to the naturalistic thought. d) Naturalism emphasizes the all-round development of child's personality in a natural way. e) Inflicting punishment on children is disfavoured and discarded by naturalistic education. f) Methods of teaching are the best contribution of naturalism. The methods like heuristic method, play-way method, learning by doing, etc. are recommended. g) Child-centred and diversified curriculum of naturalism have enriched and contributed a lot to modern education thought and practice. h) Open-air school is favourable for natural development which really deserves eulogy in underdeveloped countries. i) Residential school system advocated by naturalism has a complete bearing on modern public school system. j) It emphasizes practical knowledge than bookish knowledge. Knowledge gained through experiences is, beyond doubt, better than theoretical knowledge. k) Naturalistic methods of education are highly psychological as they are based on growth and development of the child, his interests and needs, his aptitudes and activities. In fine, it may be said that naturalism has secured freedom for the child. It has given an impetus to new psychological methods of education. Self-expression, follow nature, auto-education, play-way, paedacentricism, sense-training, self-discipline and learning by doing are some of the main features of modern education. But the concept of negative education cannot be fully accepted. It is said that whenever you carelessly leave the earth to nature, it bears weeds and thistles. Naturalism does not give any lofty ideal of education. For this we need to look at Idealism. Ross has rightly said, "Naturalism needs supplementing and correcting by Idealism because it is only Idealism that can give a clear vision of a satisfactory goal for educative effort. NSOU ? CC-ED-02 ? 134 3.4.7 Basic features of Pragmatism The word 'Pragmatism' is of Greek origin. It is the product of practical experiences of life. It arises out of actual living. It does not believe in fine and eternal values. It is dynamic and everchanging. There are no established systems of ideas, which will be true for all times. Pragmatism means action, from which the words practical and practice have come. Pragmatists are practical people. They face problems and try to solve them from practical point of view. Unlike idealists they live in the world of realities, not in the world of ideals. Pragmatists view life as it is, while idealists view life, as it should be. The central theme of pragmatism is activity. Exponents of Pragmatism Pragmatism accepts everything that has practical consequences. The chief exponents of pragmatism are Charles S. Peirce, William James, Schiller and John Dewey. Basic Principles of Pragmatism Some basic principles of Pragmatism are given below which will help make you the concept of. Pragmatism clearer: 1. The pragmatists believe that man is primarily a biological and social organism. 2. There are three inseparables - man & nature, individual & society & thought & action (or mind and body). 3. To the pragmatists, human beings are essentially active and incidentally contemplative. Action- not mere contemplation -is the aim of life. Activity is the means to attain the end of Knowledge, hence pragmatists believe in experimentalism. 4. There is no ultimate unchanging reality. Reality is that which is "experienced" by man. Since the experience of man is constantly changing; truths and reality are also changing constantly. Reality is manifold. 5. The pragmatists do not believe in any standard values in the world. Values are changeable. They change with the times, with the philosophy and with the circumstances. Values are testable. 6. To the pragmatists, mind is a dynamic process, which happens or functions within a man.

NSOU ? CC-ED-02 ? 135 7. There are many forms of pragmatism, a theory about reality, such as : humanistic pragmatism, experimental pragmatism, nominalistic pragmatism, biological pragmatism, American pragmatism, British pragmatism, etc. 3.4.8 Educational Implications of Pragmatism: Pragmatism and Aims of Education: 1. Education should be child centered: The child is a potential creator of values in the environment. So we should start with the child as he is, and provide suitable experiences and activities in which he can participate and thereby modify his original nature. 2. Education should be both for the child and the society: The social aspect of education should be emphasized. 3. Respect for child's freedom: The child's freedom must be respected. There should be no imposition of adult standard of authority. 4. Education should be based on child psychology: Education should be planned on the basis of psychological finding. Pragmatism and Curriculum: Pragmatists favour an educational curriculum which permits the educand to develop all his qualities and obtain all knowledge which may help him in creation of values, gaining social efficiency, developing harmonious personality, making proper adjustment and solving the problem of life. They have suggested the following principles in determining a curriculum: 1. Principle of Utility: Pragmatists state that curriculum should be utilitarian. Those subjects should be stressed in the curriculum which is useful in solving human problems and meeting life situations. For this reason, technical scientific education forms an important part of the Pragmatic curriculum. 2. Principle of child's nature and interests: Curriculum should be governed by child's natural interests, aptitudes and tastes at the successive stages of his development. In the words of Jon Dewey, "These natural interests are the natural resources, the uninvested capital upon the exercise of which depend on the actual growth of the child."

NSOU ? CC-ED-02 ? 136 Pragmatism and Methods of Teaching: Since Pragmatism emphasized the theory underlying successive practice, it makes significant contribution to the methods of teaching rather than its aims. Pragmatists detest all traditional methods, ready-made knowledge, and the notion of authority, bookish and passive learning. Traditional methods of teaching should not be dogmatically accepted. The following should be the principles or essential of teaching method: 1. Principle of Action or Learning by Doing: Pragmatists stress on action rather than reflection. They believe that the child learns best only through his activities or his experiences, he does not learn so much from books. 2. Principle of establishing relation with the life of the child: Pragmatists believe that methods of teaching should not be dogmatically accepted but they should be forged afresh in the light of real life situations. 3. Principle of Integration: The principle of integration is needed in the whole of the learning process. The human mind itself is a unity. There are not water-tight compartments in it. 3.4.9 Critical Analysis of Pragmatism The philosophy of pragmatism has been severely criticized on various grounds. Pragmatism does not advocate any absolute standards. Education is to help man to create his new standards of life. Eternal values create social cohesion and harmony. Without values, human conduct cannot be evaluated. Pragmatism neglects cherished values of humanity. Pragmatism opposes the spiritual values. It advocates extreme type of utilitarianism. Too much experimentalism is as bad as too much of faith and traditionalism. Pragmatism appears to be too radical and sceptical. It works towards denial of authority. Man has his limitations and to describe human purpose as the yardstick to perform actions, cannot be accepted as the whole story of human existence. The pragmatic aims of education are vague. Pragmatic methodology of teaching is also not free from criticism. Pragmatism tries to build knowledge through projects and experiments. The curriculum may be given or vocational and social efficiency bias, but wholesale condemnation of liberal studies and cultural subjects is not justified. Accomplishment of a task cannot be judged by results alone. Nevertheless, the philosophy of pragmatism has made important contributions to educational theory and practice and will continue to do so.

NSOU ? CC-ED-02 ? 137 3.5 Epistemological Characteristics of Humanism Humanism, a system of philosophical beliefs, that recognize man as the only worthy object of knowledge, has been the synthesis of ideas formulated by various great master thinkers like Socrates, Plato, Aristotle, Darwin, Maslow, etc. in the West and Buddha, Arabindo, Gandhiji, Tagore, etc. in the East. The concept of humanism is derived not from the experimental sciences, nor from the mathematical statistics, but from the great minds and works in oriental as well as western history and literature. Humanism is a movement to gain for man in a proper recognition in the universe. The English word humanism has been derived from the Latin term "Homo" which means human being. Thus literally meaning of the word "Humanism" is the philosophy in which man occupies a central place. Etymological meaning, however, is not the sufficient meaning of a term; it includes its historical usage as well. Thus in order to understand the full implication of the term "Humanism" one must take into account of historical evolution. In the historical evolution whatever has been, found to be useful for human welfare, has been attached with the concept of humanism such as the idea of social welfare, scientific attitude, progress of democratic institutions. Humanism is a very old philosophy. It has been interpreted in various ways, such as - a reasonable balance in life, vivid interest in all sides of life, freedom from religiosity, responsiveness to all human passions, a philosophy which holds that man is the centre and measure of all activities. In terms of the humanist thought, man is an end and not a means. 3.5.1 Basic features of Humanism The assumptions of humanism have distinctive connection with the conception of knowledge, truth and human values. Humanism believes that man's intelligence and conscience separate him from other animals and it is education in which such separation can be judged and maintained. This discussion concentrates mainly on rational humanism. Types of Humanism Secular Humanism: The branch of Humanism that rejects theistic religious belief and adherence to belief in the existence of a supernatural world. Secular Humanists (who are often scientists and academics) generally believe that following humanist principles leads to secularism (which asserts the right to be free from religious rule and teachings), on the basis that supernatural beliefs cannot be supported using rational arguments, and therefore the supernatural aspects of religiously associated activity should be rejected. The term "humanism" in general usually refers to Secular Humanism as a default meaning.

NSOU ? CC-ED-02 ? 138 Religious Humanism: The branch of Humanism that considers itself religious, or embraces some form of Theism, Deism or supernaturalism, without necessarily being allied with organized religion. It is often associated with artists, scholars in the liberal arts and liberal Christians (especially Unitarian Universalists, Quakers, Anglicans and Lutherans). Religious Humanists feel that Secular Humanism is too coldly logical and ignores the full emotional experience that makes humans human. Renaissance Humanism (often known as Classical Humanism or simply Humanism): The initial flowering of humanist thought in the 15th and 16th Centuries, in opposition to the dominant Scholastic philosophy of the day. Renaissance Humanists promoted human worth and individual dignity, and believed in the practice of the liberal arts for all classes. Post-Humanism (or Posthumanism): A late 20th Century philosophy which attempts to bring Renaissance Humanism up to date in a modern technological world, and to counter the allegations of speciesism (discrimination in favor of one species, usually the human species, over others) and anthropocentrism (the belief that human beings and human society are, or should be, the central focus of existence) which have been leveled at Humanism. Educational Humanism: A current in education which began to dominate school systems in the 17th Century. It held that the studies that develop human intellect are those that make humans "most truly human". It was based on the concept of faculty psychology (which views the mind as a collection of separate modules or distinct intellectual faculties, such as the analytical, the mathematical, the linguistic, etc), which has been largely discredited in the 20th Century. Marxist Humanism: A branch of Marxism that primarily focuses on Marx's earlier writings, (especially the "Economic and Philosophical Manuscripts" of 1844 in which he develops his theory of alienation), as opposed to his later works, which are considered to be concerned more with his structural conception of capitalist society. Integral Humanism: The political philosophy developed by the Jana Sangh movement in India in the 1960s, in opposition to Western political philosophies which it sees as preoccupied with materialism and over-looks of the social well-being of the individual. It sees both Capitalism and Socialism as essentially flawed, and as stimulating greed, class antagonisms, exploitation and social anarchy.

NSOU ? CC-ED-02 ? 139 Basic Principles of Humanism: Today the term "Humanism" is used to convey a philosophical belief, which believes in rendering service for the greater good of all humanity according to the demands of reason and democracy. Below, we mention the principal postulates of Humanism: 1. Humanism does not believe in supernaturalism. It regards nature as a system of constantly changing events. 2. Humanism believes in science and thinks that man, being a product of nature is a part of it. 3. Humanism considers that human thinking is a result of the interaction between the complex living organism and the environment. 4. Humanism thinks that man is competent to solve all his problems on the basis of his own reason and scientific method. 5. Humanism believes that man is the maker and master of his own destiny. 6. Humanism believes that man's happiness lies in this world. For the achievement of this happiness he should be free in this world to progress culturally, economically and ethically. Humanism as a philosophy - is social in origin and development. Education must preserve civilization through a concern for absolute values, and for the intellectual basis on which civilization stands. Humanists suggest that this respect must be inculcated in the young through three main directions. These are — (1) Respect for language, (2) Respect for ancient cultures, and (3) Respect for intellectuals and for literary scholarship. (1) Respect for Language The language used and taught at home and school should not be a fluctuating one. Correct form of language, which is found in ancient languages like Greek, Latin, Sanskrit and others should be taught to the student. Education must stress the use of correct and appropriate vocabulary and sentence structure through grammar and composition.

NSOU ? CC-ED-02 ? 140 (2) Respect for Ancient Cultures Education should foster an admiration and understanding of ancient cultures, which have contributed to the growth of human civilization. It is in these cultures that man finds the origin of his humanistic background, and hence it is essential for him to re-discover it for himself. (3) Respect for Intellectual and for Literary Scholarships The younger generation must learn to respect the wisdom of the scholars as it relates to the more important field of human values. Intellectuals through their vast knowledge and intellectual ability are in a favorable position to set goals for the society. These intellectual leaders and scholars must judge music, literature, religion and education. Society must learn to respect the wisdom of these scholars and it must realize that literary scholarship is on a higher intellectual. 3.5.2 Educational Implications of Humanism Aims and Ideal: If we analyse the tenets of different forms of naturalism, we find several aims of education. In short, the aims of education are: • According to humanism education aims at man making. • It attempts to be secular, rational and scientific. • It aims at realizing human values in the individual and society. According to it the education aims at complete development of human personality. • It directs man to solve individual and social problems. Its purpose is to increase efficiency and happiness of human beings. • It supports democratic philosophy of education since the values of liberty, equality and fraternity are fundamental human values. Thus, the educational institutions should be based upon democratic principles. It seeks to realize peace upon the earth. • The humanist tendency is rationalist and integral. • It is positivist since it supports meliorism. • Science alone can provide more leisure for cultural development. The individual and society are intimately related. Therefore, the children should develop team spirit and co-operation through play way method.

NSOU ? CC-ED-02 ? 141 • Community programmes should make community living easy and spontaneous. The society should be made conducive to all-round human progress. Integration of other Tendencies The humanist trend integrates psychological, sociological and eclectic tendencies in education. It makes human nature the basis of education. It emphasizes the value of individual differences in education. It makes education child-centered. While on the one hand the aim of education is the propagation of knowledge, social control, social development and preservation of social heritage, it also seeks to integrate all these. Thus, it is an integral approach to education. Its aim of education is integral. This aim of education is based upon integral psychology. Man according to the humanists, is a self having body as well as intellect. All these should be integrated. Curriculum: The humanist believes that in all educational endeavours the accent will be also social rather than only individualistic. This will imply more emphasis on the study of social studies, such as; sociology, politics and economic Ethics will be included in the curriculum in order to help the youth to imbibe broad humanist attitudes, which will imply loyalty to the social group and to mankind. The teaching of Science and Scientific method is also greatly emphasized. The curriculum is both liberal and extensive. Methods of Teaching: The humanist method of teaching is based on educational psychology. The teacher educates according to the principles of child psychology, developmental psychology and educational psychology. Besides, the theoretical instruction methods for development of social virtues are emphasized. Education is provided through the vernacular, since it encourages originality and creativity. National and international languages are also taught at higher stages since the humanist seeks to encourage human communications on national and international stage. Essentials of Humanism: The above discussion makes it clear that humanism is obviously against all types of super-naturalism or super-humanism. It cannot consider any man to be essentially greater than other human beings. In it the term human welfare means the welfare of ordinary human beings. It does not aim at superman but only at man. Its control standpoint is faith in the dignity of man. Since man is the creature of this earth, humanism is this - worldly and

NSOU ? CC-ED-02 ? 142 against all types of other - worldly theories. The humanist ethics is not governed by any religious faith other than faith in human dignity. So far as human welfare has been advanced by science, the humanist respects science but if science becomes an impediment in his progress he would not hesitate in criticizing it and fixing its limitations. The western humanists have been lagging behind in this particular function through today many Western thinkers have started pointing out to the evils and dangers of a cult of science. Since each human being is important for the humanist, humanism is against all distinctions among human beings on the basis of country, nation, race, class, caste, sex, religion, economic status, scholarship and abilities. As humanism supports the idea of world citizenship. But as has been already pointed out, the concept of humanism does not negate other human loyalties but fulfils them because unity in diversity is the basis of the richness of the human culture. 3.5.3 Critical Analysis of Humanism Merits of Humanism • Humanistic education is essential for preparing young people to be citizens in a democracy. If democracy is to work, its citizens must be educated. They must know how to gather information, distinguish fact from opinion, analyze propaganda, understand many different viewpoints, understand justice, think for themselves, communicate their opinions clearly, and work with others for the common good. These are among the most important skills that humanistic education seeks to teach our youth. • Humanistic education enhances the teaching of the basics. Many of the major books and articles on humanistic education show teachers how to do a more effective job of teaching reading, writing, math, social studies, etc. Many of the best traditional-subject-matter teachers integrate humanistic education methods and materials into their basic curriculum. Rather than ignoring the basics, humanistic educators seek to expand our concept of what basic education is, saying that basic skills for surviving in today's world go beyond reading, writing, computation, and vocational skills and include other skills for communicating, problem-solving and decision-making. • Humanistic education is not psychotherapy. It is not the goal of humanistic education to help students overcome deep-seated emotional problems. Rather, humanistic education seeks to help students to learn useful skills for living and to deepen their understanding of issues relevant to their academic and social development. Teachers

NSOU ? CC-ED-02 ? 143 do not need to be trained psychologists to conduct humanistic education activities. They do require sensitivity to students, classroom management skills, and the ability to conduct a class discussion. These skills are within the grasp of all good teachers. • Humanistic education is supported by years of research and experience. One of the strongest reasons for supporting humanistic education is that, when done effectively, students learn! Considerable evidence shows that cooperative learning structures higher self-concepts, and the student's motivation and interest in learning all are related to greater academic achievement. Studies also show that humanistic education can lead to fewer discipline problems, less vandalism and reduced use of illegal drugs...Such research findings do not prove that particular humanistic education methods should be used in all situation. • Humanistic education encourages parent involvement in the schools. What parent does not sometimes wish his or her children would listen more respectfully, choose less impulsively, calm down when overexcited, learn to be assertive without being aggressive, or make better use of their time? Many humanistic education methods teach students how to do these things.. Several humanistic education approaches teach students to relax and control their nervous energy and to plan and take more responsibility for their time • Humanistic educators believe that schools have a role to play in the "values education" of students. While the home and religion have the major responsibility in the value development and moral development of children, the school also has a legitimate role. Few parents have ever questioned the school's role in encouraging the values of punctuality, fairness, health, courtesy, respect for property, neatness and the like. Humanistic educators believe schools also should encourage the democratic and humanitarian values of tolerance, self-respect, freedom of thought, respect for others, social responsibility and the like. Schools cannot and should not be "value-free." Limitations of Humanism: • Humanism is often depicted as denying spiritual values and is accordingly "represented as discarding morality, and preaching what is reproachfully described as the principle of 'good and no conscience'". However, some scholars believe, however, that this is a misunderstanding of the Humanism position since "no serious

NSOU ? CC-ED-02 ? 144 thinker could have included such a teaching” Humanism believes not in the notion of stringent philosophy, but in liberal beliefs. Hence, they refute most of the already- established rules in the context of philosophy • Another criticism often leveled at the Humanism movement is that it is essentially anti-intellectual. While this is perhaps an overstatement, it is true that the main area of concern for Humanists is the marketplace of daily life. Thus, those philosophies oriented toward a rather rationalistic a priori type of thought will find the Humanists empirical and anti-intellectual. 3.6 Summary The above educational implications of humanism reveal that it is the best blue print for the planning of future education. It is the solid basis for development of values and culture. It is an integral approach to aims and ideals, means, curriculum and organization of education. In fact, humanism may be called the future philosophy of education acceptable and required everywhere. We discussed the basic Characteristics of Western Philosophy: Classical and Modern. Also discuss the Epistemological Characteristics of Idealism, Naturalism, Pragmatism, & Humanism and their Applications on Educaion. • The present Unit has attempted to give you the basic meaning and concept of some Westernschools of philosophy. We have seen in detail that the exponents, principles, characteristics, aims,methods of teaching and curriculum, etc. deduced from Idealism, The present Unit, hence, providesyou the necessary perspectives as well as the basic foundations of thoughts on ‘Education’ in theWestern world. You have been able to understand that the intimate relations of philosophy andeducation, to what extent those relationships are valuable to you as a student ofeducation,. Your present understanding, you may keep in your mind, will help you learn other Units of this Block. • The present Unit has attempted to give you the basic meaning and concept of Westernschools of philosophy - Naturalism. We have seen in detail that the exponents, principles, characteristics, aims,methods of teaching and curriculum, etc. deduced from Naturalism, The present Unit, hence, providesyou the necessary perspectives as well as the basic foundations of thoughts on ‘Education’ in theWestern world. You have been able to understand that the intimate relations of

NSOU ? CC-ED-02 ? 145 philosophy andeducation, to what extent those relationships are valuable to you as a student ofeducation,. Your present understanding, you may keep in your mind, will help you learn other Units of this Block. • The present Unit has attempted to give you the basic meaning and concept of Westernschools of philosophy - Pragmatism. We have seen in detail that the exponents, principles, characteristics, aims,methods of teaching and curriculum, etc. deduced from Pragmatism.The contributions and weaknesses of each have also been discussed. The present Unit, hence, providesyou the necessary perspectives as well as the basic foundations of thoughts on ‘Education’ in theWestern world. You have been able to understand that the intimate relations of philosophy andeducation, of Western schools of Pragmatism. • The present Unit has attempted to give you the basic meaning and concept of Westernschools of philosophy - Humanism. We have seen in detail that the exponents, principles, characteristics, aims, methods of teaching and curriculum, etc. deduced from Humanism.The contributions and weaknesses of each have also been discussed. The present Unit, hence, providesyou the necessary perspectives as well as the basic foundations of thoughts on ‘Education’ in theWestern world. You have been able to understand that the intimate relations of philosophy andeducation, of Western schools of Humanism. 3.7 Self-Assessment Questions 1. Describe the basic characteristics of Western Philosophy. 2. Explain the characteristics of Classical Western Philosophy.. 3. Explain the characteristics of Modern Western Philosophy. 4. Explain the Epistemological Characteristics of Idealism 5. Discuss the aims of education and curriculum of Idealism. 6. Describe the Educational Implication of Idealism? 7. Discuss the Epistemological Characteristics of Naturalism? 8. Discuss the Aims of Education & Curriculum of Naturalism. 9. Discuss the basic tenets of Pragmatism Philosophy? 10. Describe the Aims of Education according to Pragmatism Philosophy.

NSOU ? CC-ED-02 ? 146 11. Describe the Educational Implication of Pragmatism. 12. What is Humanistic Philosophy? 13. Explain the Epistemological Characteristics of Humanism 14. Discuss the Educational Implication of Humanism 3.8 References Butler, J. D. (1978): Four Philosophies and their Practice in Education and Religion, Harper& Row Publishers; New York, pp. 51- 524. Purkait, B. R. (1995): Great educators and their Philosophies, New central Book Agency (P)Ltd. Kolkata. Roy Choudhury, N. (1999): On Philosophical Perspectives of Education; A.P.H. Publishing Corporation; Darya Gang, New Delhi, pp. 11-65. Seetharamu, A. S. (2002): Philosophies of Education, A.P.H. Publishing Corporation; DaryaGang, New Delhi, pp. 11-65. Chaube, S. P. and Chaube, A. (2002): Western Educational Thinkers, Concept Publishing Company New Delhi, pp. 23-105. Bhatia, K. and Bhatia, B. D. (1992): Theory and Principles of Education, Doaba House; New Delhi, pp. 49-56, 136-146. Brubacher. J. S., (1939). Modern Philosophies of Education. New York: McGraw Hill. Damal, B. D. & Dash, B. N. (2005). Education Modern Indian. New Delhi: Kalyani Publisher. Sinha, J.(2000). Indian Philosophy, M. B. Publishers Pvt. Ltd., Delhi Radhakrishnan, S.(1997). Indian Philosophy, Atlantic Publishers Pvt. Ltd., New Delhi.

NSOU ? CC-ED-02 ? 147 Unit 4 ?? Values and Education Structure 4.1 Objectives 4.2 Introduction 4.3 Education for Inculcation of Values 4.3.1 Types of Values 4.3.2 Emerging perception in value Education 4.4 Values and Social Philosophy Enshrined in Indian Constitution 4.4.1 Constitutional values 4.4.2 The fundamental Duties of Indian Constitution 4.5 Major provisions of Education in the Indian Constitution 4.6 Summary 4.7 Self-Assessment

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Questions 4.8 References 4.1 Objectives After going through this unit, the learners will be able to- ?

Gain an understanding of Education

for inculcation of values ? Enumerate Values and Social Philosophy Enshrined in Indian Constitution ? Delineate and explain major provisions of Education in the Indian Constitution 4.2 Introduction You are bearing with you some general ideas about Education through Inculcation Values, Values and Social Philosophy Enshrined in Indian Constitution, Major provisions of Education in the Indian Constitution, We hope, you like to understand these two concepts more critically as well as to extent your knowledge about these content.

NSOU ? CC-ED-02 ? 148 4.3 Education for Inculcation of Values Values are defined in literature as everything from eternal ideas to behavioral actions. As used here values refer to criteria for determining levels of goodness, worth or beauty. Values are affectively-laden thoughts about objects, ideas, behavior, etc. that guide behavior, but do not necessarily require it (Rokeach, 1973). The act of valuing is considered an act of making value judgments, an expression of feeling, or the acquisition of and adherence to a set of principles. We are covering values as part of the affective system. However, once they are developed they provide an important filter for selecting input and connecting thoughts and feelings to action and thus could also be included in a discussion of the regulatory system. Values are a person's (a) Fundamental preferences and commitments, (b) Standards for determining worth or merit, and (c) Basic concepts of goodness, rightness, and fairness. Values serve as criteria that guide three kinds of choices an individual makes: What is preferable here? What is of highest quality? & What is right? The answers to these questions in specific instances the choices and conclusions and judgments a person makes, the actions she takes in her day-to-day life reflect this person's basic values. They represent them. They concretize them. As human beings, each of us has the power and, I believe, the responsibility to choose our values and then use them to guide our life. Values are those characteristics of human society which set norms, exert control and influence the thinking, willing, feeling and actions of individuals. 4.3.1 Types of Values 1. Human Values: Preparation of text-books and resource materials about environmental education can play an important role in building positive attitudes about environment. The basic human value 'man in nature' rather than 'nature for man' needs to be infused through the same. 2. Social Values: Love, compassion, tolerance and justice which are the basic teachings of most of our religions need to be woven into environmental education. These are the values to be

NSOU ? CC-ED-02 ? 149 nurtured so that all forms of life and the biodiversity on this earth are protected. 3. Cultural and Religious Values: These are the values enshrined in Vedas like 'Dehi me dadamite' i.e. "you give me and give you" (Yajurveda) emphasize that man should not exploit nature without nurturing her. Our cultural customs and rituals in many ways teach us to perform such functions as would protect and nurture nature and respect every aspect of nature, treating them as sacred, are it rivers, earth, mountains or forests. 4. Ethical Values: Environmental education should encompass the ethical values of earth-centric rather than human-centric world-view. The educational system should promote the earth-citizenship thinking. Instead of considering human being as supreme we have to think of the welfare of the earth. 5. Global Values: The concept that the human civilization is a part of the planet as a whole and similarly nature and various natural phenomena over the earth are interconnected and inter-linked with special bonds of harmony. If we disturb this harmony anywhere there will be an ecological imbalance leading to catastrophic results. 6. Spiritual Values: Principles of self-restraint, self-discipline, contentment, reduction of wants, freedom from greed and austerity are some of the finest elements intricately woven into the traditional and religious fabric of our country. All these values promote conservationism and transform our consumeristic approach. 4.3.2 Emerging Perceptions in Value Education Values education is an explicit attempt to teach about values and/or valuing. Superka, Ahrens, & Hedstrom (1976) state there are five basic approaches to values education: inculcation, moral development, analysis, values clarification, and action learning. Let us briefly look into these perspectives. Inculcation Most educators viewing values education from the perspective of inculcation see values as socially or culturally accepted standards or rules of behavior. Valuing is therefore considered a process of the student identifying with and accepting the standards or norms of the important individuals and institutions within his society. The student "incorporates" these values into his or her own value system. These

NSOU ? CC-ED-02 ? 150 educators take a view of human nature in which the individual is treated, during the inculcation process, as a reactor rather than as an initiator. Extreme advocates such as Talcott Parsons (1951) believe that the needs and goals of society should transcend and even define the needs and goals of the individuals. However, advocates who consider an individual to be a free, self-fulfilling participant in society tend to inculcate values as well, especially values such as freedom to learn, human dignity, justice, and self-exploration. Both the social- and individualistic-oriented advocates would argue the notion that certain values are universal and absolute. The source of these values is open to debate. On the one hand some advocates argue they derive from the natural order of the universe; others believe that values originate in an omnipotent Creator. In addition to Parsons (1951), the theoretical work of Sears and his colleagues (1957, 1976) and Whiting (1961) provide support for this position. More contemporary researchers include Wynne and Ryan (1989, 1992). The materials developed by the Georgia Department of Education (1997), the work of William Bennett (e.g., 1993) and The Character Education Institute (CEI) also promote the inculcation viewpoint. Moral Development: Educators adopting a moral development perspective believe that moral thinking develops in stages through a specific sequence. This approach is based primarily on the work of Lawrence Kohlberg (1969, 1984) as presented in his 6 stages and 25 "basic moral concepts." This approach focuses primarily on moral values, such as fairness, justice, equity, and human dignity; other types of values (social, personal, and aesthetic) are usually not considered. It is assumed that students invariantly progress developmentally in their thinking about moral issues. They can comprehend one stage above their current primary stage and exposure to the next higher level is essential for enhancing moral development. Educators attempt to stimulate students to develop more complex moral reasoning patterns through the sequential stages. Kohlberg's view of human nature is similar to that presented in the ideas of other developmental psychologists such as Piaget (1932, 1962), Erikson (1950), and Loevinger et al. (1970). This perspective views the person as an active initiator and a reactor within the context of his or her environment; the individual cannot fully change the environment, but neither can the environment fully mold the individual. A person's actions are the result of his or her feelings, thoughts, behaviors, and experiences. Although the environment can determine the

NSOU ? CC-ED-02 ? 151 content of one's experiences, it cannot determine its form. Genetic structures already inside the person are primarily responsible for the way in which a person internalizes the content, and organizes and transforms it into personally meaningful data. The moral development technique most often used is to present a hypothetical or factual value dilemma story which is then discussed in small groups. Students are presented with alternative viewpoints within these discussions which is in hypothesized to lead to higher, more developed moral thinking. There are three critical variables that make a dilemma appropriate: • The story must present "a real conflict for the central character", include "a number of moral issues for consideration", and "generate differences of opinion among students about the appropriate response to the situation." • A leader who can help to focus the discussion on moral reasoning. • A classroom climate that encourages students to express their moral reasoning freely (Gailbraith & Jones, 1975, p. 18). The analysis approach to values education was developed mainly by social science educators. The approach emphasizes rational thinking and reasoning. The purpose of the analysis approach is to help students use logical thinking and the procedures of scientific investigation in dealing with values issues. Students are urged to provide verifiable facts about the correctness or value of the topics or issues under investigation. A major assumption is that valuing is the cognitive process of determining and justifying facts and beliefs derived from those facts. This approach concentrates primarily on social values rather than on the personal moral dilemmas presented in the moral development approach. The rationalist (based on reasoning) and empiricist (based on experience) views of human nature seem to provide the philosophical basis for this approach. Its advocates state that the process of valuing can and should be conducted under the 'total authority of facts and reason' (Scriven, 1966, p. 232) and 'guided not by the dictates of the heart and conscience, but by the rules and procedures of logic' (Bond, 1970, p. 81). The teaching methods used by this approach generally center around individual and group study of social value problems and issues, library and field research, and rational class discussions. These are techniques widely used in social studies instruction. A variety of higher-order cognitive and intellectual operations are frequently used (similar in many ways to those advocated members of the critical thinking movement). These include: 1. Stating the issues; NSOU ? CC-ED-02 ? 152 2. Questioning and substantiating in the relevance of statements; 3. Applying analogous cases to qualify and refine value positions; 4. Pointing out logical and empirical inconsistencies in arguments; 5. Weighing counter arguments; and 6. Seeking and testing evidence. Values Clarification: The values clarification approach arose primarily from humanistic psychology and the humanistic education movement as it attempted to implement the ideas and theories of Gordon Allport (1955), Abraham Maslow (1970), Carl Rogers (1969), and others. The central focus is on helping students use both rational thinking and emotional awareness to examine personal behavior patterns and to clarify and actualize their values. It is believed that valuing is a process of self-actualization, involving the subprocesses of choosing freely from among alternatives, reflecting carefully on the consequences of those alternatives, and prizing, affirming, and acting upon one's choices. Values clarification is based predominately on the work of Rath, Harmin & Simon (1978), Simon & Kirschenbaum (1973), and Simon, Howe & Kirschenbaum (1972). Whereas the inculcation approach relies generally on outside standards and the moral development and analysis approaches rely on logical and empirical processes, the values clarification approach relies on an internal cognitive and affective decision making process to decide which values are positive and which are negative. It is therefore an individualistic rather than a social process of values education. From this perspective, the individual, if he or she is allowed the opportunity of being free to be his or her true self, makes choices and decisions affected by the internal processes of willing, feeling, thinking, and intending. It is assumed that through self-awareness, the person enters situations already pointed or set in certain directions. As the individual develops, the making of choices will more often be based on conscious, self-determined thought and feeling. It is advocated that the making of choices, as a free being, which can be confirmed or denied in experience, is a preliminary step in the creation of values (Moustakas, 1966). Within the clarification framework a person is seen as an initiator of interaction with society and environment. The educator should assist the individual to develop his or her internal processes, thereby allowing them, rather than external factors, to be the prime determinants of human behavior; the individual should be free to change the environment to meet his or her needs. Methods used in the values clarification approach NSOU ? CC-ED-02 ? 153 include large- and small-group discussion; individual and group work; hypothetical, contrived, and real dilemmas; rank orders and forced choices; sensitivity and listening techniques; songs and artwork; games and simulations; and personal journals and interviews; self- analysis worksheet. A vital component is a leader who does not attempt to influence the selection of values. Like the moral development approach, values clarification assumes that the valuing process is internal and relative, but unlike the inculcation and developmental approaches it does not posit any universal set of appropriate values. Action Learning The action learning approach is derived from a perspective that valuing includes a process of implementation as well as development. That is, it is important to move beyond thinking and feeling to acting. The approach is related to the efforts of some social studies educators to emphasize community-based rather than classroom-based learning experiences. In some ways it is the least developed of the five approaches. However, a variety of recent programs have demonstrated the effectiveness of the techniques advocated by this approach (e.g., Cottom, 1996; Gauld, 1993; Solomon et al., 1992). Advocates of the action learning approach stress the need to provide specific opportunities for learners to act on their values. They see valuing primarily as a process of self-actualization in which individuals consider alternatives; choose freely from among those alternatives; and prize, affirm, and act on their choices. They place more emphasis on action-taking inside and outside the classroom than is reflected in the moral development, analysis, and values clarification processes. Values are seen to have their source neither in society nor in the individual but in the interaction between the person and the society; the individual cannot be described outside of his or her context. The process of self-actualization, so important to the founders of the values clarification approach, is viewed as being tempered by social factors and group pressures. In this way it is more related to Maslow's (1971) level of transcendence which he discussed towards the end of his career. A problem-solving/decision making model and related techniques that can serve as a sound beginning for this approach is presented by Huitt (1992): Input Phase--a problem is perceived and an attempt is made to understand the situation or problem 1. Identify the problem(s) and state it (them) clearly and concisely 2. State the criteria that will be used to evaluate possible alternatives to the problem as well as the effectiveness of selected solutions; state any identified boundaries of acceptable alternatives, important values or feelings to be considered, or results

NSOU ? CC-ED-02 ? 154 that should be avoided 3. Gather information or facts relevant to solving the problem or making a decision. Processing Phase-alternatives are generated and evaluated and a solution is selected 4. Develop alternatives or possible solutions 5. Evaluate the generated alternatives vis-a-vis the stated criteria 6. Develop a solution that will successfully solve the problem (diagnose possible problems with the solution and implications of these problems; consider the worst that can happen if the solution is implemented; evaluate in terms of overall "feelings" and "values") Output Phase--includes planning for and implementing the solution 7. Develop plan for implementation (sufficiently detailed to allow for successful implementation) 8. Establish methods and criteria for evaluation of implementation and success 9. Implement the solution Review Phase--the solution is evaluated and modifications are made, if necessary. 10. Evaluating implementation of the solution (an ongoing process). 11. Evaluating the effectiveness of the solution 12. Modifying the solution in ways suggested by the evaluation process 4.4 Values and Social Philosophy enshrined in Indian Constitution 4.4.1 Constitutional Values The Constitution of any country serves several purposes. It lays down certain ideals that form the basis of the kind of country that we as citizens aspire to live in. A country is usually made up of different communities of people who share certain beliefs, but may not necessarily agree on all issues. A Constitution helps serve as a set of principles, rules and procedures on which there is a consensus. These form the basis according to which the people want the country to be governed and the society to move on. This includes not only an agreement on the type of government but also on certain ideals that the country should uphold. The Indian Constitution has certain core constitutional values that constitute its spirit and are expressed in various articles and provisions. But do you know what is the meaning of the word, 'value'? You may immediately say that truth, non-violence, peace,

NSOU ? CC-ED-02 ? 155 cooperation, honesty, respect and kindness are values, and you may continue to count many such values. In fact, in a layman's understanding, value is that which is very essential or 'worth having and observing' for the existence of human society as an entity. The Indian Constitution contains all such values, the values that are the universal, human and democratic of the modern age. Constitutional Values and the Preamble of the Constitution Have you read the Preamble to the Indian Constitution printed in the beginning of this material? As has been stated above, the constitutional values are reflected in the entire Constitution of India, but its Preamble embodies 'the fundamental values and the philosophy on which the Constitution is based'. The Preamble to any Constitution is a brief introductory statement that conveys the guiding principles of the document. The Preamble to the Indian Constitution also does so. The values expressed in the Preamble are expressed as objectives of the Constitution. These are: sovereignty, socialism, secularism, democracy, republican character of Indian State, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation. Let us discuss these constitutional values: Sovereignty: You may have read the Preamble. It declares India "a sovereign socialist secular democratic republic". Being sovereign means having complete political freedom and being the supreme authority. It implies that India is internally all powerful and externally free. It is free to determine for itself without any external interference (either by any country or individual) and nobody is there within to challenge its authority. This feature of sovereignty gives us the dignity of existence as a nation in the international community. Though the Constitution does not specify where the sovereign authority lies but a mention of 'We the People of India' in the Preamble clearly indicates that sovereignty rests with the people of India. This means that the constitutional authorities and organs of government derive their power only from the people. Socialism: You may be aware that social and economic inequalities have been inherent in the Indian traditional society. Which is why, socialism has been made a constitutional value aimed at promoting social change and transformation to end all forms of inequalities. Our Constitution directs the governments and the people to ensure a planned and coordinated social development in all fields. It directs to prevent concentration of wealth and power in a few hands. The Constitution has specific provisions that deal with inequalities in the Chapters on Fundamental Rights and Directive Principles of State Policy. Secularism: We all are pleased when anyone says that India is a home to almost all

NSOU ? CC-ED-02 ? 156 major religions in the world. In the context of this plurality (means more than one or two; many), secularism is seen as a great constitutional value. Secularism implies that our country is not guided by any one religion or any religious considerations. However, the Indian state is not against religions. It allows all its citizens to profess, preach and practise any religion they follow. At the same time, it ensures that the state does not have any religion of its own. Constitution strictly prohibits any discrimination on the ground of religion. 4. Democracy: The Preamble reflects democracy as a value. As a form of government it derives its authority from the will of the people. The people elect the rulers of the country and the elected representatives remain accountable to the people. The people of India elect them to be part of the government at different levels by a system of universal adult franchise, popularly known as 'one man one vote'. Democracy contributes to stability, continuous progress in the society and it secures peaceful political change. It allows dissent and encourages tolerance. And more importantly, it is based on the principles of rule of law, inalienable rights of citizens, independence of judiciary, free and fair elections and freedom of the press. Republic: India is not only a democratic nation but it is also a republic. The most important symbol of being a republic is the office of the Head of the State, i.e. the President who is elected and who is not selected on the basis of heredity, as is found in a system with monarchy. This value strengthens and substantiates democracy where every citizen of India is equally eligible to be elected as the Head of the State. Political equality is the chief message of this provision. Justice: At times you may also realise that living in a democratic system alone does not ensure justice to citizens in all its totality. Even now we find a number of cases where not only the social and economic justice but also the political justice is denied. Which is why, the constitution-makers have included social, economic and political justice as constitutional values. By doing so, they have stressed that the political freedom granted to Indian citizens has to be instrumental in the creation of a new social order, based on socio- economic justice. Justice must be availed to every citizen. This ideal of a just and egalitarian society remains as one of the foremost values of the Indian Constitution. Liberty: The Preamble prescribes liberty of thought, expression, belief, faith and worship as one of the core values. These have to be assured to every member of all the communities. It has been done so, because the ideals of democracy can not be attained without the presence of certain minimal rights which are essential for a free and civilized existence of individuals. Equality: Equality is as significant constitutional value as any other.

NSOU ? CC-ED-02 ? 157 The Constitution ensures equality of status and opportunity to every citizen for the development of the best in him/her. As a human being everybody has a dignified self and to ensure its full enjoyment, inequality in any form present in our country and society has been prohibited. Equality reflected specifically in the Preamble is therefore held as an important value.

Fraternity: There is also a commitment made in the Preamble to promote the value of fraternity that stands for the spirit of common brotherhood among all the people of India. In the absence of fraternity, a plural society like India stands divided. Therefore, to give meaning to all the ideals like justice, liberty and equality, the Preamble lays great emphasis on fraternity. In fact, fraternity can be realized not only by abolishing untouchability amongst different sects of the community, but also by abolishing all communal or sectarian or even local discriminatory feelings which stand in the way of unity of India.

Dignity of the individual: Promotion of fraternity is essential to realize the dignity of the individual. It is essential to secure the dignity of every individual without which democracy can not function. It ensures equal participation of every individual in all the processes of democratic governance.

Unity and integrity of the Nation: As we have seen above, fraternity also promotes one of the critical values, i.e. unity and integrity of the nation. To maintain the independence of the country intact, the unity and integrity of the nation is very essential. Therefore, the stress has been given on fostering unity amongst all the inhabitants of the country. Our Constitution expects from all the citizens of India to uphold and protect the unity and integrity of India as a matter of duty.

International peace and a just international order: The value of international peace and a just international order, though not included in the Preamble is reflected in other provisions of the Constitution. The Indian Constitution directs the state (a) to promote international peace and security, (b) maintain just and honourable relations between nations, (c) foster respect for international law and treaty obligations, and (d) encourage settlement of international disputes by arbitration. To uphold and observe these values is in the interest of India. The peace and just international order will definitely contribute to the development of India.

Fundamental Duties: Our Constitution prescribes some duties to be performed by the citizens. It is true that these duties are not enforceable in the court of law like the fundamental rights are, but these duties are to be performed by citizens. Fundamental duties have still greater importance because these reflect certain basic values like patriotism, nationalism, humanism, environmentalism, harmonious living, gender equality, scientific temper and inquiry, and individual and collective excellence. The discussion on the Preamble embodying constitutional values clearly demonstrates that these are important for the successful functioning of Indian democracy. Your understanding of these values will be further reinforced, when you will find in the following discussion that constitutional values permeate all the salient features of Indian Constitution.

The main features of the Constitution as shown in the illustration are as follows:

1. **Written Constitution:** As has been stated earlier, the Constitution of India is the longest written constitution. It contains a Preamble, 395 Articles in 22 Parts, 12 Schedules and 5 Appendices. It is a document of fundamental laws that define the nature of the political system and the structure and functioning of organs of the government. It expresses the vision of India as a democratic nation. It also identifies the fundamental rights and fundamental duties of citizens. While doing so, it also reflects core constitutional values.
2. **A Unique Blend of Rigidity and Flexibility:** In our day-to-day life, we find that it is not easy to bring about changes in a written document. As regards Constitutions, generally written constitutions are rigid. It is not easy to bring about changes in them frequently. The Constitution lays down special procedure for constitutional amendments. In the unwritten constitution like the British Constitution, amendments are made through ordinary law-making procedure. The British Constitution is a flexible constitution. In the written constitution like the US Constitution, it is very difficult to make amendments. The US Constitution, therefore, is a rigid constitution. However, the Indian Constitution is neither as flexible as the British Constitution nor as rigid as the US Constitution. It reflects the value of continuity and change. There are three ways of amending the Constitution of India. Some of its provisions can be amended by the simple majority in the Parliament, and some by special majority, while some amendments require special majority in the parliament and approval of States as well.
3. **Fundamental Rights and Duties:** You must be familiar with the term fundamental rights. We quite often find it in newspapers or while watching television. The Constitution of India includes these rights in a separate Chapter which has often been referred to as the 'conscience' of the Constitution. Fundamental Rights protect citizens against the arbitrary and absolute exercise of power by the State. The Constitution guarantees the rights to individuals against the State as well as against other individuals. The Constitution also guarantees the rights of minorities against the majority. Besides these rights, the Constitution

NSOU ? CC-ED-02 ? 159 has provisions identifying fundamental duties, though these are not enforceable as the fundamental rights are. These duties reflect some of the basic values embodied in the Constitution. 4. Directive Principles of State Policy: In addition to Fundamental Rights, the Constitution also has a section called Directive Principles of State Policy. It is a unique feature of the Constitution. It is aimed at ensuring greater social and economic reforms and serving as a guide to the State to institute laws and policies that help reduce the poverty of the masses and eliminate social discrimination. In fact, as you will study in the lesson on "India-A Welfare State", these provisions are directed towards establishment of a welfare state. 5. Integrated Judicial System: Unlike the judicial systems of federal countries like the United States of America, the Indian Constitution has established an integrated judicial system. Although the Supreme Court is at the national level, High Courts at the state level and Subordinate Courts at the district and lower level, there is a single hierarchy of Courts. At the top of the hierarchy is the Supreme Court. This unified judicial system is aimed at promoting and ensuring justice to all the citizens in uniform manner. Moreover, the constitutional provisions ensure the independence of Indian judiciary which is free from the influence of the executive and the legislature. 6. Single Citizenship: Indian Constitution has provision for single citizenship. Do you know what does it mean? It means that every Indian is a citizen of India, irrespective of the place of his/her residence or birth in the country. This is unlike the United States of America where there is the system of double citizenship. A person is a citizen of a State where he/she lives as well as he/she is a citizen of U.S.A. This provision in the Indian Constitution definitely reinforces the values of equality, unity and integrity. 7. Universal Adult Franchise: The values of equality and justice are reflected in yet another salient feature of the Constitution. Every Indian after attaining certain age (at present 18 years) has a right to vote. No discrimination can be made on the basis of religion, race, caste, sex, descent, and place of birth or residence. This right is known as universal adult franchise. 8. Federal System and Parliamentary Form of Government: Another salient feature of the Indian Constitution is that it provides for a federal system of state and parliamentary form of government. We shall discuss these below in detail. But it is necessary to note here that the federal system reflects the constitutional value of unity and integrity of the nation, and more importantly the value of decentralization of power. The parliamentary

NSOU ? CC-ED-02 ? 160 form of government reflects the values of responsibility and sovereignty vested in the people. The core principle of a parliamentary government is the responsibility of the executive to the legislature consisting of the representatives of the people. Justice ensures that the freedom of one does not become tyranny for another. The Justice to be truly meaningful needs sharing of power, compassion towards under-privileged and empathy towards the disadvantage. An education of rights and duties becomes important to ensure to fight for justice. Liberty of thought and action is a fundamental value embedded in our Constitution. It is the basis for creativity and exploration of new ideas and experiments that can advance social progress. Respecting the rights of others to liberty of thought and action are the hall marks of a civilized society. Ensuring that this liberty of thought and action is not used to belittle or diminish the beliefs and status of others is what constitutes a decent society. Democracy creates opportunity to pursue one's chosen ends as well as respect others' rights to do so. In a diverse country like India, exercising freedom with responsibility is a must for ensuring peace in the nation. Equality is another value enshrined in the Constitution. Freedom and justice remain mere words if equality is not ensured. It implies freedom from exploitation and ensuring to provide opportunities for individual's development, irrespective of the background, gender, cultural or socio-economic identity and status. Fraternity is at the heart of school, society and nation. Social solidarity is a vital part of a society that has place for the aspirations of all members of society. Understanding the importance of fraternity or solidarity and the knowledge that we all belong to a large community, a nation and the globe is also to discover our innate humanity. It is only we recognize our interdependence then we empower to help build a peaceful nation and a world. The citizens need to internalize the principals of equality, justice and liberty to promote fraternity among all, regardless of religious beliefs, regional and local diversity. As the Constitution encompasses the values for living in harmony with self and one's natural and social environment. It provides the baseline in working out the framework of values to be nurtured in students. If values like truthfulness, sense of responsibility, trustworthiness, loyalty, love, peace, respect for others etc. are nurtured right from the beginning, the efforts will go a long way to enable students abide by the Constitution and contribute to larger health of society and nation at large. In fact, promoting values at the school or societal level begins with the individual and the individual in relation to community,

NSOU ? CC-ED-02 ? 161 larger society, nation and the world. As desired earlier, value education does not take place in isolation. It must be set in the context of the world in which we live. Our choice to decide about the key value concerns in schools must also be firmly rooted in the contemporary challenges of society. Where there is terrorist's attack every now and then, women and girls are abused, where theft, murder and violence are so frequent, where many are marginalized and ignored by society as a whole, it is important that education for values is clearly set in the global as well as local contexts. Threats to humanity from climate change, globalization, emergence of technological choices, violence, terrorism, commercialization of education, the increasingly competitive environment and the aspirations of parents place a tremendous burden and add to the stress and anxiety on children. Schools are the microcosms of the world society. The disorder of the society and the world surfaces in schools in many ways. Further, there are disadvantages in education arising from inequalities of gender, caste, language, culture, religion, disabilities etc. These hierarchies deeply influence access to education and participation of children in schools which range from the high cost 'public' (private) schools to poorly functioning local body run primary schools. These realities tend to reinforce privilege and exclusion in schooling and undermine the constitutional values of equality of opportunity and social justice. All these conditions are detrimental to the personal growth and development of students and distortion of values leading to indiscipline, violence, lack of responsibility, lack of respect etc. Thus our efforts towards value education must be rooted in the context of the problems and issues facing teachers and pupils in the schools. 4.4.2 The Fundamental Duties as noted in Indian Constitution It shall be the duty of every citizen of India; The Fundamental Duties noted in the constitution are as follows: to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem; • To cherish and follow the noble ideals which inspired our national struggle for freedom; • To uphold and protect the sovereignty, unity and integrity of India; • To defend the country and render national service when called upon to do so; • To promote harmony and the spirit of common brotherhood amongst all the

NSOU ? CC-ED-02 ? 162 people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women; • To value and preserve the rich heritage of our composite culture; • To protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures; • To develop the scientific temper, humanism and the spirit of inquiry and reform; • To safeguard public property and to abjure violence; • To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement; • Who is a parent or guardian to provide opportunities for education to his child or ward, as the case may be, between the age of six and fourteen years

4.5 Major provisions of education in the Indian Constitution: 15th August 1947 is a red letter day in Indian History when India got freedom. The Constitution of the country was adopted on Nov. 26, 1949 and came into force on Jan 26, 1950. The Preamble of the Constitution outlines the social philosophy which should govern all our institutions including educational. Right to Education is one of the fundamental rights enshrined in the Constitution of India. The Constitution of India gives a few directions and suggestions for the development of education in the countries which are also called constitutional provisions. The following provisions have a great bearing on the functioning of the educational system in India: (A) Education of minorities: Article 28 of the Constitution has made certain provisions for the education of the minorities including (i) No religious instruction shall be provided in educational institutions wholly maintained out of state funds. (ii) If any institution has been established under any endowment trust even if administrated by state, can impart religious education. (iii) None person attending an educational institution recognized by the state or receiving

NSOU ? CC-ED-02 ? 163 funds from state government shall be required to take part in any religious worship or instruction that may be conducted in such institutions or in any premises attached there to unless such person or if such person in a minor and his guardian has given his consent thereto. (B) Cultural and Educational Rights: Under article 29 and 30 for the protection of educational interest of minorities viz. (i) Article 29 (i): Any section of citizen residing in the territory of India on any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same. (ii) Article 30 (i): All minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice. (iii) Article 30 (ii): The state shall not in granting and to educational institution discriminate against any educational institution on the ground that it is under the management of a minority whether based on religion or language. (iv) To make any law providing for the compulsory acquisition of any property of any educational institutions established and administrated by minorities, the state shall ensure that the amount fixed by or determined under such law for acquisition of such property is such as would not restrict or abrogate the right guaranteed to them. (C)

Admissions: (i) Article 29 (II) states that no citizen of India can be denied admission into any educational institution, which is either maintained by the state or receiving aid out of state funds on ground only of religion, race, caste, language or any of them. (ii) Article 15 (III) states that to make special provisions for women. Hence, separate educational institutions for women can be established. (D)

Mother Tongue: For promotion of teaching of mother tongue the Constitution of India has made some provisions for Hindi language.

NSOU ? CC-ED-02 ? 164 Article 350 (A): It shall be endeavour of every state and local authorities with the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups : the President may issue directions to any state as he considers necessary for recurring the facilities. Article 351: It is to promote the development of Hindi language and states that it shall be the duty of the Central Government to promote the spread of Hindi language in the entire country. (E) Right to Education: Article 41 of the Constitution provides that "All the citizens have equal right to education ". It states. "The state shall, within the limits of its economic capacity and development, make effective provisions for the right to work, to education and to public assistance in cases of employment, old age, sickness and disablement". (F) Weaker Section: Our Constitution has made some special provisions for the weaker sections of our society viz. Article 45: The state shall endeavour to provide within a period of ten years from the commencement of the Constitution for the free and compulsory education for all children until they complete the age of 14 years. Article 46: The state shall promote with special care the educational and economic interests of weaker sections of the people and, in particular, of the scheduled caste and scheduled tribes, and shall protect them social injustice and all forms of exploitations". The Supreme Court of India has given the following guidelines to promote education of the people: (i) The state can make regulatory measures to promote efficiency of education. (ii) Educational institutions of minority groups cannot claim immunity from general laws such as contract law, labour law and industrial law etc.

NSOU ? CC-ED-02 ? 165 (iii) The state can take over the management of the institutions of minority groups in case of irregularity and inefficiency. (iv) Teachers have the right to approach to the Arbitration Tribunal in case of any injustice to them by the institution. Some of the major constitutional provisions on education in India are as follows: There are some changes regarding the 42nd Amendment to the Constitution. During 1976 our constitution was amended in many of its fundamental provisions. Under the Constitution of India, the Central Government has been specifically vested with several educational responsibilities. Below are given constitutional provisions on Education: 1. Free and Compulsory Education: The Constitution makes the following provisions under Article 45 of the Directive Principles of State Policy that, "The state shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory Education for all children until they complete the age of fourteen years." The expression 'State' which occurs in this Article is defined in Article 12 to include "The Government and Parliament of India and the Government and the Legislature of each of the States and all local or other authorities within the territory of India or under the control of the Government of India." It is clearly directed in Article 45 of the Constitution that the provision of Universal, Free and Compulsory Education becomes the joint responsibility of the Centre and the States. In the Constitution it was laid down that within 10 years, i.e., by 1960 universal compulsory education must be provided for all children up to the age of 14, But unfortunately, this directive could not be fulfilled. Vigorous efforts are needed to achieve the target of 100 percent primary education. The Central Government needs to make adequate financial provisions for the purpose. At the present rate of progress it may, however, be expected that this directive may be fulfilled by the end of this century. 2. Education of Minorities: Article 30 of the Indian Constitution relates to certain cultural and educational rights to establish and administer educational institutions. It lays down: (i) All minorities whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

NSOU ? CC-ED-02 ? 166 (ii) The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language. 3. Language Safeguards: Article 29(1) states "Any section of the citizen, residing in the territory of India or any part thereof having a distinct language, script or culture of its own, shall have the right to conserve the same." Article 350 B provides for the appointment of special officer for linguistic minorities to investigate into all matters relating to safeguards provided for linguistic minorities under the Constitution. 4. Education for Weaker Sections: Article 15, 17, 46 safeguard the educational interests of the weaker sections of the Indian Community, that is, socially and educationally backward classes of citizens and scheduled castes and scheduled tribes. Article 15 states, "Nothing in this article or in clause (2) of Article 29 shall prevent the state from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the scheduled castes and the scheduled tribes." Under Article 46 of the Constitution, the federal government is responsible for the economic and educational development of the Scheduled Castes and Scheduled Tribes. It states, "The state shall promote with special care the educational and economic interests of the weaker sections of the people and in particular, of the Scheduled castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation." It is one of the Directive Principles of State Policy. 5. Secular Education: India is a secular country. It is a nation where spirituality based on religion, had always been given a high esteem. Under the Constitution, minorities, whether based on religion or language, are given full rights to establish educational institutions of their choice. Referring to the constitutional provisions that religious instructions given in institutions under any endowment or Trust, should not be interfered with even if such institutions are helped the State. Article 25 (1) of the Constitution guarantees all the citizens the right to have freedom of conscience and the right to profess, practice and propagate religion.

NSOU ? CC-ED-02 ? 167 Article 28 (1) states, "No religious instruction shall be provided in any educational institution if wholly maintained out of state fund." Article 28 (2) states, "Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or Trust which requires that religious instruction shall be imparted to such institution." Article 28 (3) states, "No person attending any educational institution by the state or receiving aid out of state funds, shall be required to take part in any religious instruction that may be imported in such institutions or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person a minor, his guardian has given his consent thereto." Article 30 states, "The state shall not, in granting aid to educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them." 6. Equality of Opportunity in Educational Institutions: Article 29(1) states "No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them." The Fundamental Rights of the Indian Constitution has also adopted the fourfold ideal of justice, Liberty, Equality and Fraternity. Our Constitution laid down that in the eyes of law, everyone should have an equal status, to no one the justice be denied, everyone should have liberty of thought, expression. The fundamental right of equality clearly signifies that in the eyes of law no distinction can be made on the basis of any position, caste, class or creed. Side by side the right of equality of opportunities to all is also provided. The equality of opportunity is meaningless, unless there are equal opportunities for one's education. The well-known Kothari Commission, 1964-66 recommended that Central Government should undertake the responsibility in education for the equalization of educational opportunities with special reference to the reduction of inter-state differences and the advancement of the weaker section of the community. 7. Instruction in Mother -Tongue: There is diversity of languages in our country. After the dawn of Independence, Mother-NSOU ? CC-ED-02 ? 168 Tongues have received special emphasis as medium of instruction and subjects of study. In the Constitution of India, it has been laid down that the study of one's own language is a fundamental right of the citizens. Article 26 (1) states, "Any section of the citizens, residing in the territory of India or any part thereof, having a distinct language, script or culture of its own, shall have the right to converse the same." Article 350 A directs, "It shall be the endeavour of every state and every local authority to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups." Secondary Education Commission, 1952-53 recommended that the mother tongue or the regional language should generally be the medium of instruction throughout secondary school stage subject to the provision that for linguistic minorities, special facilities should be made available. Kothari Commission, 1964-66 has also said that at college and university stage, mother-tongue should be the medium. The medium of instruction at school level is already mother-tongue. This is not a new proposal. 8. Promotion of Hindi: The Indian Constitution makes provision for the development and promotion of Hindi as national language. Article 351 enjoins the Union, the duty to promote the spread of the Hindi language. Hindi accepted as the Official Language of India as laid down by the Constitution in following words: "It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression of all the elements of the composite culture of India." In practice, Hindi is already largely in use as a link language for the country. The educational system should contribute to the acceleration of this process in order to facilitate the movement of student and teacher and to strengthen national Unity. 9. Higher Education and Research: Parliament has the exclusive rights to enact legislation in respect of institutions and Union Agencies mentioned in entries 63, 64, 65, and 66 of List. The entries which give authority to the Government of India in education are mentioned below: Entry 63 of the Union List: The institutions known at the commencement of this Constitution as the Banaras Hindu

NSOU ? CC-ED-02 ? 169 University, the Aligarh Muslim and the Delhi University, and any other institution declared by Parliament by law to be an Institution of National importance. Entry 66 of the Union List: Co-ordination and determination of standards in institution for higher education or research and scientific and technical institutions. 10. Women's Education: One of the unique features of Modern Indian Education is the tremendous advancement of Women's Education. Education of the girls is considered to be more important than that of the boys. 6. Sharing of Responsibilities Jointly Through Meaningful Partnership between Central Government and State Government: The National Policy of Education (1986) revised in 1992 has described the relationship between the central and state government as that of a 'meaningful partnership'. The 1986 policy in part 3, para 13, has observed, "The constitutional Amendment of 1976, which includes education in the concurrent list, was a far-reaching step whose implications - substantive, financial and administrative-require a new sharing of responsibility between the centre government and the states in respect of this vital area of national life. While the role and responsibilities of the states in regard to education will remain essentially unchanged, the union Government would accept a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standards, to study and monitor the educational requirements of the country as a whole with regard to manpower for development, to cater to the needs of research and advanced study, to look after the international aspect of education, culture and human resource development and, in general to promote excellence at all levels of educational pyramid throughout the country. Concurrence signifies a partnership which is at once meaningful and challenging. Sharing of Power for Different Educational Functions According to our constitution, Education is a state subject and the central government plays an advisory role. The constitution of India is federal. In this legislative power are divided between centre and state government. Some powers are laid in concurrent list. There are three lists- (i) List-I Union List (ii) List-II State List This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. (iii) List-III Concurrent List I. List-I Union List This list contains 96 subjects out of these subjects are related with education.

NSOU ? CC-ED-02 ? 170 Entry 13: Participation in international conferences, associations and other bodies and implementing of decisions made there at. This entry contains educational and cultural relationship with foreign countries. Entry 62: National libraries and national organizations come under this entry. Entry 63: Central Universities (Banaras Hindu University, Aligarh Muslim University, Delhi University and other Universities of National impact) comes under this entry. Entry 64: Institutions for scientific and technical education financed by the government of India wholly or in part and declared by parliamentary law to be institutions of national importance comes under this entry. Entry 65: Consists of Union agencies and institution for a) Professional, vocational or technical training, including the training of police officers; or b) The promotion of special studies or research. c) Scientific or technical assistance in the investigation or detection of crime Entry 66: Arrangement, for higher education and research comes under this entry. It contains coordination and determination of standards in institutions for higher education or research and scientific and technical institution. Article 239: Education in union territories comes under the central responsibility. II. List- II State List It consists of 61 subjects out of these 2 subjects are related with education. Entry 11: Contains university education. Entry 12: This contains library, museum and other memorable historical places which are not approved or we can say which are cared by both centre and state. III. List-III Concurrent List: This list is of 47 subjects, out of these following 6 subjects are related with education. Entry 25: Technical, medical and university education which is not related with centre list (63-66), so centre and state government both can make laws on it. Entry 26: According to this, centre and state government both can take necessary steps for the development of law, maintenance of health and of other professional education. Entry 39: Newspapers, books and printing presses. Entry 47: Fees in respect of any of the matters in this List, but not including fees taken in any court.

NSOU ? CC-ED-02 ? 171 Entry 28: Charities and charitable institutions, charitable and religious endowments and religious institutions. 4.6 Summary We have to discuss the values and education for inculcation of values. To elaborate the values and social philosophy enshrined in Indian Constitution, Also discuss the Major provisions of Education in the Indian Constitution. • Values are defined in literature as everything from eternal ideas to behavioral actions. As used here values refer to criteria for determining levels of goodness, worth or beauty. Values are affectively-laden thoughts about objects, ideas, behavior, etc. that guide behavior, but do not necessarily require it (Rokeach, 1973). The act of valuing is considered an act of making value judgments, an expression of feeling, or the acquisition of and adherence to a set of principles. • Values education is an explicit attempt to teach about values and/or valuing. Superka, Ahrens, & Hedstrom (1976) state there are five basic approaches to values education: inculcation, moral development, analysis, values clarification, and action learning • The Constitution of any country serves several purposes. It lays down certain ideals that form the basis of the kind of country that we as citizens aspire to live in. A country is usually made up of different communities of people who share certain beliefs, but may not necessarily agree on all issues. A Constitution helps serve as a set of principles, rules and procedures on which there is a consensus. These form the basis according to which the people want the country to be governed and the society to move on. This includes not only an agreement on the type of government but also on certain ideals that the country should uphold. The Indian Constitution has certain core constitutional values that constitute its spirit and are expressed in various articles and provisions. But do you know what is the meaning of the word, 'value'? You may immediately say that truth, non-violence, peace, cooperation, honesty, respect and kindness are values, and you may continue to count many such values. In fact, in a layman's understanding, value is that which is very essential or 'worth having and observing' for the existence of human society as an entity. The Indian Constitution contains all such values, the values that are the universal, human and democratic of the modern age.

NSOU ? CC-ED-02 ? 172 • Constitutional Values and the Preamble of the Constitution Have you read the Preamble to the Indian Constitution printed in the beginning of this material? As has been stated above, the constitutional values are reflected in the entire Constitution of India, but its Preamble embodies 'the fundamental values and the philosophy on which the Constitution is based'. The Preamble to any Constitution is a brief introductory statement that conveys the guiding principles of the document. The Preamble to the Indian Constitution also does so. The values expressed in the Preamble are expressed as objectives of the Constitution. These are: sovereignty, socialism, secularism, democracy, republican character of Indian State, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation. • 15th August 1947 is a red letter day in Indian History when India got freedom. The Constitution of the country was adopted on Nov. 26, 1949 and came into force on Jan 26, 1950. The Preamble of the Constitution outlines the social philosophy which should govern all our institutions including educational. Right to Education is one of the fundamental rights enshrined in the Constitution of India. The Constitution of India gives a few directions and suggestions for the development of education in the countries which are also called constitutional provisions. Article 28: provides freedom as to attendance at religious instruction or religious worship in educational institutions. Article 29: provides equality of opportunity in educational institutions. Article 30: right of the minorities to establish and administrate educational institutions. Article 45: Constitution for free and compulsory education for all children until they complete the age of 14 years." Article 46: promotion of education and economic interests of the scheduled caste, scheduled tribes and the weaker sections of society. Article 337: educational grants for the benefit of Anglo-Indian community. Article 350A: mother tongue at primary stage. Article 350B: It provides for a special offer for linguistic minorities. Article 351: This article relates to the development and promotion of the Hindi language.

NSOU ? CC-ED-02 ? 173 4.7 Self-Assessment Questions 1. What do you mean by Values? 2. How to Education Promote Values? 3. Explain the various types of Values. 4. Explain Fundamental Duties of Indian constitution are Constitutional values? 5. What is Secularism? 6. Discuss the Fundamental Rights of Indian Constitution. 7. What do you mean by Constitutional provision in Education? 8. Explain the Article:-45 & Article:-46. 9. Mention the Educational provision of Concurrent List. 4.8 References Chatterjee, S.C. and Dutta, D.M.(2002): An Introduction to Indian Philosophy, Calcutta University Press. Hiriyanna, M.(1985).Outlinesof Indian Philosophy, 1944, M. B. Publishers Pvt. Ltd., New Delhi. Indra Gandhi National Open University, SLM of Philosophical Perspectives of Education, Block-3. Krishna KantaHandiqui State Open University, SLM of Philosophical Foundation of Education. (ODL). Block-1. Krishna KantaHandiqui State Open University, SLM of Philosophical Foundation of Education. (ODL). Block-2. Sinha, J.(2000). Indian Philosophy, M. B. Publishers Pvt. Ltd., Delhi Saiyidan, K.G,(1988)., Educational Philosophy. New Delhi: NCERT.

NSOU ? CC-ED-02 ? 174 Unit 5 ?? Thoughts of Great Educators Structure 5.1 Objectives 5.2 Introduction 5.3 Contribution of Indian Educational thinkers 5.3.1 Rabindranath Tagore 5.3.2 Swami Vivekananda 5.4 Contribution of Western Educational thinkers 5.4.1 J. J Rousseau 5.4.2 John Dewey 5.5 Contributions of Ivan Illich and Paulo Freire as Radical Thinkers in Education; 5.5.1 Ivan Illich 5.5.2

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Paulo Freire 5.6 Summary 5.7 Self-Assessment Questions 5.8 References 5.1 Objectives After going through this unit, you will be able to – ? State the

educational philosophies of Rabindranath Tagore and Swami Vivekananda. ? Explain Rabindranath Tagore and Swami Vivekananda's aims of education; ? Describe the contributions of Rabindranath Tagore and Swami Vivekananda in education; ? State the educational philosophies of Rousseau and Dewey ? Explain Rousseau and Dewey's aims of education;

NSOU ? CC-ED-02 ? 175 ? Describe the contributions of Rousseau and Dewey, in education; ? To know the educational thought of Ivan Illich ? To understand the aims of education according to Ivan Illich. ? To know the educational thought of Paulo Freire ? To understand the aims of education according to Paulo Freire. ? Know the Banking Education of Paulo Freire. 5.2 Introduction You are bearing with you some general ideas Indian educational thinkers; Rabindranath Tagore & Swami Vivekananda also to discuss the Western educationl thinkers: Rousseau and John Dewey & their educational Contribution. We hope, you like to understand these concepts more critically as well as to extent your knowledge. Intends to provide you information about Radical thinkers Paulo Friere and Ivan illich & their Educational Contribution. 5.3 Contribution of Indian Educational thinkers 5.3.1 Rabindranath Tagore Philosophy of Rabindranath Tagore: Rabindranath Tagore's (1861-1941) manifold reflective as well as creative expressions are embodied in his life-long literary works he composed, experiments in both Shanti Niketan (abode of peace) and Shri Niketan (abode of beauty and aesthetics) he did, addresses he delivered in home and abroad, his art works he did, the letters he composed, etc. If all these are critically analyzed, we become charmed to discover his inner voice and the very realization — a continuous endeavour in searching for a concept of a Universal Man who is endowed with potential — ability re- construct one world permeated through a sense of fraternity; and a divine power for reducing human sufferings and acquiring spirit of joy,love and enjoyment in life. "This discovery of truth is pure joy to man — it is a liberation of his mind." Thereby, man must clearly realize some central truth — the principle of unity that there is in every man. Man's highest joy is in losing his egoistic self and in the uniting with others. This power gives him a new power and insight and beauty of mind. To live in perfect goodness is to realize one's life in infinite. Then, education of man is the cultivation of his spirit, production of sensitivity towards life. Love for humanity implies the dignity of man. Man can be

NSOU ? CC-ED-02 ? 176 nourished by love and educating justice. Joy of work is the joy of action. Action pertaining to education is to be joyful — exploration of self. This travail is man's glory. Love for humanity implies the dignity. Tagore's concept of Universal Man is a hybrid conception of man of all ages, genders, strata, not restricted by any geo-political boundaries. His philosophical standing is grounded by the Upanisadic teachings, Vaishnava cult, Buddhism, colored with universal laws of nature of man expounded in human and material sciences of his days and what he grasped from numerous information sources, he observed in the countries he visited and experiences and he gained in his experiments on education. The problems to which Tagore addressed himself were education, caste, rural reconstruction, self-reliance and self-respect, the role of tradition, the fruitful blending of the cultures and the thoughts of East and West, the status of women, civic consciousness and self-government. Tagore not only professed revolutionary ideas but drew up programmes to give them practical and concrete shape. Therefore, in the philosophical parlance he deserves a unique position. Some of his philosophical thoughts are being summarized below: 1) Rabindranath's philosophy is rooted from the Upanishadas. He tries to take fragrance from the world of infinite to realize Satchidananda to his life and writings too. But mostly he applied the concept of 'Ananda' in his life philosophy, defined as Anandabad. 2) Tagore is greatly influenced by naturalistic philosophy. For him the inclusive and ultimate target of human life is to natural development of the individual. He promotes that nature should have freedom to educate the child through direct and personal experience from the nature itself. Tagore was naturalist but like a pragmatist he works on a vast canvas beyond the frontiers of a single individual to the universal human society. 3) Tagore's philosophy is keenly related to the concept of God and nature. Man is the highest creation of God in the universe. Man is, therefore, originated from his internationalism and humanism. Human being can be expressed through the creative activities like poetry, literature, different arts like painting, music, dramatics etc., Aesthetics and the science of beauty are the link between human and divine. To him the art of music which almost directly bridged the gulf between the man and divine. 4) Consciousness is the greatest gift of God according to Tagore. From his Consciousness ethics on morality which awakened the values of truth, beauty, goodness, love, etc.

NSOU ? CC-ED-02 ? 177 Educational Philosophy of Rabindranath Tagore: Now we are going to discuss educational philosophy of Tagore — 1) Tagore's idea about education is to cultivate human being through 'Communion with nature mingled with freedom and Joy and Cultural Collaboration with other people'. 2) Creative self-expression is one of the prominent educational philosophy of Tagore. He considered cultural practices as part and parcel of Curricula. To him dance, drama, recitation, singing and other performing arts are integral part of the education system. 3) Tagore's concept of national integration, international understanding leading to globalised world have been used in education as a tool for developing oneself. 4) Tagore's emphasis on the development of socialization, social awareness, skillfulness, productive ability and social usefulness through education is relevant in present day's context. 5) The basic principle of Tagore's educational philosophy are freedom and harmony with natural and human sunng. 6) The objective of education according to Tagore is to the all-round development of learners reflected through his words — "The ideal education must combine in himself the gifts of a philosopher, a poet, a mystic, a social reformer, a scientist and a veritable man action, because he has to take into account all types of men and their aspiration, all facts of human personality, all levels of man's experience, all fields of endeavour and achievement". Aims of Education: Aims of education, according to Tagore, can be deduced from his philosophical standing and thought on education. He has presented aims of education in multitude dimensions, all embracing life which vibrates with the hymn of Satyam, Sivam and Sundaram... The supreme aim of education is harmony of all existence. • Education aims at the creation of Universal Man (Vishvamanav). • Education aims at initiating and sustaining harmony and love between man and nature. • Education objects to offer man the unity of truth.

NSOU ? CC-ED-02 ? 178 • Education aims at developing full man. • Education is living, not alien from realities and cultural contexts." "True education consists in knowing the use of any useful materials that has been collected, to know its real nature and build along with life a real shelter for life." • Education must appreciate both the liberal and utilitarian aspects of human life. • Education must aim at developing men and women who may be able to fulfill the needs of the country. • Education aims at fostering physical, intellectual and emotional development of the child. • Education, what he calls 'total or natural education', consists of cultivation of knowledge together with the performance of manual labour in the natural surroundings. • Education aims at developing the spirit of nationalism as well internationalism education. Curriculum: The Santiniketan and Visvabharati introduced music, art, craft, dance, drama and mainly aesthetic approach in the mist of nature. He emphasized the vocational education also. At Sreeniketon he established the Vocational unit on the basis of work oriented education system. Other than Vocational and creative subjects, academic subjects are also given importance for imparting education. Tagore wished to equip his strength with the help of curricular and co-curricular activities for ensuring balanced education of the child. The curriculum consists of not only traditional subjects who can develop intelligence but also subjects like music and dance which helped to realize the all sided development of a learner. Tagore felt the need for introduction of modern sciences and technologies in curriculum of the students though he emphasized on the cultivation of the past treasure of India in child. In this way, he was an Indian Pragmatist. Methods of Instruction: There was a lot of novelty in his methods. According to Tagore Nature is a great book as well as a great teacher. Children should learn from direct experience of nature. The teacher and the pupils used to sit in the shade of a tree and the act of learning was executed in the open contact with nature. The students can enjoy full freedom. Children are also

NSOU ? CC-ED-02 ? 179 evaluated through examination but in a free and pressureless atmosphere. Mostly activity based education system have been followed. The activities are — (1) Academic enhancement related to individuals enrichment of life. (2) Activities related to Community development programmes. (3) Activities related to Vocational programmes. The medium of instruction is the mother tongue. Tagore's views that reward and punishment do not provide any effect but for teachers' initiation, inspiration and encouragement no material reward was needed to motivate the students, whereas punishment only deteriorated motivation. Here, the teachers role is as initiator and maintainer. Role of the Teacher: A teacher can not teach well unless he himself continues to learn just as "a lamp can never light another lamp unless it continues burn its own flame." A teacher does not merely inform but inspire his pupils. A real teacher is benevolent mentor-co-learner, co-discoverer as well as task master. He envisioned a true constructivist teacher devoted to flowering of the plant in pupil.

5.3.2 Swami Vivekananda: Introduction: Swami Vivekananda was born in 1863 in a Kshatriya family of Calcutta. Before he became amonk, his name was Narendra Nath Datta. While he was a student in college at Seventeen yearsof age, he came under the influence of Sri Ram Krishna Parmhansa. Narendra Nath was anearnest student of philosophy and poetry. He studied all the system of western philosophy. Oncethe principal of his college Mr. Hastie remarked. "Narendra Nath is really a genius. I havetravelled far and wide, but I have never yet come across a lad of his talents and possibilities, evenin German Universities amongst philosophical students. He is bound to make his mark in life.

PHILOSOPHY OF SWAMI VIVEKANANDA Swami Vivekananda (1863-1902) is known to the world as the patriot-saint of India, as the symbol of vigor, as a social reformer, as a religious leader, as a philosopher and so on. But he was an educationist who propounded original ideas on education, for ensuring an educational renovation from the height of his unquestioned love for country and humanity.

NSOU ? CC-ED-02 ? 180 He developed his ideas on education after Vedantic philosophical stances and ardently visualized the full manifestation of perfection endowed in man. According to Vedanta, man's real nature is pure consciousness, known as the Atman, which is beyond body and mind. To Swamiji, the Atman is the ultimate source of not only all knowledge and happiness, but also of all noble qualities and capacities inherent in man. Education is the process by which this innate perfection is manifested. Vivekananda's concept of 'potential divinity of the soul' gives a new, ennobling concept of man and that concept of potential divinity of the soul prevents this degradation, divinizes human relationships and makes life meaningful and worth living. Thus, Swamiji has laid the foundation for 'spiritual humanism', which is manifesting itself through several neo-humanistic movements and the current interest in meditation, Zen, etc. all over the world. In order for awaking his countrymen Swamiji attempted to do the following : ? to rouse the religious consciousness of the people and create in them pride in their cultural heritage; ? to bring about unification of Hinduism by pointing out the common bases of its sects; ? to focus the attention of educated people on the plight of the downtrodden masses, and to expound his plan for their uplift by the application of the principles of Practical Vedanta. But his formulation is not a revival of the ancient educational system, but its readjustment with the changed modern scenario. Netaji Subhash Chandra Bose wrote : "Swamiji harmonized the East and the West, religion and science, past and present. And that is why he is great. Our countrymen have gained unprecedented self-respect, self-reliance and self- assertion from his teachings." Long before the ideas of Karl Marx were known in India, Swamiji spoke about the role of the labouring classes in the production of the country's wealth. In brief his philosophical ideas may be summarized as: Let us discuss the educational philosophy of Swami Vivekananda. First let us concentrate on the life philosophy of Swami Vivekananda in a summarized form : (1) Swami Vivekananda was greatly influenced by the classical Indian philosophy being a student of philosophy as a subject and tried to apply those concepts for the good of the common people.

NSOU ? CC-ED-02 ? 181 (2) The philosophical thoughts of Vivekananda were shaped by Vedanta and these are generally called Neo-Vedantic. (3) Service and Renunciation were the two key words which he believed most and tried to apply for the development of our society. (4) The foundations of Vivekananda's Neo-Vedanta are the Upanishadas and their interpretations from his personal illumination. (5) Vivekananda tried to socialize the essence of his philosophy for the common people of India. (6) Thus, he was an idealist, nationalist as well as a humanist. Educational Philosophy of Vivekananda: From Swami Vivekananda's writings, speeches and practices of his own life the following ideas on education can be deduced. (1) Education is based on development of inner potentiality. (2) Education is man making. (3) Education is "

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by which character is formed, mind of strength is increased and by which one can stand one's

leg." (4) Education is a tool for social development. (5) Upliftment of masses is also an emergent dimension of education. (6) Education is the training of the intellect and spiritual training for the learners. (7) Democracy is the best form of Government implying freedom which is inseparable from responsibility, the sources of which are morality, philosophy, law and other social factors. (8) The social progress is possible through mass education and woman's education. (9) He believes in the Universal brotherhood of man, and upliftment of man kind. 1. Knowledge resides within the individual: Most of western educationist believes that knowledge is born in man out of interaction with his environment while Vivekananda holds that knowledge is inherent in man, something inside him and not born out of the external environment. True knowledge does not come to the individual from outside. It is instead discovered within the individual because man `s soul within him is the source of all true knowledge.

NSOU ? CC-ED-02 ? 182 2. Self-education: Swami Vivekananda believes that the child learns through self education. The child teaches himself. Each one must teach. Things will be made clearer to the child by his own power of perception and thought. Like Froebel, Swami Vivekananda thinks that the child develops his own nature as a plant does his own. The teacher is to arrange the necessary environment for him so that he may do his growing. Man has all the knowledge. He requires only an awakening. Nothing should be forced on children. They should be left free to crave out their own path. 3. Education according to needs of children: Vivekananda advises us to regard every soul as the soul of God, and every child as God. So the teacher has only to serve children. Hence the teacher should be adjusted according to the needs of children. "These needs should be determined in terms of the

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tendencies inherent in children and not according to what the parents

or teachers think". It is foolish for the parent or teacher to think that they can determine the path which the child should follow. 4. Concentration of mind as the essence of education: Vivekananda considers concentration of mind as the essence of education. Everyone wants this power of concentration for success in his life. A man is called Superior to other if he has greater power of concentration. "The treasure-house of knowledge can be opened only through the key of concentration." 5. Brahmacharya for Concentration: Brahmacharya or continence is essential for developing the power of concentration. Brahmacharya gives mental and spiritual power of the highest kind. Vivekananda demonstrated how Brahmacharya helps to improve various psychological activities such as learning, remembering, thinking, etc. and thus facilitated the process of education. Aims of Education: Swami Vivekananda laid emphasis on the following aims of education: 1. Physical development Aim: Physical development of the individual is an important aim of education. Vivekananda felt that both the self-realization and character building are impossible in the absence of physical development and education. In a conversation Vivekananda said that people must know the secrets of making the body strong, and they should also convey this knowledge to others 2. Mental development Aim: Mental development of the individual is another important aim of education according to Vivekananda. He believed that knowledge is NSOU ? CC-ED-02 ? 183 inherent in man. It resides with the individual. Perfection is inherent in man and education is the manifestation of the same. Thus the aim of education is to discover or uncover the knowledge that lies hidden in our mind. 3. Moral, spiritual and character development: Vivekananda asserted that education should aim a development of character, morality and spirituality. He stated that we must have life-building, man making and character making education. In his opinion the chief aim of education is to create a human being, and the true mark of a human being is character. 4. Vocational Aim: Vivekananda gave important place to the vocational aim of education for harmonious development of personality. Education which does not enable the individual to stand on one's own feet is useless. But does not mean that one should be striving to amass wealth. 5. Aim of reaching perfection:

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According to Vivekananda one of the important aims of education is the manifestation of

the perfection. Every child has certain hidden powers. Education helps in the manifestation and development of these powers. 6. Aim of promoting universal brotherhood: For Vivekananda education is a means for establishing brotherhood in all mankind. Education must promote the spirit of universal brotherhood. Education must teach man that ATMAN (soul) is the same in all. Only that education is worth the name which imparts this spirit to man. Methods of Teaching: Vivekananda did not conclude his educational philosophy only by talking aim of education. He has also expressed his views on the methods of education. 1. Methods of Concentration: Vivekananda laid emphasis on concentration as a method of attaining knowledge. Concentration is the sole key to the treasure of knowledge. Vivekananda considers the concentration of mind as the essence of education. The literally figure and the scientist has to concentrate his attention on his subject for a long time, and only then he can hope to discover something new in the field. Greater attention always helps in working more. 2. Discussion and Contemplation: In addition to concentration, Vivekananda laid emphasis on the importance of discussion and contemplation as method of education. The pupil can remove the difficulties in his path by discussing them with his teacher in an informal atmosphere. 3. Method of individual guidance and counseling: Pupils can be kept on the right path through the method of individual guidance and counseling. NSOU ? CC-ED-02 ? 184 4. Freedom in Education: Vivekananda was a strong supporter of freedom in education because he believed that it was the first prerequisite of development. Hence no teacher should exert any kind of pressure on his pupils. Role of Teacher: Teacher is the Provider of Suitable environment. According to Vivekananda education is the process of self-development because child educates himself. The real task of the educator is to see that there are no obstacles in the child's path of self development. Just as the gardener prepares the ground for his plants, protects them from destructive hands and animals, and nourishes them with manure and water from time to time, in the same manner the educator takes care of the child and provides for him an environment in which he can develop without any hindrance. The child himself is a source of knowledge but it is far the educator to wake it from its dormant condition. The motivation exists in the child, the educator merely activates it. Hence the educator should try to encourage the children to use their body, sense organs and brain. Meaning of Education: Education according to Swami Vivekananda is self-realization which takes place from within. It brings perfection through the manifestation of one's potentialities. In his inimitable words — 'Education is the manifestation of the perfection already in man'. He states it more clearly — 'knowledge is inherent in man, no knowledge comes from outside; it is all inside'. What is learning? Vivekananda answers — "

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what a man 'learns' is really what he 'discovers' by taking the cover off his own soul, which is a mine of infinite knowledge.

Man manifests knowledge, discovers it within himself, which is pre-existing, through eternity. 'Education is nothing but the manifestation of the infinite power lying within the soul which involves the only question of being conscious of it. Every man is born with a light divine.' Thus education is self-revelation. Freedom in Education: Swami Vivekananda was a staunch supporter of freedom in education because he believed it the first requisite of development. Education must be based on the needs of the child. The task of education is to nurse the process with every care and assistance, but never through any force, artificial manipulation and interference. Education should provide the child ample scope for his free growth according to his nature. When freedom in education is given to a child, it is sure to say that the child will develop positive ideas, deep self-confidence and the spirit of independence. Self-activity is the pre-condition to realise one's freedom i.e., self-discovery.

NSOU ? CC-ED-02 ? 185 Teachers' Responsibility: Teacher plays an important role in the task of educating the child. According to Vivekananda a true teacher is one

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who can come down, immediately; to the level of the student and can "transfer his soul to the student's soul", and see through the student's eyes, hear through his ears, and understand through his

understanding. A teacher, in its truest senses is a friend, philosopher and guide capable of providing proper direction and guidance to his pupils. He has to understand the needs of the pupil and to guide his learning and activities accordingly. The teacher, according to him, should be a 'role model' to his pupil. Guru Grahayasa is recommended by Swami Vivekananda, and is one of the best ways a teacher can help the pupil. So we can say that teacher's responsibility is to show the pupil light in order to lead a brighter future. Aims of Education: Swami Vivekananda

says — "The end of all education, all training, should be man- making.

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The end and aim of all training is to make the man grow."

Education he maintains, should help people to build up self-confidence and self-reliance, based on balanced human relationships. The ultimate goal of all educational effort is to strive towards character development characterized by the development of will-power, leading to courage, stamina and fearlessness. Through education the individual should develop adaptability and be able to meet the challenge of a changing society, and this can be able through education and training that he or she receives from his parents and teachers. Education should lead to a feeling of brotherhood and the unity of mankind. Education should teach us to serve humanity the hungry, the ignorant and the suffering masses. According to Swami Vivekananda, work is worship, so to serve the masses is to serve God, so education should lead us to recognize this and to fulfill this end. Education should lead us to acquire the spirit of renunciation. In India, he maintains, the important aim of education is self-sufficiency, each individual should be given practical and vocabulary training along with traditional, religious and cultural subjects. There should be workshops regarding pupil in order to train them in crafts and trades. Students must be given education in Western Science and technology, in order to advance our country in the field of science, technology and productivity for improving quality of life.

NSOU ? CC-ED-02 ? 186 Curriculum: Swami Vivekananda did not prescribe any specific curriculum, but some general instructions were given by him on the type of the subjects which the students would learn. According to him children should include cultural heritage in terms of history, geography, poetry, grammar and language. He also prescribed for every pupil to study various branches of modern science and equally gave importance in Western technology and engineering and said that it should be included in the curricula of schools and colleges, and it would aim at the economic development of the country. Education must be life-skills building process. Vocational subjects should be included in the curriculum for every child. He also gave stressed on skills, crafts, etc. along with others studies which would enable pupils to learn a living at the end of their studies and to make them self-supporting. He included cookery, needle-craft, child-rearing, economics and psychology should be included in the curriculum for girls. He laid special emphasis on physical education in the sense that a good physique beholds good mind. He not only asserted for Brahmacharya but also prescribed practice of yoga for the students. Moral and religious education were other dimensions of curriculum according to Swami Vivekananda. However, he advised that this part of curriculum should be free from any particular dogma or sectarian philosophy or theology. On the contrary, the subject matter of moral and religious education must be a synthesis of religion and science. It would help inculcation of universal values in all human beings. Thus, he pleaded for the education of unity of world's religion what his great master Sri Ramakrishna testified in his life. Therefore, the structure of curriculum of Vivekananda may be summarised as: 1. Curriculum as a part of social Unit: Vivekananda observes that Education is an indispensable part of life and hence education as a social unit must be supplemented by the social components blended with ethics and aesthetics. Language Policy: a. Common language: Vivekananda stressed the need for a common language for integrating the society. b. Regional language: In addition to common language, Vivekananda experienced that it was necessary to encourage every regional language where mother tongue is given importance.

NSOU ? CC-ED-02 ? 187 c. Sanskrit: Vivekananda believed that Sanskrit is the source of all Indian languages. Our cultural heritage and past greatness depended upon our knowledge of Sanskrit. He felt that in the absence of this language it would be impossible to protect Indian culture. It is Sanskrit which gives stability and permanence to the progress of our country. 5. Study of Social Science: Vivekananda also believed the study of subjects like history, geography, economics, mathematics, home science, psychology, and agriculture for exploring social science. 6. Physical and Vocational Education: He felt that both self-realization and character building are impossible in the absence of physical development. He also believed that vocational education should be imparted. It is man making religion that we want. It is man making education all round that we want. The Method of Instruction: The method of instruction what Swami Vivekananda proposed, is based on an ancient Indian tradition but still it has a great value. Swami Vivekananda gave more importance on Guru-pupil relationship, so that the pupil learns by example and precept rather than through books and lectures alone. According to him "

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The practice of meditation leads to mental concentration." He holds that there is only one method which helps to attain knowledge that is concentration. He asserted that the more the power of concentration, the greater amount of knowledge an individual can acquire. Lack of concentration leads to wastage of power.

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Discussion among teacher and pupils is an effective method of instruction. The teacher should invite questions and stimulate the spirit of enquiry in the pupil.

For Vivekananda, travel was an ideal method of learning because he wished the teachers and pupils to go out and learn from outside, not only within India but to other countries too, so that they can communicate with each other and be able to share our knowledge and philosophy with people of other countries. Medium of Instruction: As regards to medium of instruction, Vivekananda strongly advocated for mother-tongue. He a true nationalist, and a champion of national education argued instruction through mother-tongue. He visualized to Indianise Indian education. He also wanted to spread mass education through mother-tongue so that it will reach to everyone.

NSOU ? CC-ED-02 ? 188 Students: Swamiji pleaded: One who solve own problems efficiently is the best students. So the development of our nation lies on the hands of the students. The characteristics of best students according to him are: (1)

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In his own word — "Faith in our self and faith in God - this is the secret of greatness"

so each student must have faith in themselves and in God in order to reach their destiny. (2) Students must always have a will power and they should have self confidence within them in order to move forward in life. (3) Students must have a disciplined conduct and a good character and should be polite, humble, truthful, and follow what is good ; have a motivation for learning and cultivation of knowledge, cooperation and fellow feeling. (4) Each student must develop love for their country. (5) Students should always practice religion and should not perform any kind of evil deeds. Women's Education: Swami Vivekananda's worries as well as eagerness for women's education had been deep and genuine. As he was highly impressed to see the women of the progressive countries (America, England, Japan) working with men and, thereby immensely contributing to national advancement Vivekananda was greatly pained at the miserable condition of women in India. According to Swamiji — "The real strength or 'Shakti' of a country are its women." He quotes Manu — "Daughters should be supported and educated with as much care and attention as the sons." He wanted women to be free from all fetters as self-respecting persons, with their own individuality, and was in favour of women being given such training as would infuse them with strength so that they can tackle the problem that face them. So far, he opined : women had been down-trodden, and considered inferior to men, they could not enjoy equal rights and privileges with men, because of their denial to opportunities to education. His idea of women's education included fostering ideal daughters, ideal wives, and ideal mothers and of course building ideal nation and humanity. He strongly advocated that schools should be established for girls and educational

NSOU ? CC-ED-02 ? 189 centres for women. He prescribed teaching of History and purans, house keeping and the arts, the duties of home life and the principles that make for the development of character, so that women may grow up as ideal mothers of heroes and as women of courage and chastity. Thus, he visualized women as true partner of all-inclusive social development. Advancing his thoughts on women education much work has been done in the field of women's education after independence in India. The education policy adopted by the Government of India for equality of opportunities for the women education and empowerment has been saturated by Vivekananda's urge for women education. In this way he was so modern even in one hundred years ago. Mass Education: Swami Vivekananda's views on education will not be complete without touching upon his thoughts on mass education. At time when social leaders were busy with widow remarriage, abolition of idol worship and other social reforms mainly confined to the upper strata of the society, he felt that the neglect of the masses was the main cause of India's downfall. 'Our great national sin is the neglect of the masses and that is the cause of our downfall' said Swamiji. He fully realized that, "A nation is advanced in proportion as education and intelligence is spread among the masses." This reflects his urge for ensuring equity in educational opportunities to all for true national development. He respected human individuality and chanted the mantra, "each soul is potentially divine" and is endowed with capacity and creativity. According to Swamiji : Education is the birth right

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of every human being; it is a biological, social economic and spiritual necessity. He

always wanted a process of 'leveling-up' and no 'leveling-down', so the only way to rise again was by spreading education. Education, to him was a comprehensive. To him true education was the powerful tool for arresting people's sufferings, discriminations, prejudices, human injustice and indignity. He also advocated for non-formal education for them. 5.4 Contribution of Western Educational Thinkers: Rousseau and John Dewey 5.4.1 Educational Philosophy of Rousseau Rousseau is regarded as the most important naturalist philosopher of education. His writings were published since 1750 A.D. onwards. Some of his famous works are: (1) The Progress of Arts and Sciences; (2) Social Contract; (3) New Heloise; and (4) Emile. Of NSOU ? CC-ED-02 ? 190 these, the most important are Emile and Social Contract. Emile is a novel in which the author has described the methods of bringing the child in contact with Nature and removing him from social evils. The child is left under the guidance of an ideal teacher away from school and society. The teacher teaches the child in a natural environment. The book Emile consists of five parts respectively devoted to infancy, childhood, adolescence, youth and the imaginary wife of Emile names Sofia. Rousseau was particularly impressed by the poverty and suffering of the people. He hated society for its evils and wanted to reform it. He realized, "

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Everything is good as it comes from the hands of

the author of the Nature but everything degenerates in the hands of man". Thus, Rousseau, on the one hand, opposed society and praised Nature on the other hand. His book Social Contract portrays his ideas concerning society and politics. Rousseau had to leave France for England in 1766. He died in 1778. His thoughts influenced French revolution. He is acclaimed as a great revolutionary and reformer. Education and its successive transformation over the past four hundred years, have renewed educational theory and practices. Aims of Education In the opinion of Rousseau, education aims at the natural development of the child's inner faculties and powers. Education should help the child to remain alive. Life implies not merely taking of breath but working. To live is to work, to develop and to properly utilize the various parts of the body, the sense organs and the various other powers of the body. In his book Emile, Rousseau seeks to train Emile in the profession of living so that he may become a human being before becoming a soldier, a churchman or a magistrate. Education, thus, in Rousseau's opinion, must aim at making the child a real human being. But the aims of education proposed by him are observed to change at different stages of the child's development, because at each stage something different needs stress. Hence the change in aims of education are natural and conform to law of human development. The following are the various aims of education according to each level of the child's development. Infancy: This stage begins at birth and continues up to five years of age. The chief objectives of education during these five years is bodily development, the development and strengthening of every part of the body. This is essential if the child is to grow up healthy and strong. It forms the basis of subsequent healthy development of the mind. When the child is allowed to freely engage in playing and exercising his body, he remains active and

NSOU ? CC-ED-02 ? 191 has no time to indulge in desirable activities. Nothing need be done to develop his instincts other than to give him complete liberty. If such freedom is given, he naturally develops his own instincts as well as impulses. Childhood: This stage begins from the fifth year to the twelfth, and it is the period of developing the child's sense organs. This development is achieved through experience and observation. Hence, the child should be made to observe and experience those things in his environment, which will assist the development of his sense organs, i.e. refinement activities like smelling, seeing, hearing, touching, etc. Adolescence: For Emile, adolescence has been believed to last from the twelfth to the fifteenth year. The child has, by this time, achieved the development of this body and his sense organs, and is, therefore, prepared, for systematic education with the aids of tools of body parts and use of senses. At this stage, education aims at developing the adolescent personality through hard work, guidance and study. During adolescence the individual should be given knowledge of various kinds so that he is enabled to fulfill his needs of various kinds. Youth: The individual passes through his youth between his fifteenth and twentieth years and undergoes development of emotions and sentiments. Rousseau pointed out, "We have formed his body, his sense and intelligence, and it remains to give him a heart". Development of the sentiments will lead to development of moral and social qualities, but it is essential to pay attention to the development of religious emotions also. Summing up, the aim of education is to achieve the bodily, sensory, mental, social and moral development of the individual. In sum, aims of education at least four fold-education aims at developing the child's (1) body, (2) senses, (3) intellect, and (4) heart-sensitivity and affectivity. Education is programmed in conformity with the law of development of the child. Education is, then, natural. Curriculum of activities: It is possible to arrive at Rousseau's concept of a curriculum from an analysis of the various stages of development described in his Emile. Even in framing the curriculum, Rousseau paid attention to these four stages in development, and it will be better to consider the curriculum in the same fashion. Infancy: Rousseau was very critical of the contemporary curriculum laid down for the education of infants, because he advocated that infants should be treated as infants and not as adults in the miniature. The child is not a young adult, because his instincts and tendencies NSOU ? CC-ED-02 ? 192 are dissimilar to those of the adult. It is imperative to first understand the psychology of the child and then to frame a curriculum. Instead of giving him controlled information of various subjects at this stage, he advised to pay attention to the development of his body and his senses. In this age, the child can be taught a great deal through normal conversation carried on in the child's mother tongue, for developing his linguistic ability. It is better not to try and instill any kind of habits in the child at this stage. The curriculum is child's natural activities. Childhood: Even in childhood, Rousseau has objected to the use of any textbooks for education, because he has wanted to keep Emile away from books of any kind up to the twelfth year. He has thought it necessary to give the child a chance to learn everything through direct experience and observation. This is based on his concept of negative education, which suggests that the child's mind should not be stuffed with information of different kinds. Instead he should be given liberty to learn through experience, because it develops the sense organs, which in turn lead to mental development. When the child is free to play, move, act at his own will during his childhood, he goes through a variety of experiences and learns all kinds of activities. During childhood, he should not be given any verbal lesson on history; geography or even language; it is not desirable even to do any moral preaching. Rousseau opined that the child would learn his morality by the natural consequences of his own actions. Hence, up to the childhood stage no formal curriculum of any kind is required for his education. The stage appropriate normal activities of the child will be his curriculum. Adolescence: Having arrived at the appropriate level of bodily and sensory development, the child can be exposed to teaching according to a formal curriculum consisting of education in natural sciences, language, mathematics, woodwork, music, painting, social life and some kind of professional training. Even here, Rousseau opined, more stress should be laid on the use of the sense organ than books. The very object of training in all these various subjects is the training and development of these organs. The study of science will enhance the child's curiosity and his inclination towards research, invention and self-education. Painting helps to train the muscles and eyes. Handicrafts help in developing the ability to work, apart from the mental development, which is part of the process. Passing through various phase of social life, the individual learns that men depend upon each other, and thereby the child learns to assume and fulfill social responsibility. Rousseau believes that books do not give knowledge, but only train one to talk. Hence, it is better if the curriculum for adolescence is based on active work than on books. During this period the adolescent must get adequate opportunity and time for hard work, education and study. Thus, the curriculum is activity-based. NSOU ? CC-ED-02 ? 193 Youth: In the curriculum for youth, special stress has been laid on moral and religious education. But even moral education is to be derived through actual experience rather than through formal lectures. The youth learns a moral lesson when the sight of a physically handicapped person arouses in him the feelings of pity, sympathy and love. Religious education also follows the same pattern but the teaching of history, mythological stories and religious stories can assist it. The youth draws many lessons from these stories. Apart from moral and religious education, Rousseau gave appropriate importance to education in bodily health, music and sex. Thereby Rousseau has proposed a learner centric and life-centric curriculum for every 'Emile'.

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Curriculum and Methods of Teaching The curriculum and methods of teaching as suggested by Rousseau were as Follows: Table 1: Curriculum and Methods of Teaching

Stages Curriculum Methods of Teaching Infancy Development of body and senses Training of sense organs (0-5 Years) Moral conversation through mother tongue Counselling method Debar from developing any habit Play way method Childhood Learn everything through direct Practical work (5-12 Years) experience and observation Self-learning method No prescribed text book Learning through self Negative education experience Free play, movement and action Learning by doing No rigid curriculum suggested at this stage Observation, enquiry and Adolescence Suggest formal curriculum including experimental method (12-15 Years) Natural Science Heuristic method Language, Mathematics, Woodwork, Demonstration of real Music, Painting, etc. Objects in teaching Active work based curriculum; not on books Youth Moral and religious education through (15-20 Years) actual experience not through formal lectures Education for bodily health, music and hands on activities (Source: Sharma, 2000)

NSOU ? CC-ED-02 ? 194 Rousseau's Influence and Contribution: Rousseau's contribution to the subsequent developments in the field of education is far-reaching. The subsequent educational theories and practices were immensely influenced by his lofty ideas. All the modern methods of education also originated in him. The child is the center of educational enterprises. Hence, "Treat your child according to his age". — is the most practical suggestion of Rousseau. It was Rousseau who emancipated the child from the trammels of the society and medieval restraint and gave the child his rightful place. Thus, Rousseau introduced psychological tendency in education. Pestalozzi in this respect followed his suit. Who put the theory of Rousseau into practice. A systematic theory of child's psychology began to develop since the time of Rousseau. As against verbalism and book learning, Rousseau emphasized the value of concrete objects. Learning by doing was his great principle. The greatest contribution of Rousseau was his emphasis that education should prepare the individual to live in society. Thus, he laid the foundation of the sociological tendency in modern education. Rousseau's emphasis on the phenomenal nature led to the scientific tendency in education. The 19th century witnessed various developments in the physical and biological worlds. This led to the development of the materialistic naturalism in education, of which Herbert Spencer and Huxley were the chief representatives. Some educators were greatly influenced by the doctrine of individuality propounded by Rousseau. He was an opponent of an artificial and repressive society. This resulted in the democratic movement in education individual worth is highly honored and valued. He revolted against the social inequalities of his age. Rousseau wanted not reform but revolution in the field of education. His main idea, education according to nature — has been universally accepted. He denounced the old and showed the new; this became the inspiration to all educational reformers of the future, which reduced his theories into practical procedure. In the word of Ross: "He was the fore runner of so many, who have followed in the trails he blazed through the forest, until now they have become the broad highway of common travel". Criticism of Rousseau's Educational ideas and practices: Dr. Graves has severely criticized the educational ideas and practices of Rousseau. Rousseau's ideas, according to him, are full of contradictions and inconsistencies. Rousseau himself said: "I rather to be a man of paradox than prejudices". The education advocated

NSOU ? CC-ED-02 ? 195 by Rousseau was anti social. His scheme of education has condemned social and cultural heritage, as he believes, society is subordinated to the individual who is supreme. Social environment is neglected. Rousseau's view of democracy is wrong in the present world. The individuals exist for the society; the society does not exist for the individuals. This is the present view of democracy. Rousseau held just the opposite view and hence he was erroneous. Rousseau vehemently opposed women's education. "A woman of culture is to be avoided like a pestilence". Rousseau was a theorist and not a practical educationist". Rousseau had great ideas but he had no ability to implement them. 5.4.2 Educational Philosophy of John Dewey: John Dewey is a great philosopher, educationist and thinker of the modern age. John Dewey's concept on education is based upon the philosophy of pragmatism. Dewey believed that knowledge is resultant of action. According to him, change is the reality of the world.

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Defining education, he said, 'Education is the continuous reconstruction of experiences'. His

major conception education has been written in his books like: 'Democracy and Education' (1916), 'Logic' (1938), and 'Experience and Education' (1938). According to him, 'truth is an instrument used by human beings to solve their problems', since problems change, truth changes and therefore there can be no eternal reality. According to Dewey, change is the basic theory of education. Fact varies from person to person. Therefore a person develops theory on the basis of consequence of actions and experimentations. The main aim of education is to make child capable of solving problems of life with their experiences. The aim of education is to make human life prosperous and happy. So, John Dewey is called a pragmatist thinker. Educational Thoughts of John Dewey: The educational thoughts of John Dewey can be spelt along the following lines: • Dewey considers experience as the central concept of education. Child learns through experiences. • Problem solving and applying reflective or critical inquiry to solve the problems is the aim of education. • Dewey considers knowledge gains

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through inquiry, reflective thinking, experimentation and fact finding. There is no ultimate truth

of knowledge. More and more scientific inquiry gives birth to new knowledge.

NSOU ? CC-ED-02 ? 196 • Change is necessary for individual and social developments; therefore, education system, methods, etc. should be changed as per the need of the times. Education is for child; the child is not for education. • Democratic society should be established on the basis of education. In an ideal

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society, there should be development of social and communal feelings, awareness of duties and rights, mutual

cooperation etc. • He believes in relativism, as nothing is absolute, rather it is relative as there is always scope for change. • He believes in instrumentalism as the objects are the existence to make the work done. To materialise ideas, we need tools/instruments. • In view of the above, John Dewey can be regarded as a pragmatist, instrumentalist, humanist, relativist, and experientialist. Curriculum and Methods of Teaching: Dewey suggested that the curriculum should be determined by the child's instincts and abilities. The need, abilities and interest of the child needs to be emphasized in the curriculum. He advocated that the curriculum should be child centred. He believed that curriculum should include social issues as the child is a part of society and ultimately the product of education should work for the development of the society. He stated four principles of formation of the curriculum i.e. Utility, Flexibility, Experiential and close to life. The principles clarify that curriculum should be the utility of the child; it can be changed as and when there is the need, provides ample scopes to the child to gather experiences and every activity in the curriculum should be suitably linked with the life of the child. Dewey emphasised on making the curriculum integrated in approach and using methods like learning by doing, field visit, project, problem solving, inquiry and problem-based learning, experimentation, observation, critical analysis, debate and discussion in the teaching learning process. Impact on Modern Education: John Dewey's philosophy on education has a great impact on the present-day education system. Present education process emphasizes on creating or constructs knowledge through experiences of the child. The child has every ability to construct their own knowledge. Teacher helps the child to construct their knowledge by using the experiences gained by the learner from their interaction with the environment, family, peers, society, play mates, etc.

NSOU ? CC-ED-02 ? 197 John Dewey's concept of education has contributed lot to Vygotsky's constructivist approach of learning. Criticism: Although Dewey's views on educational principles were enthusiastically received, they were also subjected to criticism on the following grounds: Materialistic bias: Pragmatism was born out of reaction to idealism, and consequently it manifests a distinctly materialistic bias, in contradiction of the spiritual bias of idealist philosophy. At the same time, Dewey wants to realize democratic ideals of freedom, equality and fraternity through education. But it is difficult to understand how this can be done unless he accepts an idealistic basis for his system of education. Absence of any aim of education: For him, education is life itself, and it is not possible to determine any objective for it. Most scholars disagree with this opinion because they believe that education can progress only when it has some definite aim and objective. Excessive emphasis upon individual difference: Modern educational psychology accepts in principle that the curriculum of education must take into account the individual differences of children and that children must be educated according to their individual and unique interest and inclinations both in respect of curriculum and also of the method of teaching. While in theory this is quite acceptable but any attempts, to apply in practice lead to immediate complications. It is almost, if not completely possible to provide a separate educational plan for every individual child in a school. Limitations in learning through doing: There are no doubt that the child should learn actually doing things, as Dewey suggested, yet the theory has its limitations. Many facts known to an individual are acquired from another person. It is almost impossible for one individual to experience every fact known to him. Thus, the educator should also try to benefit from the experience of his teacher, educator and colleagues. In fine, it is a fact that Dewey's philosophy of education has not had a truly systematic criticism because most critics have taken on only piecemeal aspects or have made no critical analysis. Nevertheless, this philosophy has made important contributions to educational theory and practices and will continue to do so.

NSOU ? CC-ED-02 ? 198 5.5 Contribution of Ivan Illich and Paulo Friere as Radical thinkers in education 5.5.1 Radical thoughts of Ivan Illich The book that brought Ivan Illich to public attention was *Deschooling Society* published in 1971. It was a groundbreaking critique of compulsory mass education. He argued that the oppressive structure of the school system could not be reformed but must be dismantled in order to free humanity from the crippling effects of lifelong institutionalization. The Myth of Institutionalized Values: This myth, according to Illich, is grounded in the belief that the process of schooling produces something of value. That belief generates a demand. It is assumed that the school produces learning. The existence of schools produces the demand for schooling. Thus the school suggests that valuable learning is the result of attendance, that the value of learning increases with the amount of this attendance,

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and that this value can be measured and documented by grades and certificates. Illich

takes the opposite view: that learning is the human activity that least needs manipulation by others; that most learning is the result not of instruction but of participation by learners in meaningful settings. School, however, makes them identify their personal, cognitive growth with elaborate planning and manipulation. The Myth of Measurement of Values: According to Illich, the institutionalized values school instils are quantified ones. For him personal growth cannot be measured by the yardstick of schooling but, once people have the idea schooled into them that values can be produced and measured, they tend to accept all kinds of rankings. People who submit to the standard of others for the measure of their own

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personal growth soon apply the same standard to themselves. They no longer have to be put in their place but put themselves into

their assigned slots, squeeze themselves into the niche which they have been taught to seek, and in the very process, put their fellows into their places, too, until everybody and everything fits. The Myth of Packaging Values: The school sells the curriculum, says Illich, and the result of the curriculum production process looks like any other modern staple product. The distributor/teacher delivers the finished product to the consumer/pupil, whose reactions are carefully studied and charted to provide research data for the preparation of

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the next model, which may be 'ungraded', 'student-designed', 'visually-aided', or 'issue-centred'.			

NSOU ? CC-ED-02 ? 199 The Myth of Self-Perpetuating Progress: Illich talks not only about consumption but about production and growth. He links these with the race for degrees, diplomas and certificates, since the greater one's share of educational qualifications the greater one's chances of a good job. For Illich the working of consumer societies is founded to a great extent on this myth, and its perpetuation is an important part of the game of permanent regimentation. To smash it, says Illich, 'would endanger the survival not only of the economic order built on the co-production of goods and demands, but equally of

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the political order built on the nation-State into which students are delivered			

by the school.'5 Consumers/pupils are taught to adjust their desires to marketable values, even though this cycle of eternal progress can never lead to maturity. In conclusion Illich points out that the school is not the only modern institution whose main purpose is to shape people's view of reality. Other factors contribute to this, factors related to social origins and family surroundings, the media and informal socialization networks. These, amongst others, are key elements in mouldingbehaviour and values. But he considers that it is the school that is most deeply and systematically enslaving. It alone is entrusted with the task of forming critical judgement, a task that, paradoxically, it tries to carry out by ensuring that learning, whether about oneself, about others or about nature, follows a predetermined pattern. Illich defends these opinions in his polemical and provocative style, affirming that, in his judgement, '

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school impinges so intimately upon us that no one can hope to be freed from it			

by any external means'. And he adds: Schooling the production of knowledge, the marketing of knowledge, which is what the school amounts to draws society into the trap of thinking that knowledge is hygienic, pure, respectable, deodorized, produced by human heads and amassed in a stock. I see no difference between rich and poor countries in the development of these attitudes to knowledge. There is a difference of degree, of course; but I find it much more interesting to analyse the hidden impact of the school structure on a society; and I see that this impact is equal or, to be more precise, tends to be equal. It doesn't matter what the overt structure of the curriculum is, whether the school is public, whether it exists in a State that has the monopoly of public schools, or in a State where private schools are tolerated or even encouraged. It is the same in rich as in poor countries, and might be described as follows: if this ritual that I consider schooling to be is defined by a society as education then the members of that society, by making schooling compulsory, are schooled to believe that the self-taught individual is to be discriminated against; that learning and the growth of cognitive capacity, require a process of consumption of services presented in an industrial, a planned, a professional form;that learning is a thing rather than

NSOU ? CC-ED-02 ? 200 an activity. A thing that can be amassed and measured, the possession of which is a measure of the productivity of the individual within the society. That is, of his social value. Out of this analysis grew the strategies Ivan Illich proposes for 'deschooling' education and teaching. He himself tested these strategies on young people and adults taking part in the workshops and activities of CIDOC in Cuernavaca. We shall return to them later. 'Conviviality: The works that followed Deschooling society go beyond education to focus more broadly on the reorganization of society and work, in accordance with human needs. This is the message of Tools for conviviality (1973), Energy and equity (1974) and Medical nemesis: the expropriation of health (1982). In the last two works Illich asserts that, just as the school 'de-educates', institutionalized medicine has become a serious health problem. He also uses the example of transport to illustrate his view of the way continuing progress and increasing comfort, in the industrialized countries, lead to waste and the inability to make proper use of any energy source. His thinking on these subjects is to be found in Medical nemesis and Energy and equity. In these works, too, Illich leaves education and the school to take up the analysis of political and institutional problems that affect modern societies, with their high degree of technology and stratification, problems inescapable for countries that pursue their development on the pattern of today's industrialized countries. In Tools for conviviality Illich proposes a rival strategy calling for limits to the growth of industrialized societies and suggests a new kind of organization for them, to be achieved through, among other means, a new concept of work and the 'deprofessionalization' of social relations, not excluding education and the school. 'Convivial' institutions, as Illich defines them, are characterized by their vocation of service to society, by spontaneous use of and voluntary participation in them by all members of society. Illich, therefore, attributes the word 'convivial' to a society in which 'modern technologies serve politically interrelated individuals rather than managers'. And he adds 'a "convivial" society is one in which people control the tools'.⁸ What is fundamental to a 'convivial' society is not the total absence of those institutions which Illich calls manipulative, or of addiction to specific goods and services. What he proposes is a balance between institutions that create the specific demands they are specialized to satisfy and those that foster self-realization. A 'convivial' society, Illich insists, 'does not exclude all schools. It does exclude a school system which has been perverted into a compulsory tool, denying privileges to the drop-out.

NSOU ? CC-ED-02 ? 201 It is important to emphasize that Ivan Illich does not attack any specific political system or regime but rather the entire industrial mode of production and its consequences for humankind. His central thesis in this regard is that 'the means of production have technical characteristics that make them impossible to control by a political process. Only a society that accepts the need to agree on a ceiling for certain technical dimensions of its means of production enjoys political alternatives'. He calls the attention of developing countries to these dimensions and, in so doing, he throws down challenges to education. All these ideas find expression in Illich's thesis of 'conviviality', the main thrust of which is to call the attention of developing countries to the advantages and drawbacks of adopting the same style of development as the industrialized countries. At the time that he was putting forward these ideas the majority of these countries, especially in Latin America, had not reached the same stage of development as the industrialized countries and, in Illich's view, still had time to reverse the trend, to redefine their goals and priorities and select development styles that were more equitable, participatory and conducive to the preservation of natural balance and 'convivial' relations. 'Reconstruction for poor countries means adopting a set of negative criteria within which their tools are kept, in order to advance directly into a post-industrial era of conviviality. The limits to choose are of the same order as those which hyper-industrialized countries will have to adopt for the sake of survival. Conviviality, which will be immediately accessible to the "underdeveloped", will have to be bought by the "developed" at an exorbitant price'. These words of Illich's, written in the mid-1970s, are very similar to those being used now to show that, less than ten years from the end of the century, the countries of North and South, of East and West, are at last realizing that they form a universal whole and that they have more in common than they thought. Environmental problems and ecological imbalances impinge equally on all; a declining standard of living does not distinguish between developed countries and those still in search of sustainable development. All are equally concerned for the quality and effectiveness of learning inside or outside the school system, and no one can ignore that school and education are far from having adapted themselves to the pace of scientific and technological change or to the most immediate needs of those who look to them for their self-realization in the world of today. It is a fact that the search for solutions to these problems is no longer solely in the hands of developed countries, and here Illich's opinions contain a great deal of truth.

NSOU ? CC-ED-02 ? 202 Developing countries now not only form part of world problems but are also bound up with the solutions to those problems. The 'convivial' society may not be the answer. But it must be recognized that Illich dealt with these themes almost three decades ago. Whether because of the ideological context in which the ideas were born and developed, whether because of a lack of theoretical foundation to sustain them, or because of Illich's own personality, the themes of 'deschooling' society and building a 'convivial' society did not receive the attention they deserved, and there was no further development of a line of thinking that might have borne better fruit.

5.5.2 Radical Thoughts of Paulo Freire (1921-1997): Introduction/Short Biography: The Brazilian educator Paulo Freire's is one among the most of the influential educational thinkers of the late 20th century. Born in Recife, Brazil, on September 19, 1921, Brazil on May 2, 1997. He taught Portuguese in secondary schools from 1941-1947. He subsequently became active in adult education and workers' training, and became the first Director of the Department of Cultural Extension of the University of Recife (1961- 1964). Freire quickly gained international recognition for his experiences in literacy training in Northeastern Brazil. He was jailed by the new government and eventually forced into a political exile that lasted fifteen-years. In 1969 he was a visiting scholar at Harvard University and then moved to Geneva, Switzerland where he assumed the role of special educational adviser to the World Congress of Churches. He returned to Brazil in 1979. Finally, in 1988 he became the Minister of Education for Sao Paulo (Rage and Hope: Paulo Freire's, n.d.). Paulo Freire's Concept of Education: Freire's most well-known contribution is Pedagogy of the Oppressed (1970). Paulo Freire is neither an idealist, nor a realist. Freire denies the view that man is abstract,

NSOU ? CC-ED-02 ? 203 isolated, independent and unattached to the world. He also denies that the world exists as a reality apart from men. In his view consciousness and world are simultaneous. Consciousness neither precedes the world as the idealist hold nor it follows the world as the materialist believe, Paulo 's position is near to the existentialists who give much emphasis on existential man equipped with strong will power who can transform the world with his own efforts . In short, the role of man as a Subject in the world and with the world." Freire's work mainly concerned literacy and the desire to help men and women overcome their sense of powerlessness by acting in their own behalf. The oppressed, as he called them, could transform their situation in life by thinking critically about reality and then taking action. Freire believed that the educational system played a central role in maintaining oppression and thus it had to be reformed in order for things to change for the oppressed. A Set of Political and Pedagogic Principles a Set of Political Principles: ? The principal goal of popular education is to change the power relationships in our society. ? The objective is to create mechanisms of collective power over all the structures of society. ? The means of attaining this goal cannot be in contradiction with the final objective— to construct a really democratic society you cannot use authoritarian methods. ? The projects, strategies and tactics used in the political process have to be produced collectively by the participants themselves. A Set of Pedagogic Principles: ? The learners are the SUBJECTS, not the objects of the learning process; through this approach they can become the SUBJECTS of society ? The educator and the learners are equal participants in the learning process; all are the producers of knowledge ? The learning process is developed by a continuous dialogue between the educator and the learners ? The objective of the learning process is to liberate the participants from their external and internal oppression; to make them capable of changing their reality, their lives and the society they live in.

NSOU ? CC-ED-02 ? 204 Banking Education: In this form of education, it is the job of the teacher to deposit in the minds of the learners, considered to be empty or ignorant, bits of information or knowledge, much like we deposit money in a empty bank account. This is why Freire called this model of education 'banking education'. Freire criticized this model of education because he believed that it makes the students into passive objects to be acted upon by the teacher. He argued that the goal of 'banking education' is to demobilise the people within the existing establishment of power by conditioning them to accept the cultural, social, political status quo of the dominant culture. In the banking education model knowledge of education is seen as a gift given to the student by the teacher who considers the learner as marginal, ignorant and resource-less. Freire saw this as false generosity from the dominant group (oppressors) and a way of dominating and controlling the people (the oppressed) to improve or maintain their own interests. Freire put forward the notion that authoritarian forms of education such as banking education prevented learners from 'knowing' the world and from seeing it as something which can be changed. He believed that authoritarian forms of education inhibited the liberation and freedom of the oppressed. The banking education maintains and even stimulates the contradiction through the following attitudes and practices, which mirror oppressive society as a whole: (a) The teacher teaches and the students are taught; (b) The teacher knows everything and the students know nothing; (c) The teacher thinks and the students are thought about; (d) The teacher talks and the students listen-meekly; (e) The teacher disciplines and the students are disciplined; (f) The teacher chooses and enforces his choice, and the students comply; (g) The teacher acts and the students have the illusion of acting through the action of the teacher; (h) The teacher chooses the program content, and the students (who were not consulted) adapt to it; (i) The teacher confuses the authority of knowledge with his own professional authority, which he sets in opposition to the freedom of the students;

NSOU ? CC-ED-02 ? 205 (j) The teacher is the Subject of the learning process, while the pupils are mere objects. It is not surprising that the banking concept of education regards men as adaptable, manageable beings, The more the students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world. The more completely they accept the passive role imposed on them, the more they tend simply to adapt to the world as it is and to the fragmented view of reality deposited in them. Freire argued that change could come through a process of dialogue and reflection leading on to change through action or intervention and or political change. Freire called this process Praxis. A Problem-Posing Model: To challenge the banking education model, Freire proposed a problem-posing model of education. In this model, the teacher and the learner discuss and analyse their experiences, feelings and knowledge of the world together. Instead of the belief that learners' and teacher's situation in the world is fixed, as the banking model suggests, the problem-posing model explores problems or realities people find themselves in as something which can be transformed. Paulo Freire's "problem posing concept of education" is based on his "anthropological concept of culture" which is based on Freire's distinction between animals and humans. For Paulo Freire, man is the only one to treat not only his actions but his very self as the object of his reflection. Paulo Freire's "anthropological concept of culture" is It is not the job of the teacher to provide answers to the problems, but to help the learners achieve a form of critical thinking about the situation (Freire called this conscientization). This makes it possible to understand that the world or society is not fixed and is potentially open to transformation. It becomes possible to imagine a new and different reality. In order for students to be able to confront oppression, they must first become critical thinkers. Freire believes that critical thinking is not possible in a banking education framework, but only in a problem-posing educational framework. In the banking system of education, students are primarily asked to memorize and regurgitate often meaningless and disjointed facts; whereas in a problem-posing framework, students are asked to use critical thinking skills to investigate various problems that exist in the world. Freire made the distinction between these two types of educational frameworks in POTO (Pedagogy of the Oppressed)

NSOU ? CC-ED-02 ? 206 1. Whereas banking education anesthetizes and inhibits creative power, 2. Problem-posing education involves a constant unveiling of reality. 3. The former attempts to maintain the submersion of consciousness; 4. The latter strives for the emergence of consciousness and critical intervention in reality. Students under this framework would pose problems and then critically investigate why those problems exist. Freire believes that a problem-posing education will not only allow students to become critical thinkers, but reveal that the world is constantly undergoing change. In problem-posing education, people develop their power to perceive critically the problem. In order to undertake this process successfully, the people (oppressed) must challenge their own perception of the dominant group (oppressor) Freire argued that the oppressed think of themselves as 'less than' or something lacking. He suggested that they have been conditioned to view the practices and behaviours of the dominant groups as complete, whole and correct. To become whole complete and correct means to simulate the practices of the dominant culture. To counter this perception means engaging the learner in a process of dis-identification with dominant culture/oppressor and to help the learner to imagine a new being and a new life according to their own rationality. Learning Circles: The learning circle is a non-hierarchical 'class' model where participants can discuss generative themes which have significance within the context of their lives. This involves creating a democratic space where every one's voice has equal weight age. The conditions needed for this have to be actively created as it does not often occur naturally. This can mean challenging cultural, gender and other status related power relationships and stratifications. This critical and liberating dialogue, also known as culture circles, is the heart of Freire's pedagogy. This method of learning literacy through meaningful discussions generated from 'codifications' has been very successful. However, Freire emphasises that the process should not be carried out mechanically but through creatively "awakening the consciousness" of the learner. Codifications may be photographs, drawings, poems, even a single word. As representations, codifications abstract the daily circumstances. For example, a photograph of workers in a sugar cane field permits workers to talk about the realities of their work

NSOU ? CC-ED-02 ? 207 and working conditions without identifying them as the actual workers in the photograph. This permits the dialogue to steer toward understanding the nature of the participants' specific circumstances but from a more abstract position. Teachers and learners worked together to understand the problems identified by the peasants, a process that Freire calls decoding, and to propose actions to be taken to rectify or overturn those problems. The circles therefore have four basic elements: I. Problem posing, II. Critical dialogue, III. Solution posing, and IV. Plan of action. The goal, of course, is to overcome the problems, but it is also to raise the awareness, the critical consciousness (conscientization), of the learners so as to end oppression in their individual and collective lives. Teaching Aids: Some of the tools a banking education model might use include a pre-prescribed curriculum, syllabus or course book, which either takes no account or makes assumptions of learners' views or knowledge of the world. Freire called these pre-prescribed plans and course books as primers. Paulo Freire saw no use for traditional primers. How does a person benefit from repetition even saw the grape, this statement has nothing to do with reality. Freire stated that there will be no significant learning if the pupil fails to establish a relationship with the object, if he doesn't act towards it. ? As a result of this belief, Freire wrote cultural primers in the late 1950's with the object of building a revolutionary society. His basic objective with the primers was to present concrete reality to be transformed. Program content should be presented to allow the pupils to take control of it little by little rather than just receiving the content. Teaching materials should be written regionally or even locally. He believed that the universalization of teaching material to reading is an absurdity scientifically and an act of authority politically (Gadotti, 1994). ? The Freirean cultural circle made use of slide projectors – imported from Poland at – which were used to display film slides that were the centerpiece of Freire's literacy training because of their ability to foster a collective learning environment and amplify reflective distancing (Sayers & Brown, 1993, pp. 32-33). For the

NSOU ? CC-ED-02 ? 208 slides, Freire enlisted the well-known artist Francisco Brenand to create codified pictures' that were designed to help peasants semantically visualize the culture making capacities composed of situations that intended to reveal how peasant life is cultural (and not natural) and thus human (and not animal). Freire's film slides were displayed on the walls of peasants' homes, whereupon dialogues were conducted that analyzed the slides' various pictorial elements. The pictures themselves depicted a range of premodern and modern technologies, as well as other cultural artifacts. Freire's film slides were displayed on the walls of peasants' homes, whereupon dialogues adopt technology pedagogically to demonstrate people's inherent productive and communicative abilities, as well as the possibility of their utilizing modern technologies critically and as part of a means to rehumanized ends. Dialogue: A central theme of Paulo Freire is that of dialogue. Dialogue is a part of human nature, we need each other to discover and discovery is a social process and discussion is the cement. He thought that the moment of dialogue was the moment of transformation. Freire saw the dialogue of the elite as vertical. He called it banking pedagogy. The person who is learning only needs to listen while the educator deposits knowledge. This narrative form of education maintains the division between those who know and those who don't. Freire viewed dialogue as a horizontal relationship based on love respect and tolerance. It follows then that Banking education and problematization are opposite methods Finally, comments Freire, true dialogue cannot exist unless the dialoguers engage in critical thinking...thinking which perceives reality as process, as transformation, rather than as a static activity. True dialogue is for Freire what civic education must be about. If civic education does not include it, then there is little hope that the future will be anything for the oppressed but a continuation of the present. Authentic education is not carried on by A' for B' or by A' about B', but by A' with B'....Essential to such education are the experiences of the students, whatever their ages or situations. "The act of knowing involves a dialectical movement that goes from action to reflection and from reflection upon action to a new action." (Freire 1972). "If learning to read and write is to constitute an act of knowing, the learners must assume from the beginning the role of creative subjects. It is not a matter of memorising and repeating given syllables, words and phrases but rather, reflecting critically on the process of reading and writing itself and on the profound significance of language" (Freire 1985) That power is to be used to liberate themselves from oppression. This pedagogy to end oppression, as Freire writes, must be forged with, not for, the oppressed

NSOU ? CC-ED-02 ? 209 (1970, 48; emphases in original), irrespective of whether they are children or adults. Freire worked primarily with illiterate adult peasants in South America, but his work has applications as well to schools and school-aged children. It is to be a pedagogy for all, and Freire includes oppressors and the oppressed. Freire wanted his students, whether adult peasants or a country's youth, to value their cultures as they simultaneously questioned some of those cultures' practices and ethos. This Freire referred to as reading the word as in ending illiteracy and reading the world the ability to analyze social and political situations that influenced and especially limited people's life chances. For Freire, to question was not enough; people must act as well. Liberation, therefore, is a praxis, but it cannot consist of action alone, which Freire calls activism. It must be, instead, action combined with serious reflection (Ibid, 79, 65). This reflection or reflective participation takes place in dialogue with others who are in the same position of realization and action. The oppressed thereby use their own experiences and language to explain and surmount their oppression. They do not rely upon others, even teachers, to explain their oppressed circumstances. Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with students-teachers (Ibid, 80). The reciprocity of roles means that students teach teachers as teachers teach students. Dialogue encourages everyone to teach and everyone to create together. Leading the National Literacy Program: In 1962 the mayor of Recife appointed Freire as head of an adult literacy program for the city. In his first experiment, Freire taught 300 adults to read and write in 45 days. This program was so successful that during the following year the President of Brazil appointed him to lead the National Literacy Program. This program was on its way to becoming similarly successful, with expected enrollments to exceed two million students in 1964. Under Brazil's constitution, however, illiterates were not allowed to vote. The O Globe, an influential conservative newspaper, claimed that Freire's method for developing literacy was stirring up the people, causing them to want to change society, and fomenting subversion. As a consequence of a military overthrow of the government in 1964, Freire was jailed for 70 days, then exiled briefly to Bolivia and then to Chile for five years. Paulo and his group of Educators had a double task: to develop an efficient literacy method for adults, and to raise the social consciousness of the Brazilian workers. They found out that the workers were fatalists, resigned to their situation in society, and thinking that it was impossible to change this situation.

NSOU ? CC-ED-02 ? 210 It was only in 1969 that Paulo Freire wrote about his methodology in his book Pedagogy of the Oppressed, when he was a political exile in Chile. In this and his other books, Freire developed the theory of his practice as Popular Educator. They are books about the philosophy of this work, about the concepts, the general directives, not about the practice, the lessons, the activities in the classroom. And this has to be so: for each practical experience with each group of learners is different from the others. There are no ready-made formulas to apply the Paulo Freire methodology in the classroom and this is perhaps the biggest difficulty to many educators. 5.6 Summary We have to discuss the Indian Educational Thinkers Rabindranath Tagore, Swami Vivekananda and their contribution in Education & Society. We have to also elaborate the Western Educational Thinkers Rousseau & John Dewey and their contribution in Education & Society. Discuss the Radical thinkers : Ivan Illich & Paulo Freire's Educational and Philosophical thoughts. Educational philosophy of Tagore is influenced by his own life. Though Tagore was fully aware of the ideas of the western thinkers on education, he based his own ideas on the ancient Indian thought. Tagore was dead against the traditional system of education which confined the child within the four walls of the classroom or the home. According to him, nature is the best curriculum and teacher for the child. To analyse the educational principles of Tagore, it can be said that he was a follower of naturalism as well as pragmatism. But his educational philosophy is highly based upon the naturalistic system of education. Tagore believes self-education which is based on self-realisation. Tagore believed on complete freedom and independence of the child. These independence or freedom will be of intellect, decision, heart, knowledge, action and worship. Tagore believes in perfection of doing things. Hence only passing examination and getting a degree is not the aim of education. The concept of 'universality' has defined in Tagore's concept of education. He believes true education is something that the individuals think and act going beyond his/her individual soul and rather to faith and work for realising the universal soul. The principles of Tagore's educational philosophy are as follows: • Self-realisation should be one's goal of education. • He formulated goal of education by synthesizing the Ancient Vedantic education with the modern western scientific attitudes.

NSOU ? CC-ED-02 ? 211 • For developing creative faculties, the child should be provided opportunities for self-expression. • He supported integral development of human power including physical, intellectual, moral and religious development. • He supported harmony with the environment one lives in and to be in harmony with one's environment. • Children should not be forced to receive knowledge through books. • The aim of education is to make the child self-sufficient and to earn for livelihood. • Swami Vivekananda was a true Vedantist. He regards the Vedanta as perfectly impersonal. The Vedanta is eternal. It is not originated by any person or prophet. So it is built around any particular individual as the centre. The Dvaita, the visista- dvaita and the advaita are the different expressions of the Vedanta according to Swami Vivekanand. So to him, they are not opposed to each other. They are not absolute system. They are merely the stage for helping the individual to proceed progressively towards the realization of higher and higher ideas till everything is merged in the wonderful unity with the Creator. • Rousseau is regarded as the most important naturalist philosopher of education. Some of his famous works are: (1) The Progress of Arts and Sciences; (2) Social Contract; (3) New Heloise; and (4) Emile. Of these, the most important are Emile and Social Contract. Emile is a novel in which the author has described the methods of bringing the child in contact with Nature and removing him from social evils. The child is left under the guidance of an ideal teacher away from school and society. The teacher teaches the child in a natural environment. The book Emile consists of five parts respectively devoted to infancy, childhood, adolescence, youth and the imaginary wife of Emile names Sofia. Rousseau was particularly impressed by the poverty and suffering of the people. He hated society for its evils and wanted to reform it. He realized, "

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Everything is good as it comes from the hands of

the author of the Nature but everything degenerates in the hands of man". Thus, Rousseau, on the one hand, opposed society and praised Nature on the other hand. His book Social Contract portrays his ideas concerning society and politics. Rousseau had to leave France for England in 1766. He died in 1778. His thoughts influenced French revolution. He is acclaimed as a great revolutionary and reformer. Education and its successive transformation over the past four hundred

NSOU ? CC-ED-02 ? 212 years, have renewed educational theory and practices. In the opinion of Rousseau, education aims at the natural development of the child's inner faculties and powers. • Education should help the child to remain alive. Life implies not merely taking of breath but working. To live is to work, to develop and to properly utilize the various parts of the body, the sense organs and the various other powers of the body. In his book Emile, Rousseau seeks to train Emile in the profession of living so that he may become a human being before becoming a soldier, a churchman or a magistrate. Education, thus, in Rousseau's opinion, must aim at making the child a real human being. But the aims of education proposed by him are observed to change at different stages of the child's development, because at each stage something different needs stress. Hence the change in aims of education are natural and conform to law of human development. The following are the various aims of education according to each level of the child's development. • John Dewey is a great philosopher, educationist and thinker of the modern age. John Dewey's concept on education is based upon the philosophy of pragmatism. Dewey believed that knowledge is resultant of action. According to him, change is the reality of the world.

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Defining education, he said, 'Education is the continuous reconstruction of experiences'. His

major concept on education has been written in his books like: 'Democracy and Education' (1916), 'Logic' (1938), and 'Experience and Education' (1938). According to him, 'truth is an instrument used by human beings to solve their problems', since problems change, truth changes and therefore there can be no eternal reality. According to Dewey, change is the basic theory of education. Fact varies from person to person. Therefore a person develops theory on the basis of consequence of actions and experimentations. The main aim of education is to make child capable of solving problems of life with their experiences. The aim of education is to make human life prosperous and happy. So, John Dewey is called a pragmatist thinker. • Ivan Illich was a Croatian- Austrian philosopher, who addressed contemporary practices in education, medicine, work, energy use, transportation, and economic development. The book that brought Ivan Illich to public attention was *Deschooling Society* published in 1971. It was a groundbreaking critique of compulsory mass education. He argued that the oppressive structure of the school system could not be reformed but must be dismantled in order to free humanity from the crippling effects of lifelong institutionalization. Ivan Illich's work in education criticism of the school, and the NSOU ? CC-ED-02 ? 213 'deschooling' of society, Ivan Illich's writings on education are made up of collections of articles and public speeches reproduced in various languages, as well as books, also distributed internationally, on subjects such as education, health and transport, and on ways in which future society might be organized. He presents the four central ideas that suffuse the whole of his work on education: 'universal education through schooling is not feasible. It would be more feasible if it were attempted by means of alternative institutions built on the style of present schools; neither new attitudes of teachers towards their pupils nor the proliferation of educational hardware or software, nor finally the attempt to expand the teachers' responsibility until it engulfs the pupils' lifetimes will deliver universal education; the current search for new educational funnels must be reversed into the search for their institutional inverse: educational webs which heighten the opportunity for learning, sharing and caring; the ethos, not just the institutions, of society ought to be 'deschooled'. • Illich's interest in the school and the processes of schooling, then, stemmed from his educational work in Puerto Rico, more specifically his work with American educators concerned about the direction they saw the public schools of their country taking. Illich himself acknowledges in the introduction to *Deschooling society*, that it is to Everett Reimer that he owes his interest in public education. He begins by denouncing institutionalized education and the institution of the school as producers of merchandise with a specific exchange value in a society where those who already possess a certain cultural capital derive the most benefit. • Freire's most well-known work is *Pedagogy of the Oppressed* (1970). Throughout this and subsequent books, he argues for system of education that emphasizes learning as an act of culture and freedom. Paulo Freire is neither an idealist, nor a realist or a mechanist. Freire denies the view that man is abstract, isolated, independent and unattached to the world. He also denies that the world exists as a reality apart from men. In his view consciousness and world are simultaneous. Consciousness neither precedes the world as the idealist hold nor it follows the world as the materialist believe, Paulo's position is near to the existentialists who give much emphasis on existential man equipped with strong will power who can transform the world with his own efforts. In short, the role of man as a Subject in the world and with the world." Freire's work mainly concerned literacy and the desire to help men and women overcome their sense of powerlessness by acting in their own behalf. The oppressed, as

NSOU ? CC-ED-02 ? 214 he called them, could transform their situation in life by thinking critically about reality and then taking action. Freire believed that the educational system played a central role in maintaining oppression and thus it had to be reformed in order for things to change for the oppressed. 5.7 Self-Assessment Questions 1. State the educational philosophies of Rabindranath Tagore. 2. Explain the aims of education according to Rabindranath Tagore. 3. Explain the Naturalistic Education according to Rabindranath Tagore 4. State the educational philosophies of Swami Vivekananda? 5. Explain the aims of education according to Swami Vivekananda. 6. Describe the contributions of Swami Vivekananda in education 7. Explain the educational thoughts of Rousseau. 8. Discuss the aims of education according to Rousseau. 9. Describe the contributions of Rousseau in education 10. Explain the educational thoughts of Dewey. 11. Discuss the aims of education according to Dewey 12. Describe the contributions of Dewey in education 13. What is the educational thought of Ivan Illich 14. Explain the aims of education according to Ivan Illich 15. Discuss the Educational Importance of Ivan Illich theory. 16. What is the educational thought of Paulo Freire 17. Explain the aims of education according to Paulo Freire. 18. Discuss the concept of Banking Education 5.8 References Bhatia & Bhatia (1996). The Great Educators of the East and West. Delhi: Doha House Booksellers Publishers.

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NSOU ? CC-ED-02 ? 216 Unit 6 ?? Education for National and International Understanding Structure 6.1 Objectives 6.2 Introduction 6.3 Education for National Integration 6.3.1 Concept 6.3.2 Need and importance 6.3.3 Role of teacher in National Integration 6.4 Education for International Understanding 6.4.1 Concept 6.4.2 Importance 6.4.3 Role of teacher in International understanding 6.5 Education for promotion of peace and Harmony 6.5.1 Concept 6.5.2 Development of peace and harmony through Education 6.6 Summary 6.7 Self-Assessment

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Questions 6.8 References 6.1 Objectives After going through this unit, you will be able to– ? To know the meaning

of national Integration. ? Effect of National Integration on Education. ? To know the meaning of International Understanding. NSOU ? CC-ED-02 ? 217 ? Effect of International Understanding on Education. ? Describe the concept of Peace and harmony. ? Promotion of Peace and Harmony through Education. 6.2 Introduction You are bearing with you some general ideas about the concept National Integration & effect of National Integration on Education, Concept of International Understanding & Effect of International Understanding on Education. Also to know the concept of Peace Education, and Promotion of Peace and Harmony through Education. We hope, you like to understand these this concepts more critically as well as to extent your knowledge 6.3 Education for National Integration 6.3.1 Concept: Meaning and Definition of National Integration:

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National unity binds the citizens of a nation in unity, gives birth to the sense of oneness in them. With the development of this spirit a person not only takes care of his interests, but also takes care of the interests of society and the nation. He becomes ready to sacrifice his personal, family, ethnic and religious interests for the sake of nation.

One of the eminent Educationist explained that National Integration cannot be built by brick and mortar, by Chisel and hammer. It has to grow silently in the hearts and minds of man. It's a slow but steady process and it is possible through Education.

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According to Ross, "Nationality is a motivation which inspired the citizens of a nation to have good faith amongst them and remain active for country's advancement, safety and welfare." In the words of Prof. Humayun Kabir "The nationality means the spirit which is based on national

affinity."

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In National Integration conference held in 1961 the sense of national unity was explained in the following terms "National unity is a psychological and educational process by which sense of oneness, organization and cohesion is developed in all individuals. According to the above definitions, it can be said that nationality is a spirit, an inspiration, a plan, which binds the people of different casts, religion, community and linguistics living in a certain geographical range in unity. It develops the sense of boundless devotion, obedience, fidelity and sense of discipline in the people towards their nation, and inspires them to live together and always strive to for the nation's security and prosperity.

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Need and Importance of National Integration: In Dr. Radhakrishnan's opinion, "National unity is a problem which has a close relationship with our existence as a civilized nation." National unity is essential for national security, integrity and growth. Following are the reasons behind its necessity and importance—

1. National unity is needed to avert a crisis arising from foreign powers and internal conflicts.
2. National unity is also needed to suppress disruptive forces for creating a peaceful environment.
3. National unity is required for the protection of independence, respect and interests of the nation.
4. National unity is required to preserve, development and transfer of culture.
5. National unity is required to abolish the social prejudices, superstitions, traditions and different types of inequalities to improve the lifestyle of the members of the society and to create a proper environment.
6. National unity is essential to stop the class-discrimination and exploitation and to remove the economic inequalities for the industrial progress of the nation.
7. National unity is required to get away from linguistic insanity, to establish linguistic integration and to develop the national language.
8. For the development of a common national culture with the help of all sub-cultures of the nation, national unity is needed.
9. National unity is required to generate faith in ideals, values and traditions in the citizens and to create commitment for progress and development of the nation.
10. National unity is required to develop self-sacrificing spirit to grow a sense of every sort of sacrifice for the nation.
11. Truth-integrity, cooperation, ability to adjust, fidelity, honesty, tolerance, foresight, a desire to bear social responsibility, sensitivity, friendly, critical thinking and the ability to make clear and accurate decisions to build balanced personality of the citizens, the national unity is needed.

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National Integration and Education: Education is the most important means of to develop a sense of national unity. We can generate the necessary inspiration and properties among the citizens by education. Famous philosopher Dr. Radhakrishnan expressed the importance of education in the development of national unity as following, "National unity cannot be achieved, by chisel, hammer, brick and stone. It is born in the hearts and minds of the people gradually, and the education is the only instrument for the purpose. It may be a slow process but it is permanent and strong process in itself." The disruptive elements that are spread in the country and hampering the development of national unity. End of these disruptive elements is possible only by the education. People can be made aware of the evils of these deadly substances and unity can be established among them with the help of education. About the contribution of education to establish a national unity it was said in National Unity Conference that "Education is the most important means in creating national unity. Since the problem of unity or national organization is essentially related to the perspective of large parts of society and different groups and in its broadest sense the view of the education has been considered as a powerful tool to change or influence the attitudes. So according to the idea of the conference, the process of education and its purified form should be considered important wherever necessary."

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National Integration and Aims of Education: The following objectives can be prescribed for the development of national integration —

1. To develop mutual respect for different

cultural group of

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- students.
2. To develop a positive attitude among students.
3. To develop the feeling of patriotism in students.
4. To develop the social skills in students.
5. To develop democratic citizenship in students.
6. To develop

humanistic approach among students.

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To provide a feeling to serve the nation better. National Integration and Curriculum: Two things are involved in curriculum—

A) Reorientation of subjects The following reorientations should be done to develop national integrity in different curriculums—

1. Teaching of national language: Hindi has been accepted as the national language of India. Therefore the teaching of Hindi should be a necessary throughout the country. This will develop patriotism in students.
2. Moral and religious education: Religious education does not only mean to educate about a particular religion, but it also aims to introduce the students about the basic principles of different religions and create a faith in them. A development of qualities like truth, justice, duty, love, cooperation should be done in children through moral education.
3. Teaching of language and literature: The feeling of national integration can be developed easily in the students through teaching of language and literature. The lessons should be included in books of different languages in such a way through which students can get knowledge about the prestige and greatness of his country, and get a chance to understand about their culture and civilization and to know about the work done by great persons of their country. The sense of national integrity can be developed among the students through stories, plays, poems, etc.
4. Teaching of history: Students should not be educate about dates and events only, through teaching of history, but they also must be told that enemies had always taken the advantages of our infighting. They must be told about those kings, saints, social reformers that have an important role in the development and national integrity of the country. Students should also be given a detailed knowledge about the history of freedom fight of India. They must be told about those great persons and heroines who devoted their luxuries and also died for the freedom of India.
5. Teaching of Geography: The geographical subject matters should be viewed through national angle. Student must be told about the mutual boundaries, rivers, mountains, weather, minerals, crops, transportation and mutual dependency of the states. They should also be told that in spite of living in different states and having major differences in their eating habits, lifestyle, costumes and traditions, all the people of the country are same from the geographical angle.

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6. Teaching of Civics: The students must be educated to be a ideal citizen through civics. They must aware about their duties and rights. They must be encouraged to keep distance from the elements like casteism, sectism, province, terrorism, etc which harm national integrity. They must be told that they should not do any activity which is against national interest.
7. Teaching of Science: Teaching of science can also develop the sense of patriotism in students. They must be told that the scientific inventions are not related to a particular caste, religion, province, sector in the country. All the Indians are being benefited from them. Therefore they are the asset of India. C.V Raman, Meghnat Saha, Homi Bhabha are the scientists of India not from any particular state.
8. Teaching of music and arts: Music and different arts are also the binding forces which are capable to make unity in diversity. They are capable to join the hearts and they have a long lasting effect. Student must be told about the arts, music and dance of different states of the country. They must be told that Bhimsen Joshi, Begam Akhtar, Pt. Ravi Shankar, Amjad Ali Khan (sarod), Bismillah Khan (shehnai), Hari Prasad Chaurasia (flute), Shiv Kumar Sharma (santoor), Zakir Hussain (tabla), Jubin Mehta (violin) etc. are the prestige of India but they are not from a particular state, caste or province.

(B) Organization of co-curricular activities: The following co-curricular activities should be organized to develop national integration—

1. To celebrate national festivals: The students must be told about Independence Day, Republic Day, Martyr Day, Gandhi Jayanti, etc., and the history of freedom struggle and the freedom achieved after various sacrifices. They should pledge to safeguard the nation. For last few years a holiday is declared in schools on these occasions, which is not appropriate.
2. To celebrate birth anniversaries of freedom fighters and prominent persons: The birth anniversaries of freedom fighters and prominent persons should be celebrated in schools. On the anniversaries of Pt. Nehru, Sardar Patel, Dr. Radhakrishnan, Indira Gandhi, Lokmanya Tilak, Netaji Subhash Chandra Bose, Maulana Azad, Bhim Rao Ambedkar, Bhagat Singh, Chandra Shekhar Azad, Swami Vivekananda, Maharshi Arvind, Mahakavi Tulsidas, Nirala, etc the students must be told about the inspirational incidents about their life so that children should take an oath to do something for their country.

30 January (Father of nation), 31 NSOU ? CC-ED-02 ? 222

October (Indira Gandhi), 21 May (Rajeev Gandhi) should be celebrated as Sacrifice Day and the students should be told how antinational elements murdered these great personalities in an inhuman manner and tried to divide the country and destroy its reputation in other countries.

3. To celebrate religious functions: Religious festivals like Diwali, Holi, Eid, Dusshera, Guru-parv, Christmas, etc should be organized in schools as these festivals do not belong to particular religion but are festivals of every Indian.
4. To organize lectures by eminent scholars: The lectures on the subjects like the freedom, integrity, development and other national problems by eminent scholars should be organized from time to time. So that the national integration should be developed in students.
5. To organize different competitions: The lectures related to national integration, debates, letterwriting, essay, plays and other cultural and historical programs should be organized from time to time by which the development of national integration can be possible.
6. To organize exhibitions: Exhibitions should be organized from time to time in schools where a view of Indian culture and civilization is exhibited which may develop the feeling of prestige in students.
7. Exchange of teachers at national level: Primary, secondary, university level teachers should be exchanged at national level. When the teachers of different languages, caste, religion, groups and states go to other places they will know about other's view and try to understand them. Correlation between different cultures will be there and it will increase the level of national integration.
8. Inter-State games and sports and cultural programs: At least once in a year an inter-state games and sports competition and cultural programs should be organized by which the interaction between students will get broader. They will understand each other and we feeling will be generated and Note their heart will be filled with the feeling of devotion towards nation.
9. To organize educational tours: There are many historical, religious, cultural, industrial and very pleasant natural places in India which are knowledgeable and inspirational. The tour should be organized to go to these important national places from time to time. By organizing these educational tours about giving the knowledge

about the vast and variety of culture, a feeling of national love can be developed. 10. To organize inter-state camps: When the teachers and students of different states will take part in inter-states camps they will know about the living style, eating habits, costumes, language, folk music, folk dance etc. definitely by organizing these camps a feeling of national love in students and teachers will develop. 11. National and social service organizations: The NCC, NSS, scouting, girl guiding etc should be organized in schools by which students can be involved in social services and love towards nation can develop in them. 12. Use of Radio and Television: The programs on radio and television about the development of unity of nation and view of Indian culture should be broadcast and telecast, so that by listening and watching these programs, the feeling of devotion about nation should arise in students. Thus, the arrangements to listen and view these programs in schools should be organized. National integration and methods of teaching: There will be a need of systematic curriculum and appropriate methods of teaching to achieve the objectives of national integration. Thus, those teaching methods should be selected through which students can get a chance to develop their abilities. Students can be educated of the subjects related to national integrity through lectures, questioning methods and debates. They can morally speculate about the culture and civilization by self-study method. Planning method can be very much advantageous in this field. National integration and text books: In the view of national integration, necessary changes and amendments should be made in all related textbooks. The subject material which may create hindrance in national integration should be removed and study material which tells about the culture, civilization and the national pattern, should be added. Material which is correct, sufficient and is related to love towards nation should be added in the textbooks. 6.3.3 Role of teacher in the development of national integration: A successful education depends on a teacher. National integrity can be achieved only through education, when the teacher is able and master in his subject. He must have a detailed knowledge about prestigious culture and civilization of the nation, he must be fully aware about historical, geographical, political, social, economical and industrial problems, NSOU ? CC-ED-02 ? 224 he must also be capable to express his opinions firmly in front of others, he must be generous, open minded, sincere about his duties and there should not be difference in what he says and what he does, who believes social services as his religion, he must be full of patriotic feelings and is willing to die at the time of calamity. Students consider their teachers as their ideals and follow them. Thus, if we want to develop a feeling of patriotism and national integration in the students then the teacher must prepossess the feeling of patriotism and national integration. 6.4

Education for International Understanding Education for International Understanding means a cosmopolitan education which will produce a loyalty to world citizenship. There are some of the ways and means of organising education for promoting the feelings of internationalism and the teacher plays a very vital role in contributing international understanding 6.4.1 Concept Meaning of International Understanding: Education for International Understanding (EIU) is a value based approach to education where the children grow up with the values of culturing peace, respecting the essence of sustainable development, globalization, human right and cultural diversity. The world has become a global village and we all are mere global citizens today. Therefore, it becomes important to teach our younger kids in schools, the values of "Learning to live together". The Culture of Peace is a set of values, attitudes, modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations. It is, therefore important to prepare our children for their future of vast diversity in respect to culture, religion, race and ethnicity. Dr. Radhakrishnan has rightly said- "It is essential for us not to live apart but to live together, understanding one another's fears and anxieties, aspirations and thought. We must work for racial harmony. We may be American, we may be Russian but we are essentially human beings. Let us learn to live in a world community." Education for International Understanding means a cosmopolitan education which will produce a loyalty to world citizenship. It also refers to international efforts at co-operation and harmony in the exchange of teachers and students, rehabilitation of backward cultural areas, mutual understanding through school instruction and the like.

NSOU ? CC-ED-02 ? 225 6.4.2 Importance Education is the way for development of International Understanding: Education for international understanding implies the promotion of democratic citizenship etc. The following are some of the ways and means of organising education for promoting the feelings of Internationalism: Aims: - i) Promotion of world citizenship ii) Promotion of world peace iii) Promotion of independent and critical thinking iv) Promotion of construction rather than destructive feeling v) Developing the student's faith. vi) Eradicating of racial, religious, cultural and national prejudices Redesigning the curriculum: The traditional curriculum followed in our schools and universities does not fulfill all the possibilities of internationalism. The redesigning curriculum should enable our students :- i) To learn that the earth is the home of man and other living things ii) To gain knowledge about the world we live in iii) To learn how to promote better understanding of the interdependence of the world iv) To inculcate respect for all major religions of the world v) To know something about the long strength of mankind to replace conflicts with cooperation vi) To develop a desire and the simple skills vii) Knowledge of various cultures of the world Instruction in various school subjects: i) Literature: A UNESCO publication states, "Extracts from the works of the writers such as Dickens, Gorky, Tolstoy, Tagore and Ibsen can be used to illustrate stages in social progress. So the best of literature of other nations must be included in the curriculum. ii) Art: True art should be included in the curriculum. The true haze of human feelings should be depicted and shown in art. It is beauty involved in the art that is significant. iii) Language: it can play a vital part in the peaceful intercourse of the people of the world. The study of modern languages should be the study of modern people. iv) Science: Students should be told how the scientists of various nations have contributed in fighting against disease. He nourishes in his heart goodwill to the whole of mankind. v) History: The field of history should be wide enough to enable the students to cultivate international outlook. History should be taught objectively and with a cultural bias. Students should be encouraged to study newspapers and magazines. vi) Economics: The knowledge of consumption, production, taxation, human resources etc can be given our international level. vii) Philosophy: Philosophers throughout the history of the world have been stressing mental peace as the human goal

NSOU ? CC-ED-02 ? 226 vi) Mathematics: The language of mathematics is universal, with largely the same symbols, through out the world. It should be impressed that almost all subjects and problems lend themselves to mathematical treatment. 4) Co - Curricular activities: Co - Curricular activities which go in the school from time to time can be geared to educating for international understanding. The following activities are suggested :- i) Celebrating birth anniversaries ii) Celebrating international week iii) Celebrating days of international importance iv) Organising and running UN societies v) Organising pen friend's club vi) Arranging exhibitions vii) Dramatic representation viii) School assembly ix) International games x) News of other countries 5) Face to Face contacts: Face to face contacts are of great help in broadening outlook, breaking rigid isolation of individual nation's and in removing imaginary fears and grievances. The following activities are useful in this regard:- i) International Camps ii) Cultural and study tours iii) Arranging visits and excursions to foreign students iv) International youth festivals v) Exchange of teachers and students 6.4.3 Role of teacher in International Understanding The teacher is even more important than the curriculum because he is medium through which the curriculum is implemented and its goals are achieved. A teacher can make the following contributions towards international understanding: - i) Broad Outlook: The teacher must have broad outlook among his students. He must have international outlook and world - mindedness to promote international understanding among his students. ii) To understand man as man: The major objective of the teacher should be to enable children to "understand man as man", first then as a Indian, American, Jew, Hindu or any other. iii) Wedding out the idea of violence and war: The teacher has to keep in mind that , "since war begins in the minds of men, it is in the minds of men that defence of peace must be constructed." Every person should grow up with faith in man and courage in him. iv) Emphasizing peace: The teacher must emphasize that the maintenance of peace is the only panacea for all the ills of the present sick world and to build that peace in the minds of man is our major task. v) Cultivating right values: The teacher should inculcate among children the right values of life, like co-operation, friendliness, love for justice, love for truth and love for humanity. vi) Educating adult society: The teacher should make an all out effort to educate the adult society for peaceful co-existence and international understanding. vii) Correct Interpretation: The teacher should not give a biased view of other countries. He should give correct facts, correct knowledge and correct interpretation of history, culture, life style etc. viii) Use

NSOU ? CC-ED-02 ? 227 of effective methods of teaching: The teacher should teach in such a way that ideal of 'world citizenship', 'live and let live' may be developed. 6.5 Education for Promotion of Peace and harmony: 6.5.1 Concept Peace Education is the process of promoting inner potentiality through epistemological upgradation. That is why peace Education requires cognitive support blended with social justice and human values. There is no universally accepted definition for Peace Education. There is good number of definitions available on the basis of different perceptions and approaches. Some of the definitions are given below: Betty Reardon defines "Peace Education is the attempt to promote the development of an authentic planetary consciousness that will enable us to function as global citizens and to transforms the present human condition by changing the social structures and patterns of thought that have created it". The concept of peace according to Grewl et. al, 2004 includes: ? Absence of tensions, conflicts or wars, ? Non-violent social system i.e., society without structural violence, ? Ecological balance and conservation, ? Absence of exploitation and any sort of injustice, ? International understandings and cooperation, ? Peace of mind. Peace education is a conceptual framework from which schools may practice a programme comprising the transmission of universal as well as national values and enduring attitudes and skills which enable our pupils to become active citizen of the country (Mayas, 2013). Ian Harris and John Synott have described peace education as a series of 'teaching encounters' that draw from people: ? the desire for peace, ? nonviolent alternatives for managing conflict, and

NSOU ? CC-ED-02 ? 228 ? skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality (Harris and synott, 2002). James Page suggests peace education as – ? encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual performer of peace, ? informing the student on the outcomes of war and social injustice, ? informing the student on the value of peaceful and just social structures and working to uphold or develop such social structures, ? encouraging the student to love the world and to imagine a peaceful future, and ? caring for the student and encouraging the students to care for others (Page, 2008). Meaning of the peace Education: Peace Education is especially Western World's concept where Peaceful environment is required for transacting Education. Actually Education is a Social Process where there should be a planning strategy of eliminating the conflicts and violence caused by injustice, inequality and human rights violations, and implementing the ways and means of reducing the same through appropriate teaching and learning strategy by means of producing responsible global citizen to attain and spread the peace in the world. Peace Education is the process of promoting knowledge, Attitude, Values and skills to prevent violence and conflict. That is why peace Education requires cognitive support blended with social justice and human rights. There is no universally accepted definition for Peace Education. There is good number of definitions available on the basis of different perceptions and approaches. Some of the definitions given by eminent educationists are given below: Webster defines peace "as a state of quiet or tranquility, freedom from disturbance or agitation, calm repose". From the above definition it can be agreed that in the absence of elements such as tolerance, understanding, empathy, cooperation and respect for the difference in others, there cannot be peace. Any strategy or educational system helps to enhance the above said entities among the individuals could be known as peace education. According to John Dewey "Peace education is grounded in active citizenship,

NSOU ? CC-ED-02 ? 229 preparing learners for assiduous participation in a democracy, through problem posing and problem – solving education, and a commitment to transformative action in our societies.” From these definitions it is understood that the peace education inculcates the higher order human values among the individuals. Further, “Peace education definitions” reveal that it aims at the overall development of the individuals and helps to enhance eternal values in their minds. 6.5.2 Development of peace and harmony through Education: Cognitive Empowerment: Education is a powerful means to ensure peace, harmony and development in a democratic country. Without peace, harmony, and development democracy hardly has any meaning. For promotion of peace, harmony and development, education plays a very significant role by creating knowledge base of Individuals and society too.

Axiological Empowerment: Education only can make a man realize what activities and behaviour are expected of him as a human being. Education makes a person realize the difference between good and bad. There is little doubt to assert that the spirit of any values is to promotion of good causes. Thus education becomes a powerful tool to achieve the objectives. Thus peace, harmony and development are the manifestation of education. Social Empowerment: Democracy is in a way subject to peace, harmony and development and these are subject to education. It is not hyperbolic to mention that those countries which have got the real peace, both internal and external, harmony, sustainable development have the real democracy. The more a country is peaceful, harmonious and developed, the stronger are the chances of its being a vibrant democracy. Democracy is rooted in peace, harmony and development and they in education. Creating a supportive Classroom Environment: Peace education makes special demands of teachers to make sure that their own classroom practices promote peace. According to the principles of peace pedagogy, pupils can learn how to bring peace to the world not only by studying issues of war and peace but also by learning certain skills, behaviors , and dispositions from classroom climate, which is established by the teacher structures his or her lessons.

NSOU ? CC-ED-02 ? 230 Practical approaches to creating a supportive classroom: Ian Harris encourages that teachers should minimize or eliminate five unhelpful characteristics. In their place he advocates five peace – seeking qualities. Teachers could study the following table, thinking about where they would wish to locate their own practice along the continua: S.No. Unhelpful Characteristics Peace Making Qualities 1 Teacher’s claim to possession Respectful dialogue among teachers of the truth and learners 2 Competitive classroom learners Cooperation among climate 3 Student passivity Problem solving approaches to learning 4 Student powerlessness Affirmation of the worth of each learner 5 Teacher’s use of authoritative force Democratic boundary setting of classroom expectations He also suggests that teacher is always also a learner. The teacher should celebrate diverse abilities and interests among students. He should also encourage cooperative attitudes and activities build knowledge, involve students in for setting culture in the classroom. Practicing Peace: It could be helpful to think, “Practicing peace” begins with a search for “inner peace”. The search for “inner peace” has captured the imagination of many people today; particularly it seems in western societies where alienation and disaffection seem to sit uneasily alongside unprecedented levels of material possession and consumption. Thus, students need to be respectful and open-minded without being uncritically tolerant and accepting. They need to be cooperative and empathetic while still being assertive. Yet they need to be assertive without being aggressive or domineering. They need to develop a commitment to social justice, while realizing that can have a range of meanings. “Practicing peace” can be promoted through classroom activities that encourage self-esteem, trust, cooperation, empathy, assertiveness and an appreciation of differences and diversities. The peace - building approaches mentioned above can be matched by specific approaches to conflict resolution.

NSOU ? CC-ED-02 ? 231 The Guiding Principles: The following guiding principles have been taken from the covenants and agreements produced by the international community over the last 50 years. They are central to the education for peace program. Schools are encouraged to explore and analyze these principles within their communities so that they are accepted as the foundation for building a culture of peace. Structural Support for Values in Democracy: In school and academic institutions, children are members of a small society that exerts a tremendous influence on their moral development. Teachers serve as role model to students in school and academic institutions; they play a major role in inculcating their ethical behavior. Peers at school diffuse boldness about cheating, lying, stealing, and consideration for others. Though there are rules and regulations, the educational institutions infuse the value education to the children in an informal way. They play a major role in developing ethical behaviour in children. Responsibility: They should be encouraged to be responsible for their own actions and should learn to respect and treat others kindly. Appreciation: The teacher should appreciate the children for developing pro-social behaviour, especially for any specific action they have done to help others Assistance: The children should be taught by emphasizing the idea through many activities, stories and tales, which will encourage them to engage in more helping behaviors. The rights of every PEACE EDUCATION Dignity Equality Liberty Justice Responsibility Security Solidarity Democracy human being are safeguarded now a days and ‘the Universal Declaration of Human Rights’8 have details on this issue. Emulation: The educationists are the role model to the children outside their family. When the children see the model showing concern for others, motivating them for their good deeds and cooperating and helpful with their academic issues, the children learn them by observing and imitate it with fellow peers.

NSOU ? CC-ED-02 ? 232 Education Centric Principles: In India the five human values based on true education are 'Truth, religion, peace, love and non-violence. They can be compared to the five life principles of man. A true human being is one who practices the five human values. Today man does not speak truth due to being apprehensive of the consequences and does not practice Dharma as he does not know what it really means. Under any circumstances never give up human values. When we lose any of the five human values this amounts to compromising human values. If you do not speak the truth, you lose one of your life principles. Truth is your soul. So, till you breathe your last, uphold truth. The culture of India teaches, 'Speak truth and follow righteousness'. These values are the same for one and all. People all over the world are praying for peace. How can peace be attained? It is only through the practice of Satya and Dharma. Today man is leading a life bereft of Satya and Dharma resulting in lack of peace (Santi), and for any vibrant democracy peace is essential. The primary stage of education is the ideal time for laying the foundation of peace oriented personality. These years comprise the formative period in the lives of the students. At this stage, students are comparatively less burdened. The number of students who could be exposed to education for peace is at the maximum during this phase. Thereafter, students begin to drop out. Therefore, this is the stage at which focused attention should be paid to laying the foundation for a culture of peace through education. As the saying goes, "it is easier to build a child than it is to repair an adult". Therefore, peace education is important for each and every individual at different stage. The approach to peace education at early childhood, Elementary stage, secondary stage, Higher education stage and adult stage varies in different aspects. Peace education approach to early childhood Starting peace-building education in early childhood is of paramount importance. In yearly years a child's brain architecture is developing most rapidly, habits are formed, differences are recognized and emotional ties are build through social relationships and day-today in homes and neighborhoods. Parental practice and the environment that are most proximal to children are key determinants of their physical, social and emotional development. Proximal contexts, such as the home, family, early learning programmes and community protection programmes, play a key role in the children's ability to manage conflicts, reduce violence and shape key characteristics of the Children's moral behaviour therefore, the family members should create conclusive environment to enhance the above said behaviour among the children at early childhood stage.

NSOU ? CC-ED-02 ? 233 Peace education in Elementary: Peace education approach to elementary as children grow older and reach the Elementary school stage. They begin to grasp abstract thoughts. In a limited way they develop the capacity to think rationally and relationally about the various happenings in their surroundings. A crucial issue for children at this stage is that of relating to other children and their environment. Since, the school brings together children from environment backgrounds, streets need to be equipped with cognitive competence to understand the values underlying hygiene both of the self and of the surroundings, respect for others and for elders, recognition of the dignity of labour, honesty, love, sharing and cooperation, tolerance, regularity, punctuality, responsibility etc. Therefore, the education for peace for primary school children is about helping them enjoy and celebrate diversity, beauty, and harmony in nature. They must be encouraged to develop the skills it takes to be at home with others (especially the art of listening and with nature (aesthetic sensitivity and a sense of responsibility). Peace education approach to secondary stage: In the secondary and senior secondary stage students gradually become aware of their identity. They are on the threshold of becoming independent persons, though still deficient in maturity. The resulting confusion leads to conflict with peers, parents, and teachers. During this phase, their skills for rational thinking, communication, and self discipline are tested. They need training to resolve, through dialogue and negotiation, the conflicts they are sure to encounter in day-to-day interactions. They also need to develop awareness about inter – relationship and interdependence in the global and ecological context, so that they can form a wider perspective on justice, peace, and non-violence. It is important to enable them to be not only the recipients of peace but the active makers of peace, who can think for others and help them. Peace education approach to Higher Education Stage: Educators at all levels generally agree that students should be taught about peace. This is especially true in the current situation in the world. Higher education is perceived as extremely important, and the students in the higher education should be inculcated the knowledge, attitude and competencies in the area of peace keeping. These students are going to become a national builders and role models of the society. Therefore the students in the higher education should come out with all good entities of human beings. Further, the role of the teachers in the higher education is of paramount importance. The higher education

NSOU ? CC-ED-02 ? 234 teachers to be a role model for their students. The teachers need to be aware of the effect of their behavior on students. In this stage, the international understanding, universal brotherhood, human rights awareness, crisis and conflict management skills could be taught along with their other syllabus. The special elective subjects and major branch of studies in peace education courses would be more benefit to the students at higher education level. Peace Education Approach to Adult Education stage: As society continue to learn and develop their competencies in relation to the new realities and challenges ahead. This is where adult education plays a key role in meeting such demands in their more interconnected globalised world. Investment in adult education plays a critical role in supporting a society's capacity for adaptability and change, and helps create a competitive workforce which is essential in competing in the global economy and international challenges. Today we are living in the ever changing technology era with lot of human conflicts. The potential and capacity of adult education to enable people to realize their full human potential by drawing link between their individual experiences and relating it to wider structural factors around them. Further, developing self-confidence, social awareness, cultural understanding, communal harmony and prosperity among adult education curriculum would help to inculcate peace in the minds of the adults. Subject Context: Peace education can be introduced into a classroom as a program in itself. Peace education can also be a part of the ongoing curricula in a classroom, with concepts being introduced as they seem to fit. The conceptual framework of each subject should encompass the spread of peace values and enduring attitudes in the students' mind. Thus, the peace education messages can be woven into the content of the formal subjects taught in the school. For primary and secondary level, subjects like language, social science, mathematics, science, Arts and Design form core curricular subjects which can be used to infuse peace. Language: The integration of peace issues into the language syllabus can stimulate both learning and teaching, creating space in the classroom which is interactive, instructive and fun. The activities of reading, writing, speaking, listening, role play debates and negotiation related to peace issues would help the children to enhance their peace ability of conflict management in their life. Social Science: Students can study the role of peace makers and peace movements for non-violence in the past and present. The lesson could be focused on the right to life and responsibility not to kill, on the role of UN security council.

NSOU ? CC-ED-02 ? 235 Mathematics: Peace concepts can be effectively integrated in the mathematics. While teaching graphs, charts and so on, it could be produced to display some of the relationships of our country with others. Students could be made to be aware of the world problems involving cost of defense budgets and local impact. Science: Environmental protection, environmental sustainability, ethics of scientific research, Nuclear war effects and pollution control are the some of the topics could be included in the science subject. Art and Design: Future perceptions of peace could be revealed by diversity of societies through art and crafts. Students can be encouraged to do specific projects highlighting the necessity the peace of human community. Students could design their own symbol or logo to promote a culture of peace. Subject Perspectives: The subjects teaching in the educational institutions are meaningful and help the learners to attain their life goal. Both teachers and taught should understand the ultimate purpose of teaching learning process in the institutions. A subject is not learned merely for the subject's sake the teachers have to make a subject meaningful. The subjects have to be interpreted in such a manner so as contribute to learner's social, emotional, intellectual and moral self-development peace Education attempts to humanize subjects through bringing in human perspectives and effective dominion into learning. The activities can be planned to build peace vision attitude in Children. It strength lies in the affective component it inherits. The subjects such as Language teaching, social studies, religious education, mathematics and science teaching could be effectively taught with integration of peace components. Different instructional strategies appropriate to teach peace education could be adapted in teaching of all subjects in the educational institution. Peace-building activities, self-development, activities, story of civilization, religions harmony, all faith prayer, environmental awareness and self discipline activities could be integrated as hidden activities of all subject matters. Teaching Methods: Teaching

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in the broadest sense is any act or experience that has a formative effect on the mind, character

and physical ability of an individual. In the process of integrating peace education, how to teach is more important than what to teach. The teaching methods already practiced by the teachers for the existing subjects can be used for teaching peace education also. But some of the specific teaching methods discussed below could be more useful. 1. Cooperative Learning 7.Story telling 2.Group Discussion 8.Service learning 3.Peer

NSOU ? CC-ED-02 ? 236 Teaching 9. Experimental Teaching 4. Brainstorming 10. Inquiry based learning and teaching 5. Roles play 11. Dialogues 6. Energizers These methods would be helpful in making peace a subject of study, concern and action, both in the classroom and beyond. But these methods should be used deliberately to support learning aims to relate the knowledge, skills, and attitudes of peace education.

1. Cooperative Learning: Cooperative learning is a successful teaching strategy in which small groups, each with students of different levels of ability use a variety of learning activities to improve their understanding of a subject. In cooperative learning environment, the teacher is a facilitator for the class, a mature trusted person who will guide and advise the students. This method increases problem – solving skills, enabling students to devise more solutions that demonstrate good creativity and practicality. All of these outcomes would be consistent with the aim of peace education.
2. Group Discussion: The class can be divided into small groups to discuss about the peace topics such as : a) What is peace b) Why is UNESCO necessary c) What is the purpose of rule and law ? d) What are the importance of social integration ? e) Discussion on conflict management f) International conflicts and solutions .
3. Peer Teaching: Peer teaching helps students share their knowledge, ideas and experience among themselves. In this technique the students are divided into small groups. Before the groups move off to discuss the topic, the teacher should give them an overview of the topic and provide each group with specific task they must meet within a given time frame. Topics such as how children learn violence from war toys, video games, the mass media contributions of Gandhi, Martin Luther King, and other great peace makers, could be taught by their own peers. Through peer teaching, both the peers and other students get benefits of imbibing peace values. Effective peer teaching provides students with opportunities to develop awareness and understanding of community issues, problems to develop social responsibility.
4. Brain Storming: It is famous techniques formally used by Socrates a great philosopher. In the field of psychology this method is used to foster the creativity among the students. Brain storming is a technique for creatively solving problems and breeding fresh ideas. The teacher's responsibilities are guiding the session, encouraging participation and writing ideas down. Teachers should devote most of their effort to design their teacher to bring peace to the classroom. The first stage in the Brain storming technique is "identifying problem". In this phase, the individual will identify the problem in well-defined manner. The second phase in the "Consolidation phase". In this phase, a well – defined topic should be developed by merging the ideas into one large idea map. During this consolidation phase, students may discover a common understanding of the issue as they share the meanings behind their ideas. The third and final phase is the "Assessment Phase". After refining the problem students should be made to draw a mind map which should have principles of analyzing the problem in the context of causes, consequences, impact of the problem and finding solution to the problem, emotions to be managed during the process, human values to be cultivated and sustained and the ways to explore the problem in depth.
5. Role play: Role play in general refers to situations when a participant assumes a "role" by playing a part in a specific situation or scenario. In the context of peace education, students can also play the role of ministers who offer advice to country to avoid participation in terrorism. Students can play the role of amazing peace heroes such Gandhi, Luther King, Nelson Mandela, Mother Teresa, Swami Vivekananda and other heroes, who have made significant contributions to peace during their lives.
6. Energizers: School can become quite a bore, if students are not able to stretch and move during class. Students of all ages are better learners if they take periodic rests. Motivational activities can be used throughout the day and after some practice, it will only take 5-10 minutes to energize the students. The students can be asked to watch the clippings, news, journals and magazines regarding peace education. This activity can be used to motivate the student in peace education.
7. Story Telling: Story telling is considered as far-reaching teaching methodology for education for peace, whereby listening to and vocalizing the lived experiences of those in dominated roles within society counters the power of "Conscientised" minds. Teacher can make use of this method in unique and innovative ways to promote positive social change for peace. Peace building stories need to be shared in as many different ways as possible.
8. Service Learning: Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, civic responsibility, and strengthen communities, providing service experience to students would help them to understand diversity and mutual respect among all individuals. And also it helps the students develop interpersonal skills in conflict resolution skills and group decision making skills. Therefore "service learning activities enhance the peace building behaviour among the individuals.
9. Experiential Teaching: Experiential teaching is a model which promotes learning

NSOU ? CC-ED-02 ? 238 by doing. During experiential learning, students are not necessarily taught how to do something but how to find out the answer to problem they are looking for through trial and error. According to Pfeiffer and Jones, 1981, the five step experiential model includes: Experience (doing activity), share (Communication with others), process (analyse and reflect on experience), Generalise (relate experience to real word), and Apply (use what was learned in a different situation). Hence, teaching becomes an interaction between the leader and student awakening the learner's curiosity and intelligence, through experiential learning. 10. Inquiry-based learning and Teaching: As inquiry – based learning and teaching has to begin with questions; teacher can make students answer the questions. By asking critical questions and actively participating with their communities in the classroom, students are made to be engaged with issues at the core of contemporary society. Through this inquiry-based method of learning, sharing of personal knowledge and experiences, ability to ask critical questions and active listening would increase. Moreover, students can experience a range of thoughts and perspectives for cultural understanding, non-violent communication and learn conflict management skills. Dialogues Dialogues is the highest form of communication, it involves there two-way communication where each student draws the other out, searches for new meaning, voices ones own opinion with integrity, all in search for truth or a mutually – acceptable course of action. Dialogue creates a shared space where students can come together through discussion. The dialogues related for promoting the principles of tolerance, peace, respect for diversity, human rights and citizenship and for promoting the peace process between the two nations. Openmindedness and tolerance will enhance through dialogue method by perceiving the world openly and providing the ability to accept differences. Therefore, it is clear that Concept of peace Education is multifarious. One cannot have peace without combining different global, social and individual components. Different ways for attaining peace have been classified into three categories discussed below: A) Cognitive Empowerment: Education is a powerful means to ensure peace, harmony and development in a democratic country. But for having peace meta cognitive development of any individual is very much urgent. Because it directs our mind and shaping personality. Violent is external but making peace is an internal understanding of human being guided by our cognitive processes. Cognitive Empowerment means cognitive upgradation and it is in the form of empowerment when it will be practiced in a society or in case of education it will be

NSOU ? CC-ED-02 ? 239 explored in a classroom situation. Peace and wellbeing cannot be claimed without the development of inner sense. But it is not possible inner enlightenment without cognitive development and its practice within a social periphery be ensured. The dimensions of cognitive empowerment were listed below on the basis of review of related literature: ? Practical Knowledge: ? Analytical Thinking: ? Experiential Learning: ? Perceptual Vision ? Inner potentiality B) Social Empowerment: In Indian context peace is the product of internal enlightenment of individual within a social set-up. Internal and external, harmony is possible only in a democratic environment. The more a country is peaceful, harmonious and developed, the stronger are the chances of its being a vibrant democracy. Democracy is rooted in peace, harmony and development. But still democracy is not the final word for happening peace. Most of the intollerent incidents in school environment occurred in western world where democracy is their National Philosophy. The following guiding principles may be taken as central guidelines to the education for peace program: ? Cooperative Attitude ? Extension Programme ? Student Teacher Relationship ? Social Interaction ? Social Motives By exploring and analyzing these principles within a school environment foundation for building a culture of peace may be materialized. B) Axiological Empowerment: Values are essential key points for keeping and maintaining peace. Education makes a person realize the difference between good and bad. There is little doubt to assert that the spirit of any values is to promotion of good causes. Thus, education becomes a powerful tool to achieve the objectives. Thus peace, harmony and development are the manifestation of education.

NSOU ? CC-ED-02 ? 240 They play a major role in developing ethical behavior in children. ? Self Esteem ? Self-Concept ? Ethical value ? Aesthetic Value ? Self-Consciousness Strategies for Creating a supportive Classroom Environment: So according to the principles of peace pedagogy, pupils can be empowered not only by cognitive issues of peace but also by practicing certain skills and values leading to peace. Peace Education should be based on student's experience, a range of thoughts and perspectives for cultural and social communication to reduce conflict. Peace education may be materialized by integrating cognitive, axiological and social empowerment in an institutional set up. Therefore, society and institutions play a very significant role for actualizing peaceful environment besides cognitive empowerment. Therefore, we can focus our attention to the following table, thinking about where we would wish to locate our own perception for integrating cognitive, axiological and social empowerment for making peace into social reality: Sl.No. Cognitive Axiological Social Empowerment Empowerment Empowerment 1 Practical Knowledge Self-Esteem Cooperative Attitude 2 Analytical Thinking Self-Concept Extension Programme 3 Experiential Learning Ethical values Student Teacher Relationship 4 Perceptual Vision Aesthetical Practice Social Interaction 5 Inner Potentiality Self-Consciousness Social Motives 6.6 Summary We have to discuss the national Integration and Education for development of national Integration. To understand the concept of International Understanding and Education of

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and Harmony. • Education is the most important means of to develop a sense of national unity. We can generate the necessary inspiration and properties among the citizens by education. Famous philosopher Dr. Radhakrishnan, expressed the importance of education in the development of national unity as following, "National unity cannot be achieved, by chisel, hammer, brick and stone. It is born in the hearts and minds of the people gradually, and the education is the only instrument for the purpose.

The following objectives can be prescribed for the development of national integration— 1. To awake the feeling of respect for different cultures in students. 2. To develop a desired behavior in student. 3. To develop the feeling of patriotism in students. 4. To develop the business skills in students. 5. To develop democratic citizenship in students. 6. To develop the faith towards humanism in students. 7. To develop the aspiration and capacity to fight against terrorism, anti-social elements in students. •

Education for International Understanding (EIU) is a value based approach to education where the children grow up with the values of culturing peace, respecting the essence of sustainable development, globalization, human right and cultural diversity. The world has become a global village and we all are mere global citizens today. Therefore, it becomes important to teach our younger kids in schools, the values of "Learning to live together". The Culture of Peace is a set of values, attitudes, modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations. It is, therefore important to prepare our children for their future of vast diversity in respect to culture, religion, race and ethnicity. Education for international understanding implies the promotion of democratic citizenship etc. The following are some of the ways and means of organising education for promoting the feelings of Internationalism:- i) Promotion of world citizenship ii) Promotion of world peace iii) Promotion of independent and critical thinking iv) Promotion of construction rather than destructive feeling v)

NSOU ? CC-ED-02 ? 242 Developing the student's faith. vi) Eradicating of racial, religious, cultural and national prejudices • Education is a powerful means to ensure peace, harmony and development in a democratic country. Without peace, harmony, and development democracy hardly has any meaning. For promotion of peace, harmony and development, education plays a very significant role. Education only can make a man realize what activities and behaviour are expected of him as a human being. Education makes a person realize the difference between good and bad. There is little doubt to assert that the spirit of any democracy is to promote and champion good causes. Thus education becomes a powerful tool to achieve the objectives. Thus peace, harmony and development are the manifestation of education. Democracy is in a way subject to peace, harmony and development and these are subject to education. It is not hyperbolic to mention that those countries which have got the real peace, both internal and external, harmony, sustainable development have the real democracy. • Peace education makes special demands of teachers to make sure that their own classroom practices promote peace. According to the principles of peace pedagogy, pupils can learn how to bring peace to the world not only by studying issues of war and peace but also by learning certain skills, behaviors, and dispositions from classroom climate, which is established by the teacher structures his or her lessons.

6.7 Self-Assessment Questions

1. What is National Integration?
2. Write the Aims and Objectives of National Integration
3. How can development of National Integration through Education
4. What do you mean by International Understanding?
5. Discuss the Education is the way for development of International Understanding
6. What is peace education?
7. How to develop peace education?
8. Enumerate the roles of Education for promotion of peace and harmony

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1/127	SUBMITTED TEXT	36 WORDS	43% MATCHING TEXT	36 WORDS
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2/127	SUBMITTED TEXT	34 WORDS	44% MATCHING TEXT	34 WORDS
	<p>Philosophy The word philosophy is derived from Greek word "Philosophia" which is a combination of two Greek words 'Philo' and 'Sophia'. Here 'Philo' means 'love' and 'Sophia' means 'knowledge'. Hence, the etimological meaning of the word</p> <p>Philosophy'. The philosophy comes from the Greek word 'Philosophia' which is made up of the words 'Philos' and 'Sophia'. 'Philos' means love and 'Sophia' means wisdom. the literal meaning of the word</p> <p>W https://dodldu.in/pdf/MA_Education_101_1st_Semester.pdf</p>			
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	<p>Philosophy is a persistent attempt to give insight into the nature of the world and</p> <p>Philosophy is a persistent effort to gain insight into the nature of the world and</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS...</p>			
4/127	SUBMITTED TEXT	15 WORDS	78% MATCHING TEXT	15 WORDS
	<p>nature of knowledge, sources of knowledge, authenticity of knowledge, instrument of knowledge, methods of attaining knowledge,</p> <p>nature of knowledge, limit of knowledge, authenticity of knowledge, tools of attaining knowledge, methods of attaining knowledge,</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS...</p>			
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6/127	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
	<p>All human societies, past and present, have had a vested interest in education;</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>			

7/127	SUBMITTED TEXT	18 WORDS	65% MATCHING TEXT	18 WORDS
<p>Education serves as a social-exploring mechanism and undoubtedly has enormous impact on the socio-economic condition of the individual</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
8/127	SUBMITTED TEXT	42 WORDS	100% MATCHING TEXT	42 WORDS
<p>Put more abstractly, at its best education equips individuals with the skills and substantive knowledge that allows them to define and to pursue their own goals, and also allows them to participate in the life of their community as full-fledged, autonomous citizens. ? Education</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
9/127	SUBMITTED TEXT	34 WORDS	100% MATCHING TEXT	34 WORDS
<p>Equips individuals with the skills and substantive knowledge that allows them to define and to pursue their own goals, and also allows them to participate in the life of their community as full-fledged, autonomous citizens.</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
10/127	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
<p>It is not surprising that such an important social domain has attracted the attention of philosophers for</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
11/127	SUBMITTED TEXT	101 WORDS	94% MATCHING TEXT	101 WORDS
<p>Philosophy of education is essentially a method of approaching educational experience rather than a body of conclusions. It is the specific method which makes it philosophical. Philosophical method is critical, comprehensive and synthetic. Therefore, • Philosophy of education is the criticism of the general theory of education. • It consists of critical evaluation and systematic reflection upon general theories. • It is a synthesis of educational facts with educational values. In brief, it is a philosophical process of solving educational problems through philosophical method, from a philosophical attitude to arrive at philosophical conclusions and results. Thus, it aims at achieving general as well as comprehensive results. 1.4.2 Nature of</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				

12/127	SUBMITTED TEXT	22 WORDS	72% MATCHING TEXT	22 WORDS
<p>Philosophy of education is one of the areas of applied philosophy. There are three branches of philosophy namely metaphysics, epistemology and axiology</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
13/127	SUBMITTED TEXT	76 WORDS	100% MATCHING TEXT	76 WORDS
<p>Metaphysics is a branch of philosophy that investigates principles of reality transcending those of any particular science. It is concerned with explaining the fundamental nature of being and the world. Metaphysics is the study of the nature of things. Metaphysicians ask what kinds of things exist, and what they are like. They reason about such things as whether or not people have free will, in what sense abstract objects can be said to exist, and how it is that brains</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
14/127	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
<p>Epistemology is the branch of philosophy that studies knowledge. It attempts to answer the basic question: what distinguishes true (adequate) knowledge from false (inadequate) knowledge?</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
15/127	SUBMITTED TEXT	71 WORDS	100% MATCHING TEXT	71 WORDS
<p>the different branches of philosophy overlap one another. A philosopher considering whether people ought to give excess wealth to the poor is asking an ethical question. However, his investigations might lead him to wonder whether or not standards of right and wrong are built into the fabric of the universe, which is a metaphysical question. If he claims that people are justified in taking a particular stance on that question, he is making at least</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
16/127	SUBMITTED TEXT	74 WORDS	90% MATCHING TEXT	74 WORDS
<p>includes facts concerning education and synthesizes them NSOU ? CC-ED-02 ? 17 with values. The other school of thought believes that education as a discipline utilizes or needs to incorporate all modes of philosophical inquiry; metaphysical, axiological and epistemological. As individuals involved in the process of education right from the aims, purpose, functions and building theory we need to look at any body of knowledge or generate new knowledge based on the three modes of philosophical inquiry. 3)</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				

17/127	SUBMITTED TEXT	142 WORDS	98% MATCHING TEXT	142 WORDS
<p>epistemological claim. At every step in his reasoning, he will want to employ logic to minimize the chance of being led into error by the great complexity and obscurity of the questions. He may very well look to some of the ethical, metaphysical, and epistemological writings of past philosophers to see how his brightest predecessors reasoned about the matter. Aspects of each branch of philosophy can be studied in isolation, but philosophical questions have a way of leading to other philosophical questions, to the point that a full investigation of any particular problem is likely eventually to involve almost the whole of the philosophical enterprise. One view on education believes or subscribes to the view that philosophy of education comes under the umbrella of axiology. As a branch of philosophy, it utilizes philosophical methods for the solution of philosophical problems with a philosophical attitude to arrive at philosophical conclusion. In this comprehensive process</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
18/127	SUBMITTED TEXT	44 WORDS	100% MATCHING TEXT	44 WORDS
<p>Aesthetics: The study of basic philosophical questions about art and beauty. Sometimes philosophy of art is used to describe only questions about art, with "aesthetics" the more general term. Likewise "aesthetics" sometimes applied even more broadly than to "philosophy of beauty: to the "sublime," to humour,</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
19/127	SUBMITTED TEXT	24 WORDS	97% MATCHING TEXT	24 WORDS
<p>Ethics: The study of what makes actions right or wrong, and of how theories of right action can be applied to special moral problems.</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
20/127	SUBMITTED TEXT	19 WORDS	78% MATCHING TEXT	19 WORDS
<p>the field of education. The scope of philosophy of education is concerned with the problems of education. These problems</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
21/127	SUBMITTED TEXT	23 WORDS	93% MATCHING TEXT	23 WORDS
<p>Education critically evaluates the different aims and ideals of education. These aims and ideals have been prorogated by various philosophers in different times.</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				

22/127	SUBMITTED TEXT	73 WORDS	99% MATCHING TEXT	73 WORDS
	<p>character building, man making, harmonious human development, preparation for adult life, - development of citizenship, utilization of leisure, training for civic life, training for international living, achieving social and national integration, - scientific and technological development, education for all, equalizing educational opportunities, strengthening democratic political order and human source development. These and other aims of education presented by educational thinkers in different times and climes are scrutinized and evaluated. Thus, philosophy of education critically evaluates different aims and ideals of education</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>			
23/127	SUBMITTED TEXT	25 WORDS	100% MATCHING TEXT	25 WORDS
	<p>a scrutiny of the world views, outlook, and beliefs is the specific function of philosophy and it is necessary for the philosophical treatment of the values. 2.</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>			
24/127	SUBMITTED TEXT	71 WORDS	99% MATCHING TEXT	71 WORDS
	<p>One of the most important contributions of the philosophy of education to the cause of education is the provision of criteria for deciding the relationship of state and education, economic system and education, curriculum, school organization and management, discipline etc. These problems have led to the evaluation of different philosophies of education. The criteria of judgment everywhere are determined by philosophy; therefore, philosophy of education provides the criteria for critical evaluation and judgment in these fields.</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>			
25/127	SUBMITTED TEXT	15 WORDS	73% MATCHING TEXT	15 WORDS
	<p>is the active aspect of Philosophical belief; the practical means of realizing the ideals of life."</p> <p>SA 03 Analysis and result - BASKARAN.C.pdf (D61753646)</p>			
26/127	SUBMITTED TEXT	16 WORDS	87% MATCHING TEXT	16 WORDS
	<p>education has no time to make holiday till all the Philosophical questions are once for all cleared up."</p> <p>W https://dodldu.in/pdf/MA_Education_101_1st_Semester.pdf</p>	<p>education has no time to make holiday till all the philosophical questions are once for all cleared up.</p>		

27/127	SUBMITTED TEXT	22 WORDS	82% MATCHING TEXT	22 WORDS
<p>of Ross: "Philosophy and education are two sides of the same coin; the former is Contemplative while the latter is the active side."</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
28/127	SUBMITTED TEXT	23 WORDS	78% MATCHING TEXT	23 WORDS
<p>John Dewey endorses the view point of Ross when he says;" Philosophy is the theory of education in its most general phase." Gentile's view: "</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
29/127	SUBMITTED TEXT	40 WORDS	25% MATCHING TEXT	40 WORDS
<p>is the contemplative side while education is its activeside. Philosophy is the theory of education while education is the practical thereof. Education isthe best means for the propagation of philosophy. It is the dynamic of philosophy. 3. Great Philosophers have been great</p> <p>SA Philosophical Book.docx (D143579534)</p>				
30/127	SUBMITTED TEXT	15 WORDS	76% MATCHING TEXT	15 WORDS
<p>Philosophy deals with the most basic issues faced by human beings. The content of philosophy</p> <p>SA EDN-101-Philosophical Foundations of Education.pdf (D141385432)</p>				
31/127	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>The word "philosophy" comes from the Greek word "philosophia", which</p> <p>The word philosophy comes from the Greek word 'Philosophia' which</p> <p>W https://dodldu.in/pdf/MA_Education_101_1st_Semester.pdf</p>				
32/127	SUBMITTED TEXT	16 WORDS	79% MATCHING TEXT	16 WORDS
<p>content of thought and thought itself. Or in educational terms: curriculum and instruction or content and method.</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
33/127	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>Objectives After going through this unit, you will be able to – • Describe</p> <p>Objectives: 180 After going through this unit, you will be able to: 1) Describe</p> <p>W https://dodldu.in/pdf/MA_Education_101_1st_Semester.pdf</p>				

34/127	SUBMITTED TEXT	23 WORDS	57% MATCHING TEXT	23 WORDS
<p>direct impact upon education on a moment-by-moment basis. For example, assumptions about the importance of various sources of knowledge will certainly be reflected in</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
35/127	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>Delhi: Shipra Publication. Sharma, R.N. (2000). Text Book of Educational Philosophy.</p> <p>SA EDN-101-Philosophical Foundations of Education.pdf (D141385432)</p>				
36/127	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>All eternal substances have particularities which distinguish them from one another.</p> <p>SA Check.pdf (D46440365)</p>				
37/127	SUBMITTED TEXT	20 WORDS	77% MATCHING TEXT	20 WORDS
<p>the way of life. 2. The yoga enjoins the path of action and the path of knowledge for the attainment of</p> <p>SA Abreviation.pdf (D46310548)</p>				
38/127	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
<p>The instruments of valid knowledge (pramana) are perception, inference, comparison and testimony. 2) The</p> <p>SA Abreviation.pdf (D46310548)</p>				
39/127	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
<p>is primarily concerned with the conditions of correct thinking and the means of</p> <p>SA thesis final.docx (D31972321)</p>				
40/127	SUBMITTED TEXT	20 WORDS	57% MATCHING TEXT	20 WORDS
<p>is the testimony of human being and may be true or false. Only that which proceeds from trustworthy person is</p> <p>SA thesis final.docx (D31972321)</p>				

41/127	SUBMITTED TEXT	27 WORDS	62% MATCHING TEXT	27 WORDS
<p>the hill to the knowledge of the existence of the fire in it. On the ground of our previous knowledge of the universal relation between smoke and fire,</p> <p>SA thesis final.docx (D31972321)</p>				
42/127	SUBMITTED TEXT	31 WORDS	35% MATCHING TEXT	31 WORDS
<p>The hill is the minor term i.e. subject under consideration. • Fire is the major term i.e. which we have to prove. • Smoke is the middle term indicates the presence of fire.</p> <p>SA thesis final.docx (D31972321)</p>				
43/127	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>Metaphysics of Buddhism: As far as it is concerned with Buddha, he did bot spend</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</p>				
44/127	SUBMITTED TEXT	83 WORDS	93% MATCHING TEXT	83 WORDS
<p>his energy in elaborating the metaphysics. He clarified that in relation to the topic of beings and world, and soul and god, nothing can be said in definite form, and in order to make human life successful and acquiring nirvana, his knowledge is of no help, therefore it is useless to think over them. On the topic of world, he just said this much that in this world no object is everlasting and not altogether mortal. On the topic of world, his this moral is known as 'Pratitysamutpad'.</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</p>				
45/127	SUBMITTED TEXT	17 WORDS	81% MATCHING TEXT	17 WORDS
<p>of Buddhism: In Buddhism there is feat conflict in the form of knowledge and the methods of acquiring it.</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</p>				
46/127	SUBMITTED TEXT	61 WORDS	90% MATCHING TEXT	61 WORDS
<p>According to Vebhashiks there are two ways of acquiring knowledge—absorb and adhyavsay. Absorb means to accept through the organs, through this we get the knowledge about the common form of the material. To relate the material with a name and class etc is known as adhyavsay. Sotrantik on the basis of organs emphaise on approximating with chit. Yogachar and madhyamik Buddhist philosophies do not</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</p>				

47/127	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<div> <div>in the independent power of the world, they only believe in its physical dominance.</div> <div>in the independent power of the world, they only believe in its physical dominance.</div> </div> <div> <div>W</div> <div>https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</div> </div>				
48/127	SUBMITTED TEXT	38 WORDS	42% MATCHING TEXT	38 WORDS
<div> <div>is the apprehension of the hetu (smoke) in the Pakasa. The second step (Because the hill is smokey) is recollection of the universal relation between hetu and Sadhya (Smoke and Fire). The last step is the cognition of Sashya (fire)</div> <div></div> </div> <div> <div>SA</div> <div>thesis final.docx (D31972321)</div> </div>				
49/127	SUBMITTED TEXT	22 WORDS	93% MATCHING TEXT	22 WORDS
<div> <div>Path of Buddhism: In order to be freed from the lust of life and materialism, he discovered the Eight-Fold path of the Aryas.</div> <div>path of Nirvana)—In order to be freed from the lust of life and materialism, he discovered the Eight-Fold path of the Aryas.</div> </div> <div> <div>W</div> <div>https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</div> </div>				
50/127	SUBMITTED TEXT	14 WORDS	88% MATCHING TEXT	14 WORDS
<div> <div>Right understanding for realization of life (sammadhitti); 2. Right thought for realization of life (</div> <div>right understanding for realization of life. (ii) Right thought for realization of life (</div> </div> <div> <div>W</div> <div>https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</div> </div>				
51/127	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<div> <div>There is a way leading to the cessation of suffering (</div> <div></div> </div> <div> <div>SA</div> <div>Saumitra Dixit.docx (D129600485)</div> </div>				
52/127	SUBMITTED TEXT	20 WORDS	54% MATCHING TEXT	20 WORDS
<div> <div>of conduct, concentration and knowledge harmoniously cultivated. In Indian philosophy knowledge and morality are thought inseparable simply because morality or doing</div> <div></div> </div> <div> <div>SA</div> <div>Prabhu Ph.D Philosophy.docx (D128720133)</div> </div>				
53/127	SUBMITTED TEXT	20 WORDS	54% MATCHING TEXT	20 WORDS
<div> <div>ignorance and desire are cut out from their roots and the source of misery vanishes. Perfect wisdom, perfect goodness and perfect</div> <div></div> </div> <div> <div>SA</div> <div>Prabhu Ph.D Philosophy.docx (D128720133)</div> </div>				

54/127	SUBMITTED TEXT	70 WORDS	96% MATCHING TEXT	70 WORDS
<p>The Buddhist philosophy is that form of Indian Philosophy which doesn't see the universe as having originated as an object neither a result of spirituality, but considers it rather Goal-headed and ensuant. It doesn't accept the concept of Spirit and the God and expresses the sole destination of a human life as the attainment of Nirvana, which can be attained by the Four-Holy Truths, the Eight- fold Path and the Three Gems. Characteristics of Buddhist</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</p>		<p>The Buddhist philosophy is that form of Indian Philosophy which doesn't see the universe as having originated as an object neither a result of spirituality, but considers it rather Goal-headed and ensuant. It doesn't accept the concept of Spirit and the God and expresses the sole destination of a human life as the attainment of Nirvana, which can be attained by the Four-Holy Truths, the Eight-fold Path and the Three Gems. In terms of religion, Buddhist</p>		
55/127	SUBMITTED TEXT	14 WORDS	88% MATCHING TEXT	14 WORDS
<p>deny the continuity of the stream of successive states that compose his life.</p> <p>SA 03 Analysis and result - BASKARAN.C.pdf (D61753646)</p>				
56/127	SUBMITTED TEXT	20 WORDS	83% MATCHING TEXT	20 WORDS
<p>it is not possible for ordinary people to comprehend all the qualities of a thing. People can know only some qualities.</p> <p>SA 03 Analysis and result - BASKARAN.C.pdf (D61753646)</p>				
57/127	SUBMITTED TEXT	16 WORDS	78% MATCHING TEXT	16 WORDS
<p>obtain an immediate knowledge of an object in all its aspects but an imperfect being can</p> <p>SA Abreviation.pdf (D46310548)</p>				
58/127	SUBMITTED TEXT	31 WORDS	51% MATCHING TEXT	31 WORDS
<p>point of view of substance, place, time, and nature, a thing does not exist as other things. The pot does not exist as watery substance possessing dark colour in spring at Nagaon. Syadastinasti (</p> <p>SA Intro- Con.pdf (D132239883)</p>				
59/127	SUBMITTED TEXT	14 WORDS	84% MATCHING TEXT	14 WORDS
<p>when a predicate is affirmed of a thing with reference to its substance,</p> <p>SA Intro- Con.pdf (D132239883)</p>				

60/127	SUBMITTED TEXT	17 WORDS	73% MATCHING TEXT	17 WORDS
<p>and a predicate is affirmed of it as decribed above and denied of other things as different</p> <p>SA Intro- Con.pdf (D132239883)</p>				
61/127	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>Every soul from the lowest to the highest possesses consciousness. The</p> <p>SA Salil Samadhia.docx (D41727527)</p>				
62/127	SUBMITTED TEXT	32 WORDS	85% MATCHING TEXT	32 WORDS
<div> <p>a kind of pollution that taints the soul with various colors. Based on its karma, a soul undergoes rebirth and impersonate in various states of existence—like heavens or hells, or as humans or animals.</p> <p>W https://en.wikipedia.org/wiki/Jain_philosophy</p> </div> <div> <p>a kind of pollution that taints the soul with various colours (leśyā).[103] Based on its karma, a soul undergoes transmigration and reincarnates in various states of existence—like heavens or hells, or as humans or animals.[89]</p> </div>				
63/127	SUBMITTED TEXT	28 WORDS	98% MATCHING TEXT	28 WORDS
<div> <p>The Jain doctrine also holds that it is possible for us to both modify our karma, and to obtain release from it, through the austerities and purity of conduct.</p> <p>W https://en.wikipedia.org/wiki/Jain_philosophy</p> </div> <div> <p>The Jain doctrine also holds that it is possible for us to both modify our karma, and to obtain release from it, through the austerities (tapas) and purity of conduct.[89]</p> </div>				
64/127	SUBMITTED TEXT	64 WORDS	86% MATCHING TEXT	64 WORDS
<p>to the obstacles of karma. The lowest souls which inhabit material atoms appear to be lifeless and unconscious, but in fact life and consciousness are present in them though in a dormant form. Purest consciousness is found in the emancipated souls, where there is no shred of karma. All souls are really alike. The degrees of consciousness are due merely to the karmic obstacles" (Sharma, 1987 :). Jainism</p> <p>SA Salil Samadhia.docx (D41727527)</p>				
65/127	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
<p>that a real thing is endued with an infinite number of qualities and</p> <p>SA Intro- Con.pdf (D132239883)</p>				

66/127	SUBMITTED TEXT	21 WORDS	73% MATCHING TEXT	21 WORDS
<p>All objects of knowledge are manifold or multiform (anekanta). They have infinite qualities and relations which distinguishes them from other objects.</p> <p>SA Intro- Con.pdf (D132239883)</p>				
67/127	SUBMITTED TEXT	18 WORDS	75% MATCHING TEXT	18 WORDS
<p>The aim of education is to enable the child to realize the soul; recognize his real form, and</p> <p>SA content.pdf (D123773782)</p>				
68/127	SUBMITTED TEXT	38 WORDS	46% MATCHING TEXT	38 WORDS
<p>according to Jainism is to develop the child's moral sense and thus enable him to distinguish right from wrong, to love good and despise evil. The goal of life as well as of education should be the realization of</p> <p>SA content.pdf (D123773782)</p>				
69/127	SUBMITTED TEXT	30 WORDS	68% MATCHING TEXT	30 WORDS
<p>moral values by developing the spiritual character of the learner. Development of inventive and creative powers: Man is not helpless like other beings. He has got certain inventive and creative powers.</p> <p>SA content.pdf (D123773782)</p>				
70/127	SUBMITTED TEXT	24 WORDS	80% MATCHING TEXT	24 WORDS
<p>inventive and creative powers. Through these inventive and creative skills, he should change and modify the environment according to his needs and purposes. Development of</p> <p>SA content.pdf (D123773782)</p>				
71/127	SUBMITTED TEXT	17 WORDS	76% MATCHING TEXT	17 WORDS
<p>the latter is more important. But even mental activity would be difficult if physical needs are not</p> <p>SA content.pdf (D123773782)</p>				

72/127	SUBMITTED TEXT	26 WORDS	75% MATCHING TEXT	26 WORDS
<p>include physical education. Knowledge of natural environment is acquired through natural sciences; therefore, Jainism does not condemn subjects like Physics, Chemistry, Biology, Geography, Astronomy, Geology, Botany and Zoology.</p> <p>SA content.pdf (D123773782)</p>				
73/127	SUBMITTED TEXT	20 WORDS	67% MATCHING TEXT	20 WORDS
<p>literature, ethics, philosophy, religion, psychology and music are more important. The study of these subjects develops the soul of man. Without</p> <p>SA content.pdf (D123773782)</p>				
74/127	SUBMITTED TEXT	29 WORDS	51% MATCHING TEXT	29 WORDS
<p>the power of concentration is the only key to the treasure-house of knowledge. It advocates that the very essence of education is concentration of mind not the collection of facts.</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
75/127	SUBMITTED TEXT	23 WORDS	72% MATCHING TEXT	23 WORDS
<p>One of the fundamental principles of education that Jainism follows is to see the best in every person. It believes that seeing and emphasizing</p> <p>SA content.pdf (D123773782)</p>				
76/127	SUBMITTED TEXT	20 WORDS	67% MATCHING TEXT	20 WORDS
<p>develop such qualities. Progressive methods of education all over the world aim at making children active participants in the process</p> <p>SA content.pdf (D123773782)</p>				
77/127	SUBMITTED TEXT	19 WORDS	95% MATCHING TEXT	19 WORDS
<p>unceasing reward consists in his "gradual growth in self-possession, in uniqueness and intensity of his activity as an ego3'. The</p> <p>SA POST DOCTORAL THESIS TOPIC SOME SIGNIFICANT ALLEGATIONS ON INDIAN PHILOSOPHY & THEIR POSSIBLE RES ... (D146512473)</p>				
78/127	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>God is the creator, sustainer and destroyer of the universe.</p> <p>SA iurkund CHAPTER III.docx (D37737041)</p>				

79/127	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
Objectives After going through this unit, you will be able to – ? Describe		Objectives: 180 After going through this unit, you will be able to: 1) Describe		
W https://dodldu.in/pdf/MA_Education_101_1st_Semester.pdf				
80/127	SUBMITTED TEXT	14 WORDS	87% MATCHING TEXT	14 WORDS
It has exercised a potent influence on the mind of man through the		it has exercised a potent influence on the mind of man throughout the		
W https://dodldu.in/pdf/MA_Education_101_1st_Semester.pdf				
81/127	SUBMITTED TEXT	24 WORDS	88% MATCHING TEXT	24 WORDS
From the epistemological standpoint it is better called idealism, implying thereby that thought or idea has greater validity than the physical objects. From the normative standpoint,		From the epistemological standpoint it is better called idealism implying thereby that thought or idea has greater potency than the physical object. From the normative standpoint		
W https://dodldu.in/pdf/MA_Education_101_1st_Semester.pdf				
82/127	SUBMITTED TEXT	38 WORDS	86% MATCHING TEXT	38 WORDS
the creator of the world. God is one, infinite, eternal, and the universe of space and time, of mind and soul, does not limit him. God is said to possess six perfections: infinite glory, absolute sovereignty, unqualified virtue, supreme beauty, perfect knowledge,				
SA Thesis Final.docx (D32804854)				
83/127	SUBMITTED TEXT	15 WORDS	70% MATCHING TEXT	15 WORDS
also make his own contribution to the enrichment of culture to enlarge the spiritual realm.		also make his own contribution to the enrichment of that culture, so that the boundaries of spiritual realm		
W https://dodldu.in/pdf/MA_Education_101_1st_Semester.pdf				
84/127	SUBMITTED TEXT	20 WORDS	90% MATCHING TEXT	20 WORDS
Naturalism is the doctrine which separates nature from God, subordinates' spirit to matter and sets up unchangeable laws as supreme". 1.		Naturalism is the doctrine which separates nature from God, subordinate spirit to the matter and sets up unchangeable laws as supreme. —		
W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS...				
85/127	SUBMITTED TEXT	14 WORDS	78% MATCHING TEXT	14 WORDS
According to Rousseau, the aim of education should be the development of the child		According to Rousseau, the process of education should facilitate the development of the child'		
W https://dodldu.in/pdf/MA_Education_101_1st_Semester.pdf				

86/127	SUBMITTED TEXT	11 WORDS	87% MATCHING TEXT	11 WORDS
Give your scholar no verbal lessons, he should be taught by experience".		Give your scholar no verbal lesson. He should be taught by experience		
W https://dodldu.in/pdf/MA_Education_101_1st_Semester.pdf				
87/127	SUBMITTED TEXT	18 WORDS	81% MATCHING TEXT	18 WORDS
of the child. They think that the child's nature is essentially good, and any intervention is, therefore, harmful.		of disciplining the child. He contended that the child's nature is essentially good, and any intervention is, therefore, harmful. 3.3.8		
W https://dodldu.in/pdf/MA_Education_101_1st_Semester.pdf				
88/127	SUBMITTED TEXT	18 WORDS	55% MATCHING TEXT	18 WORDS
reality. b) All things come from matter, and are ultimately reduced to it. Matter in different proportion takes different				
SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)				
89/127	SUBMITTED TEXT	15 WORDS	73% MATCHING TEXT	15 WORDS
the functions of brain. e) Laws of nature are unchangeable. The entire universe is governed				
SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)				
90/127	SUBMITTED TEXT	14 WORDS	85% MATCHING TEXT	14 WORDS
Questions 4.8 References 4.1 Objectives After going through this unit, the learners will be able to- ?				
SA EDN-101-Philosophical Foundations of Education.pdf (D141385432)				
91/127	SUBMITTED TEXT	17 WORDS	69% MATCHING TEXT	17 WORDS
by which character is formed, mind of strength is increased and by which one can stand one's		by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's		
W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS...				
92/127	SUBMITTED TEXT	19 WORDS	65% MATCHING TEXT	19 WORDS
Paulo Freire 5.6 Summary 5.7 Self-Assessment Questions 5.8 References 5.1 Objectives After going through this unit, you will be able to- ? State the				
SA EDN-101-Philosophical Foundations of Education.pdf (D141385432)				

93/127	SUBMITTED TEXT	11 WORDS	100%	MATCHING TEXT	11 WORDS
<p>tendencies inherent in children and not according to what the parents</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>					
94/127	SUBMITTED TEXT	14 WORDS	75%	MATCHING TEXT	14 WORDS
<p>According to Vivekananda one of the important aims of education is the manifestation of</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>					
95/127	SUBMITTED TEXT	24 WORDS	93%	MATCHING TEXT	24 WORDS
<p>what a man 'learns' is really what he 'discovers' by taking the cover off his own soul, which is a mine of infinite knowledge.</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>					
96/127	SUBMITTED TEXT	33 WORDS	62%	MATCHING TEXT	33 WORDS
<p>who can come down, immediately; to the level of the student and can "transfer his soul to the students soul", and see through the student's eyes, hear through his ears, and understand through his</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>					
97/127	SUBMITTED TEXT	14 WORDS	100%	MATCHING TEXT	14 WORDS
<p>The end and aim of all training is to make the man grow."</p> <p>SA Salil Samadhia.docx (D41727527)</p>					
98/127	SUBMITTED TEXT	47 WORDS	79%	MATCHING TEXT	47 WORDS
<p>The practice of meditation leads to mental concentration." He holds that there is only one method which helps to attain knowledge that is concentration. He asserted that the more the power of concentration, the grater amount of knowledge an individual can acquire. Lack of concentration leads to wastage of power.</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>					
99/127	SUBMITTED TEXT	25 WORDS	82%	MATCHING TEXT	25 WORDS
<p>Discussion among teacher and pupils is an effective method of instruction. The teacher should invite questions and stimulate the spirit of enquiry in the pupil.</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>					

100/127	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>Everything is good as it comes from the hands of</p> <p>Everything is good as it comes from the hands of</p> <p>W https://dodldu.in/pdf/MA_Education_101_1st_Semester.pdf</p>				
101/127	SUBMITTED TEXT	20 WORDS	83% MATCHING TEXT	20 WORDS
<p>In his own word — "Faith in our self and faith in God - this is the secret of greatness"</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
102/127	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>of every human being; it is a biological, social economic and spiritual necessity. He</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
103/127	SUBMITTED TEXT	23 WORDS	43% MATCHING TEXT	23 WORDS
<p>Curriculum and Methods of Teaching The curriculum and methods of teaching as suggested by Rousseau were as Follows: Table 1: Curriculum and Methods of Teaching</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
104/127	SUBMITTED TEXT	11 WORDS	83% MATCHING TEXT	11 WORDS
<p>Defining education, he said, 'Education is the continuous reconstruction of experiences'. His</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
105/127	SUBMITTED TEXT	13 WORDS	80% MATCHING TEXT	13 WORDS
<p>through inquiry, reflective thinking, experimentation and fact finding. There is no ultimate truth</p> <p>SA EDN-101-Philosophical Foundations of Education.pdf (D141385432)</p>				
106/127	SUBMITTED TEXT	16 WORDS	90% MATCHING TEXT	16 WORDS
<p>society, there should be development of social and communal feelings, awareness of duties and rights, mutual</p> <p>SA EDN-101-Philosophical Foundations of Education.pdf (D141385432)</p>				

107/127	SUBMITTED TEXT	14 WORDS	78% MATCHING TEXT	14 WORDS
<p>and that this value can be measured and documented by grades and certificates. Illich</p> <p>SA EDN-101-Philosophical Foundations of Education.pdf (D141385432)</p>				
108/127	SUBMITTED TEXT	23 WORDS	78% MATCHING TEXT	23 WORDS
<p>personal growth soon apply the same standard to themselves. They no longer have to be put in their place but put themselves into</p> <p>SA EDN-101-Philosophical Foundations of Education.pdf (D141385432)</p>				
109/127	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>the next model, which may be 'ungraded', 'student-designed', 'visually-aided', or 'issue-centred'.</p> <p>SA EDN-101-Philosophical Foundations of Education.pdf (D141385432)</p>				
110/127	SUBMITTED TEXT	12 WORDS	76% MATCHING TEXT	12 WORDS
<p>the political order built on the nation-State into which students are delivered</p> <p>SA EDN-101-Philosophical Foundations of Education.pdf (D141385432)</p>				
111/127	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>Everything is good as it comes from the hands of</p> <p>W https://dodldu.in/pdf/MA_Education_101_1st_Semester.pdf</p>				
112/127	SUBMITTED TEXT	16 WORDS	78% MATCHING TEXT	16 WORDS
<p>school impinges so intimately upon us that no one can hope to be freed from it</p> <p>SA EDN-101-Philosophical Foundations of Education.pdf (D141385432)</p>				
113/127	SUBMITTED TEXT	17 WORDS	73% MATCHING TEXT	17 WORDS
<p>Questions 6.8 References 6.1 Objectives After going through this unit, you will be able to– ? To know the meaning</p> <p>questions * Suggested model Objectives : After going through this unit, you will be able to : ? the meaning,</p> <p>W https://dodldu.in/pdf/MA_Education_101_1st_Semester.pdf</p>				

114/127	SUBMITTED TEXT	57 WORDS	90% MATCHING TEXT	57 WORDS
<p>National unity binds the citizens of a nation in unity, gives birth to the sense of oneness in them. With the development of this spirit a person not only takes care of his interests, but also takes care of the interests of society and the nation. He becomes ready to sacrifice his personal, family, ethnic and religious interests for the sake of nation.</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</p>		<p>National unity binds the citizens of a nation in unity, gives birth to the sense of oneness in them. With the development of this spirit a person not only takes care of his interests, but also takes care of the interests of society and the nation. He becomes ready to sacrifice his personal, family, ethnic and religious interests for the sake of nation.</p>		
115/127	SUBMITTED TEXT	42 WORDS	95% MATCHING TEXT	42 WORDS
<p>According to Ross, "Nationality is a motivation which inspired the citizens of a nation to have good faith amongst them and remain active for country's advancement, safety and welfare." In the words of Prof. Humayun Kabir "The nationality means the spirit which is based on national</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</p>		<p>According to Ross, "Nationality is a motivation which inspired the citizens of a nation to have good faith amongst them and remain active for country's advancement, safety and welfare." In the words of Prof. Humayun Kabir "The nationality means the spirit which is based on national</p>		
116/127	SUBMITTED TEXT	12 WORDS	83% MATCHING TEXT	12 WORDS
<p>Defining education, he said, 'Education is the continuous reconstruction of experiences'. His</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>				
117/127	SUBMITTED TEXT	100 WORDS	88% MATCHING TEXT	100 WORDS
<p>In National Integration conference held in 1961 the sense of national unity was explained in the following terms "National unity is a psychological and educational process by which sense of oneness, organization and cohesion is developed in all individuals. According to the above definitions, it can be said that nationality is a spirit, an inspiration, a plan, which binds the people of different casts, religion, community and linguistics living in a certain geographical range in unity. It develops the sense of boundless devotion, obedience, fidelity and sense of discipline in the people towards their nation, and inspires them to live together and always strive to for the nation's security and prosperity.</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</p>		<p>In National Integration conference held in 1961 the sense of national unity was explained in the following terms "National unity is a psychological and educational process by which sense of oneness, organization and cohesion is developed in all individuals. According to the above definitions, it can be said that nationality is a spirit, an inspiration, a plan, which binds the people of different casts, religion, community and linguistics living in a certain geographical range in unity. It develops the sense of boundless devotion, obedience, fidelity and sense of discipline in the people towards their nation, and inspires them to live together and always strive to for the nation's security and prosperity.</p>		

Need and Importance of National Integration: In Dr. Radhakrishnan's opinion, "National unity is a problem which has a close relationship with our existence as a civilized nation." National unity is essential for national security, integrity and growth. Following are the reasons behind its necessity and importance— 1. National unity is needed to avert a crisis arising from foreign powers and internal conflicts. 2. National unity is also needed to suppress disruptive forces for creating a peaceful environment. 3. National unity is required for the protection of independence, respect and interests of the nation. 4. National unity is required to preserve, development and transfer of culture. 5. National unity is required to abolish the social prejudices, superstitions, traditions and different types of inequalities to improve the lifestyle of the members of the society and to create a proper environment. 6. National unity is essential to stop the class-discrimination and exploitation and to remove the economic inequalities for the industrial progress of the nation. 7. National unity is required to get away from linguistic insanity, to establish linguistic integration and to develop the national language. 8. For the development of a common national culture with the help of all sub-cultures of the nation, national unity is needed. 9. National unity is required to generate faith in ideals, values and traditions in the citizens and to create commitment for progress and development of the nation. 10. National unity is required to develop self-sacrificing spirit to grow a sense of every sort of sacrifice for the nation. 11. Truth-integrity, cooperation, ability to adjust, fidelity, honesty, tolerance, foresight, a desire to bear social responsibility, sensitivity, friendly, critical thinking and the ability to make clear and accurate decisions to build balanced personality of the citizens, the national unity is needed.

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119/127	SUBMITTED TEXT	214 WORDS	89% MATCHING TEXT	214 WORDS
	<p>National Integration and Education: Education is the most important means of to develop a sense of national unity. We can generatethe necessary inspiration and properties among the citizens by education. Famous philosopher Dr. Radhakrishnan expressed the importance of education in the development of national unity asfollowing, "National unity cannot be achieved, by chisel, hammer, brick and stone. It is born in thehearts and minds of the people gradually, and the education is the only instrument for the purpose. Itmay be a slow process but it is permanent and strong process in itself." The disruptive elements that are spread in the country and hampering the development of nationalunity. End of these disruptive elements is possible only by the education. People can be made awareof the evils of these deadly substances and unity can be established among them with the help ofeducation. About the contribution of education to establish a national unity it was said in National Unity Conference that "Education is the most important means in creating national unity. Since theproblem of unity or national organization is essentially related to the perspective of large parts of society and different groups and in its broadest sense the view of the education has been considered asa powerful tool to change or influence the attitudes. So according the idea of the conference, the processof education and its purifi ed form should be considered important wherever necessary."</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</p>		<p>National Integration and Education Education is the most important means of to develop a sense of national unity. We can generate the necessary inspiration and properties among the citizens by education. Famous philosopher Dr. Radhakrishnan, expressed the importance of education in the development of national unity as following, "National unity cannot be achieved, by chisel, hammer, brick and stone. It is born in the hearts and minds of the people gradually, and the education is the only instrument for the purpose. It may be a slow process but it is permanent and strong process in itself." The disruptive elements that are spread in the country and hampering the development of national unity. End of these disruptive elements is possible only by the education. People can be made aware of the evils of these deadly substances and unity can be established among them with the help of education. About the contribution of education to establish a national unity it was said in National Unity Conference that "Education is the most important means in creating national unity. Since the problem of unity or national organization is essentially related to the perspective of large parts of society and different groups and in its broadest sense the view of the education has been considered as a powerful tool to change or infl uence the attitudes. So according the idea of the conference, the process of education and its purifi ed form should be considered important wherever necessary."</p>	
120/127	SUBMITTED TEXT	24 WORDS	83% MATCHING TEXT	24 WORDS
	<p>National Integration and Aims of Education: The following objectives can be prescribed for the development of national integration— 1. To develop mutual respect for different</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</p>		<p>National Integration and Aims of Education The following objectives can be prescribed for the development of national integration— 1. To awake the feeling of respect for different</p>	
121/127	SUBMITTED TEXT	31 WORDS	78% MATCHING TEXT	31 WORDS
	<p>students. 2. To develop a positiveattitude among students. 3. To develop the feeling of patriotism in students. 4. To develop the social skills in students. 5. To develop democratic citizenship in students. 6. To develop</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</p>		<p>students. 2. To develop a desired behavior in student. 3. To develop the feeling of patriotism in students. 4. To develop the business skills in students. 5. To develop democratic citizenship in students. 6. To develop</p>	
122/127	SUBMITTED TEXT	18 WORDS	89% MATCHING TEXT	18 WORDS
	<p>To provide a feeling to serve the nation better. National Integration and Curriculum: Two things are involved in curriculum—</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</p>		<p>To provide a feeling to serve the nation better according to their eligibility. 18.6.3 National Integration and Curriculum Two things are involved in curriculum— (</p>	

A) Reorientation of subjects The following reorientations should be done to develop national integrity in different curriculums—

1. Teaching of national language: Hindi has been accepted as the national language of India. Therefore the teaching of Hindi should be a necessary throughout the country. This will develop patriotism in students.
2. Moral and religious education: Religious education does not only mean to educate about a particular religion, but it also aims to introduce the students about the basic principles of different religions and create a faith in them. A development of qualities like truth, justice, duty, love, cooperation should be done in children through moral education.
3. Teaching of language and literature: The feeling of national integration can be developed easily in the students through teaching of language and literature. The lessons should be included in books of different languages in such a way through which students can get knowledge about the prestige and greatness of his country, and get a chance to understand about their culture and civilization and to know about the work done by great persons of their country. The sense of national integrity can be developed among the students through stories, plays, poems, etc.
4. Teaching of history: Students should not be educated about dates and events only, through teaching of history, but they also must be told that enemies had always taken the advantages of our infighting. They must be told about those kings, saints, social reformers that have an important role in the development and national integrity of the country. Students should also be given a detailed knowledge about the history of freedom fight of India. They must be told about those great persons and heroines who devoted their luxuries and also died for the freedom of India.
5. Teaching of Geography: The geographical subject matters should be viewed through national angle. Student must be told about the mutual boundaries, rivers, mountains, weather, minerals, crops, transportation and mutual dependency of the states. They should also be told that in spite of living in different states and having major differences in their eating habits, lifestyle, costumes and traditions, all the people of the country are same from the geographical angle. NSOU ? CC-ED-02 ? 221
6. Teaching of Civics: The students must be educated to be a ideal citizen through civics. They must aware about their duties and rights. They must be encouraged to keep distance from the elements like casteism, sectism, province, terrorism, etc which harm national integrity. They must be told that they should not do any activity which is against national interest.
7. Teaching of Science: Teaching of science can also develop the sense of patriotism in students. They must be told that the scientific inventions are not related to a particular caste, religion, province, sector in the country. All the Indians are being benefited from them. Therefore they are the asset of India. C.V Raman, Meghnath Saha, Homi Bhabha are the scientists of India not from any particular state.
8. Teaching of music and arts: Music and different arts are also the binding forces which are capable to make unity in diversity. They are capable to join the hearts and they have a long lasting effect. Student must be told about the arts, music and dance of different states of the country. They must be told that Bhimsen Joshi, Begam Akhtar, Pt. Ravi Shankar, Amjad Ali Khan (sarod), Bismillah Khan (shehnai), Hari Prasad Chaurasia (flute), Shiv Kumar Sharma (santoor), Zakir Hussain (tabla), Jubin Mehta (violin) etc. are the prestige of India but they are not from a particular state, caste or

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province. (B) Organization of co-curricular activities: The following co-curricular activities should be organized to develop national integration—

1. To celebrate national festivals: The students must be told about Independence Day, Republic Day, Martyr Day, Gandhi Jayanti, etc., and the history of freedom struggle and the freedom achieved after various sacrifices. They should pledge to safeguard the nation. For last few years a holiday is declared in schools on these occasions, which is not appropriate.
2. To celebrate birth anniversaries of freedom fighters and prominent persons: The birth anniversaries of freedom fighters and prominent persons should be celebrated in schools. On the anniversaries of Pt. Nehru, Sardar Patel, Dr. Radhakrishnan, Indira Gandhi, Lokmanya Tilak, Netaji Subhash Chandra Bose, Maulana Azad, Bhim Rao Ambedkar, Bhagat Singh, Chandra Shekhar Azad, Swami Vivekananda, Maharshi Arvind, Mahakavi Tulsidas, Nirala, etc the students must be told about the inspirational incidents about their life so that children should take an oath to do something for their country.
- 30 January (Father of nation), 31 October (Indira Gandhi), 21 May (Rajeev Gandhi) should be celebrated as Sacrifice Day and the students should be told how antinational elements murdered these great personalities in an inhuman manner and tried to divide the country and destroy its reputation in other countries.
3. To celebrate religious functions: Religious festivals like Diwali, Holi, Eid, Dusshera, Guru-parv, Christmas, etc should be organized in schools as these festivals do not belong to particular religion but are festivals of every Indian.
4. To organize lectures by eminent scholars: The lectures on the subjects like the freedom, integrity, development and other national problems by eminent scholars should be organized from time to time. So that the national integration should be developed in students.
5. To organize different competitions: The lectures related to national integration, debates, letter writing, essay, plays and other cultural and historical programs should be organized from time to time by which the development of national integration can be possible.
6. To organize exhibitions: Exhibitions should be organized from time to time in schools where a view of Indian culture and civilization is exhibited which may develop the feeling of prestige in students.
7. Exchange of teachers at national level: Primary, secondary, university level teachers should be exchanged at national level. When the teachers of different languages, caste, religion, groups and states go to other places they will know about other's view and try to understand them. Correlation between different cultures will be there and it will increase the level of national integration.
8. Inter-State games and sports and cultural programs: At least once in a year an inter-state games and sports competition and cultural programs should be organized by which the interaction between students will get broader. They will understand each other and we feeling will be generated and their heart will be filled with the feeling of devotion towards nation.
9. To organize educational tours: There are many historical, religious, cultural, industrial and very pleasant natural places in India which are knowledgeable and inspirational. The tour should be organized to go to these important national places from time to time. By organizing these educational tours about giving the knowledge

Organization of co-curricular activities The following co-curricular activities should be organized to develop national integration—

1. To celebrate national festivals—The students must be told about Independence Day, Republic Day, Martyr Day, Gandhi Jayanti, etc., and the history of freedom struggle and the freedom achieved after various sacrifices. They should pledge to safeguard the nation. For last few years a holiday is declared in schools on these occasions, which is not appropriate.
2. To celebrate birth anniversaries of freedom fighters and prominent persons—The birth anniversaries of freedom fighters and prominent persons should be celebrated in schools. On the anniversaries of Pt. Nehru, Sardar Patel, Dr. Radhakrishnan, Indira Gandhi, Lokmanya Tilak, Netaji Subhash Chandra Bose, Maulana Azad, Bhim Rao Ambedkar, Bhagat Singh, Chandra Shekhar Azad, Swami Vivekananda, Maharshi Arvind, Mahakavi Tulsidas, Nirala, etc the students must be told about the inspirational incidents about their life so that children should take an oath to do something for their country.
- 30 January (Father of nation), 31 October (Indira Gandhi), 21 May (Rajeev Gandhi) should be celebrated as Sacrifice Day and the students should be told how antinational elements murdered these great personalities in an inhuman manner and tried to divide the country and destroy its reputation in other countries.
3. To celebrate religious functions—Religious festivals like Diwali, Holi, Eid, Dusshera, Guru-parv, Christmas, etc should be organized in schools as these festivals do not belong to particular religion but are festivals of every Indian.
4. To organize lectures by eminent scholars—The lectures on the subjects like the freedom, integrity, development and other national problems by eminent scholars should be organized from time to time. So that the national integration should be developed in students.
5. To organize different competitions—The lectures related to national integration, debates, letter writing, essay, plays and other cultural and historical programs should be organized from time to time by which the development of national integration can be possible.
6. To organize exhibitions—Exhibitions should be organized from time to time in schools where a view of Indian culture and civilization is exhibited which may develop the feeling of prestige in students.
7. Exchange of teachers at national level—Primary, secondary, university level teachers should be exchanged at national level. When the teachers of different languages, caste, religion, groups and states go to other places they will know about other's view and try to understand them. A correlation between different cultures will be there and it will increase the level of national integration.
8. Inter-State games and sports and cultural programs—At least once in a year an inter-state games and sports competition and cultural programs should be organized by which the interaction between 260 LOVELY PROFESSIONAL UNIVERSITY Unit 18 : Education for National Integration Notes students will get broader. They will understand each other and we-feeling will be generated and their heart will be filled with the feeling of devotion towards nation.
9. To organize educational tours—There are many historical, religious, cultural, industrial and very pleasant natural places in India which are knowledgeable and inspirational. The tour should be organized to go to these important national places from time to time. By organizing these educational tours about giving the knowledge

about the vast and variety of culture, a feeling of national love can be developed. 10. To organize inter-state camps: When the teachers and students of different states will take part in inter-states camps they will know about the living style, eating habits, costumes, language, folk music, folk dance etc. definitely by organizing these camps a feeling of national love in students and teachers will develop. 11. National and social service organizations: The NCC, NSS, scouting, girl guiding etc should be organized in schools by which students can be involved in social services and love towards nation can develop in them. 12. Use of Radio and Television: The programs on radio and television about the development of unity of nation and view of Indian culture should be broadcast and telecast, so that by listening and watching these programs, the feeling of devotion about nation should arise in students. Thus, the arrangements to listen and view these programs in schools should be organized. National integration and methods of teaching: There will be a need of systematic curriculum and appropriate methods of teaching to achieve the objectives of national integration. Thus, those teaching methods should be selected through which students can get a chance to develop their abilities. Students can be educated of the subjects related to national integrity through lectures, questioning methods and debates. They can morally speculate about the culture and civilization by self-study method. Planning method can be very much advantageous in this field. National integration and text books: In the view of national integration, necessary changes and amendments should be made in all related textbooks. The subject material which may create hindrance in national integration should be removed and study material which tells about the culture, civilization and the national pattern, should be added. Material which is Correct, sufficient and is related to love towards nation should be added in the textbooks. 6.3.3 Role of teacher in the development of national integration: A successful education depends on a teacher. National integrity can be achieved only through education, when the teacher is able and master in his subject. He must have a detailed knowledge about prestigious culture and civilization of the nation, he must be fully aware about historical, geographical, political, social, economical and industrial problems, NSOU ? CC-ED-02 ? 224 he must also be capable to express his opinions firmly in front of others, he must be generous, open minded, sincere about his duties and there should not be difference in what he says and what he does, who believes social services as his religion, he must be full of patriotic feelings and is willing to die at the time of calamity. Students consider their teachers as their ideals and follow them. Thus, if we want to develop a feeling of patriotism and national integration in the students then the teacher must prepossess the feeling of patriotism and national integration. 6.4

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125/127	SUBMITTED TEXT	74 WORDS	98% MATCHING TEXT	74 WORDS
	<p>and Harmony. • Education is the most important means of to develop a sense of national unity. We can generate the necessary inspiration and properties among the citizens by education. Famous philosopher Dr. Radhakrishnan, expressed the importance of education in the development of national unity as following, "National unity cannot be achieved, by chisel, hammer, brick and stone. It is born in the hearts and minds of the people gradually, and the education is the only instrument for the purpose.</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</p>		<p>and Education Education is the most important means of to develop a sense of national unity. We can generate the necessary inspiration and properties among the citizens by education. Famous philosopher Dr. Radhakrishnan, expressed the importance of education in the development of national unity as following, "National unity cannot be achieved, by chisel, hammer, brick and stone. It is born in the hearts and minds of the people gradually, and the education is the only instrument for the purpose.</p>	
126/127	SUBMITTED TEXT	73 WORDS	100% MATCHING TEXT	73 WORDS
	<p>The following objectives can be prescribed for the development of national integration— 1. To awake the feeling of respect for different cultures in students. 2. To develop a desired behavior in student. 3. To develop the feeling of patriotism in students. 4. To develop the business skills in students. 5. To develop democratic citizenship in students. 6. To develop the faith towards humanism in students. 7. To develop the aspiration and capacity to fi ght against terrorism, anti-social elements in students. •</p> <p>W https://www.lpude.in/SLM/Master%20of%20Arts%20(Education)/Sem_1/DEDU411_PHILOSOPHICAL_FOUNDATIONS ...</p>		<p>The following objectives can be prescribed for the development of national integration— 1. To awake the feeling of respect for different cultures in students. 2. To develop a desired behavior in student. 3. To develop the feeling of patriotism in students. 4. To develop the business skills in students. 5. To develop democratic citizenship in students. 6. To develop the faith towards humanism in students. 7. To develop the aspiration and capacity to fi ght against terrorism, anti-social elements in students. 8.</p>	
127/127	SUBMITTED TEXT	18 WORDS	91% MATCHING TEXT	18 WORDS
	<p>in the broadest sense is any act or experience that has a formative effect on the mind, character</p> <p>SA HC 1.1- Philosophy of Education (Eng).pdf (D142430200)</p>			

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PREFACE In a bid to standardize higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses viz. core, discipline specific / generic elective, ability and skill enhancement for graduate students of all programmes at Honours level. This brings in the semester pattern, which finds efficacy in sync with credit system, credit transfer, comprehensive and continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry their acquired credits. I am happy to note that the University has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade "A". UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 have mandated compliance with CBCS for U.G. programmes of all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme. Self Learning Materials (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English / Bengali. Eventually,

the English version SLMs will be translated into Bengali too, for the benefit of learners. As always, all of our teaching faculties contributed in this process. In addition to this, we have also requisitioned the services of best academics in each domain in preparation of the new SLMs. I am sure they will be of commendable academic support. We look forward to proactive feedback from all stakeholders who will participate in the teaching-learning based on these study materials. It has been a very challenging task well executed, and I congratulate all concerned in the preparation of these SLMs. I wish the venture a grand success. Prof. (Dr.) Subha Sankar Sarkar Vice-Chancellor

Printed in accordance with the regulations of the Distance Education Bureau of the University Grants Commission. First Print : November, 2021 Netaji Subhas Open University Under Graduate Degree Programme Choice Based Credit System (CBCS) Subject : Honours in Education (HED) Course : Sociological Foundation of Education Course Code : CC-ED-03 Netaji Subhas Open University Under Graduate Degree Programme Choice Based Credit System (CBCS) Subject : Honours in Education (HED) Course : Sociological Foundation of Education Course Code : CC-ED-03 : Board of Studies : Members Dr. Atindranath Dey Director, SoE, NSOU, Chairman (BoS) Mr. Swapan Kr. Sarkar Associate Professor SoE, NSOU Dr. Debasri Banerjee Professor Dept. of Education, University of Calcutta Dr. Kutubuddin Halder Professor Dept. of Education, University of Calcutta

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After going through this unit, you will be able to - ? define the

concept, nature and scope of sociology ; ? discuss the Education and Society ; ? elucidate the idea of sociology of education. 1.2 Introduction In this unit, we shall discuss the concept, nature and scope of sociology. The relationship between education and society has been discussed in detail like linkages between society and education, the role of different social institutions like family, religion economy, polity and education. Another important aspect of this unit is a discussion of major functions of the society. Last part of the unit examines the affiliation of sociology and education. Thus, this unit provides an in-depth understanding of concept of sociology and its relationship with society and education.

NSOU ? CC-ED-03 ? 8 Man is a social animal. He is born and brought up in society. He spends his whole life in society. Hence, we cannot think of a human life without a society. In the time of birth, a child only has biological impulses and need. Gradually he regulates his impulsiveness under the guidance of his mother as well as family. From this phase the socialization of a child begins in an informal manner. In the same way without education there is no society. Along with that, formally a school extends its hand to make child a social being. Therefore, Society and education both are very closely related. Education is a social process, socially manifested, socially oriented and socially controlled for maintenance of social order and achieving social goals in shaping the structure of society. Society needs education, and education performs its role to fulfill social needs. Education modifies people's behavior according to the needs and aspirations of the society. In order to realize the role and function of every child and make them a responsible citizen of the society, the importance of school in a societal context has to be realized first. In this aspect, before discussing the term "educational sociology", it is necessary to understand the meaning of the word 'sociology'. August Comte, the well-known French philosopher, used the word 'sociology' for the first time in his lecture in 1837. He coined the word 'sociology' by combining the Greek word 'Societus' meaning society and the Latin word Logos meaning 'science' or 'study'. He recognized sociology as a fundamental science which deals with the application of scientific method to study the relationship between society and the individual. Hence, sociology is the scientific study of society or it may be called the science of society. However, educational sociology is a branch of sociology which has come into existence as a synthesis between Education and Sociology. In this aspect, E.George Payne is regarded as the father of educational sociology. According to him, "Educational sociology is the applied science in the field of sociology". It emphasizes that the aims of sociology should be achieved through educational processes. Thus, educational sociology is that science which studies social activities, human groups, social institutions and agencies which fulfill the needs of education (society) through educating its future citizen. It deals with the development of individuals and society. Education is the gateway towards making a perfect society, the superstructure of a strong and sustainable society. It is necessary in order to understand the customs, folkway, mores, traditions, various social institutions, social rules, codes and norms of behavior which affects human progress and development through various educational activities and experiences to make a synthesis in the process of life. Whereas Sociology of Education is a branch of Sociology, like any other branch of

NSOU ? CC-ED-03 ? 9 study as anthropology, psychology, economics, clinical sociology or sociology of politics. Education is a very important element for a person to be a social being in the society. (Education is the goldsmith and society is the receiver of it and human child is transformed into gold in this process called socialization). Therefore, sociology as a subject of the study of society has always been a big concern for the education of the people of society. Sociology of education deals with the learning and behavior modification of the individual will be discussed in details in this unit. 1.3 Sociology 1.3.1 Concept of Sociology Sociology is a new social science. French sociologist Auguste Comte coined the term sociology in 1839. The term 'sociology' is derived from the Latin word 'societus' meaning 'society' and the Greek word 'logos' meaning study or 'science'. Etymologically sociology means the 'science of society' sociology concerns itself with an analysis and explanation of social phenomena. It studies social life, actions, behaviors and incidents. Sociology is the study of social relationships, groups and societies. Ross has said. "Individuality is of no value and personality a meaningless term apart from social environment in which they are developed and made manifest." Sociologists differ in their opinions about the definition of sociology. Sociology has been defined as the science of society. Some others have defined sociology as the scientific study of social relationships or activities. In this context, it is necessary to discuss some of the definitions of sociology. Definition of Sociology: Auguste Comte, "sociology is the science of social phenomena subject to natural and invariable laws, the discovery of which is the object of investigation". Emile Durkheim "Sociology is the science of social institutions". Max-Weber, "sociology is the science which attempts an interpretative understanding of social action". Morris Ginsberg, "sociology is the study of human interactions and inter-relations their conditions and consequences". J.F. Culler, "sociology may be defined as the body of scientific knowledge about human relationships.

NSOU ? CC-ED-03 ? 10 Gillin and Gillin, "sociology in its broadest sense may be said to be the study of interactions arising from the association of living beings". An analysis of the above definitions shows that sociologists differ in their opinion about the definition and the subject matter of sociology. But the common idea underlying all these is that sociology is concerned with human beings and their relationships. It gives stress on the social aspect of these relationships. MacIver opines that whatever subject may be included in the subject matter, its real subject matter are social relationships. This social relationship is the basis of social interaction of social processes. That is why man becomes a social animal only when he enters into these social relationships. Hence, studying sociology means studying social relationships.

1.3.2 Nature of Sociology Human life is unthinkable in outside the society. No individual can exist in an Island, alone in complete and permanent isolation from other individuals. Each of us may have different dimension and status in life, but we are above all human beings. This mutual dependence makes the periphery of society and hence forms social interdependence. We are born in a social environment (i.e. a community or other group to which we belong) and culture (social heritage, i.e. the arts, devices, techniques, myths, values, traditions, mores and institutions); we become genuinely human by adapting the norms, cultures and customs of society and adjusting with others by accepting their also. In order to survive, to procure the means of living, humans must live together. But, as it is said, "Man does not live by bread alone" animals also live together. Animal life revolves around the fulfillment of immediate necessities. He wants to link himself with other through knowledge, work and thinking and by expressing himself. This desire is no less important than the desire to satisfy his immediate needs. The desire to express himself in and through the company of others leads him to realize the virtue of cooperation; he understands that he is one among many. Man has thus formed families, built societies. There exists a bewildering variety of moral principles, religion, ideals, institutions, group and organization, norms and customs. The desire to link oneself with others of similar kind has given birth to a variety of governmental system, legal system, administrative system and educational system. Clashes of interest, tensions and conflicts among men abound and sometimes erupt, threatening the very existence of humanity. But man continues to survive because of the propensity to live together, the desire to unite with others. Man survives in an ensemble of relations based on cooperation; it is here where he gets opportunity to express himself, he

NSOU ? CC-ED-03 ? 11 becomes genuinely human. There are several cases of extreme isolation like the "wolf children" of India which illustrate the fact that if the child is abstracted from contact with its fellow at birth, it will grow up into a "feral man" -without knowledge of human speech, without any idea of "right" and "wrong", without being aware of or able to use cultural techniques. Indeed, we are the product of social living. Society provides opportunities to develop our innate abilities and become truly human. What we think, what we feel and how we feel, what we say and what we do are all shaped by our interaction with other people in collective living. Life goes on within the web of relationships created as a result of interaction of people with one another. This human interaction and the structural arrangements that evolve out of it constitute the essential components of sociology. It focuses in particular on the social life in the modern world a world created by the sweeping changes which have occurred over the past two centuries. Interest in understanding the nature of human beings and their social arrangements has a long past. Why people behave as they do? Why they form groups? Why they marry? Why they go to war or worship? How and why societies differ in the ordering of social arrangements? How social arrangements are maintained and how they change? Why some people break social rules? Thinking minds of all ages have addressed to these questions and others. They have tried to explain what is happening around us and how behavior, experiences and ideas about the social world are shaped by social influences.

1.3.3 Scope of Sociology Since the days of Comte and Marx, Spencer and Giddins, Durkheim and Weber, sociologists have attempted to define, limit and scope of the field of sociological enterprise. Even so there is still little agreement among sociologists about the proper field of sociology. There are as many definitions of sociology as there are number of sociologists. "Sociology is a very broad and diverse subject", as the British sociologist Anthony Giddens writes, "And any simple generalizations about it as a whole are questionable". Giddins however points out that the definition of sociology as the science of society is very broadly accepted. Though this short hand definition is essentially accurate, it may seem rather vague or not sufficiently precise as to distinguish sociology from other disciplines. Sociology is one of a family of disciplines including economics, history, psychology, political science and social anthropology which are known as "social sciences". The most important and distinctive feature of sociology is not so much what is studied but how it is studied,

NSOU ? CC-ED-03 ? 12 i.e. what is the particular perspective of sociology, its distinct way of looking at the individual and society. Hence, let us discuss in details scope and the field of sociology. There is no one opinion about the scope of Sociology. V. F. Calberton writes, "Since Sociology is as elastic as a science, it is difficult to determine just where its boundaries begin and end, where sociology becomes social psychology and where social psychology becomes sociology, or where economic theory becomes sociological doctrine or biological theory becomes sociological theory, something, which is impossible to decide." It is maintained by some that Sociology studies everything and anything under the sun. This is rather too vague a view about the scope of sociology. As a matter of fact, sociology has a limited field of enquiry and deals with those problems which are not dealt with by other social sciences. In the broadest sense, Sociology is the study of human interactions and inter-relations, their conditions and consequences. Thus ideally Sociology has for its field the whole life of man in society, all the activities whereby men maintained 'themselves in the struggle for existence, the rules and regulations which define their relations to each other, the systems of knowledge and belief, art and morals and any other capacities and habits acquired and developed in the course of their activities as members of society. But this is too wide a scope for any science to deal with properly. An attempt has, therefore, been made to limit and demarcate the field of Sociology. There are two main schools of thought among sociologists on this issue. One group of writers headed by German sociologist, Simmel, demarcates Sociology clearly from other branches of social study and confines it to the enquiry into certain defined aspects of human relationship. They regard sociology as pure and independent. The other group maintains that the field of social investigation is too wide for any one science and that if any progress is to be made there must be specialization and division and insists that in addition to special social sciences such as Economics, Anthropology, History etc. there is need also of a general social science, i.e. Sociology whose function it would be to inter- relate the results of the special social sciences and to deal with the general conditions of social life. In the opinion of this group Sociology is a general science.

1.4 Education and Society

The relationship of antecedence between the concepts "education" and "society" is one that can be a challenge for social scientists. Anthropologists, sociologists, or other social

NSOU ? CC-ED-03 ? 13 scientists may be on conflicting sides of the argument. Some may argue there is no society without education. Therefore, education comes first, and is more important than society. Others may argue that a society must exist before there can be education. Furthermore, education is a reflection of a society, or is influenced by society. Therefore, the society comes first and is more important. Regardless of the side of the argument supported by one group of scholars or another, there is an evident consensus that education and society are interconnected. As a social process, education helps the individuals to lead a purposeful life by moulding and shaping the society with the help of education, society delivers its knowledge, skills, customs, values and behaviour patterns to its generations after generations. Therefore, education helps the society to preserve and continue its culture and creed and helps to sustain purposefully. Again with the changing scenario of the society, education reshapes itself and turns into complex in nature. Society is a 'web of relationship' and these relations are fundamental for understanding human behavior and different institutions of society. You must be aware about different forms of relations in your family, community and society. Within the family, there are relations like mother, father, son, daughter, husband, wife, brother, sister which we put under primary relations whereas uncle, aunt, nephew, niece are called secondary relatives. There are also tertiary relatives like friends, neighbourhood relations and many other similar relations. These social relations can be understood with role and status in society. Role is a set of actions of an individual. A teacher in school performs various actions pertaining to teaching, evaluation, group activity in the classroom situation and actions concerning school administration. Similarly, he/she also performs actions within family and other situations. Thus, one individual performs multiple roles in everyday life. For instance- A person is playing roles of father for his children, son for his parents, husband for his wife, brother for his siblings, teacher for his students and other roles. This shows that role is changing with changing social context and each role attached with certain position in society called social status. Both role and status are regulated by certain norms and values of the society. In other word, we can say that norms and values are collective conscience and unwritten constitution of any society, largely known among members of society as well as attached with sanctions (reward and punishment). Therefore, the understanding of social relations, role and status, norms and values are core concern of understanding of society. The term "society" is rooted in Latin word societies, means friend and ally. The terms used to describe a relation or interaction among group. The concept of society defined by a large number of thinkers- sociologists, social anthropologist and other social scientists. Among these definitions mostly follow two ways as basic unit in society- first is 'social action' and

NSOU ? CC-ED-03 ? 14 another is 'interaction'. American sociologist Maclver and Page consider, "society as a system of usage and procedures, of authority and mutual aid, of many groupings and divisions, of controls of human behavior and of liberties". Hence, we can see society as a large group of people who interact with each other, share the same culture, territory and way of life. Its usage is very wide and ranges from one small community. But, the concept of community and society are not same. Society is an abstract, broad and general concept whereas community is constituent of society and characterized with definite territory, close relationship called 'we feeling' and cultural similarity. Talcott Parsons, American sociologist, used term social system for society and considered 'interaction' is the basic unit to explain the human behaviour. For him, every action is not social unless multiplicity of people involved in interaction. Every individual is a member one society or other society. As a member of society, you must be aware of different institutions of society playing significant contribution towards continuity. To understand society, social relationship and its dynamics, it is pertinent to know its basic constituent units i.e. social institutions and social processes. Social institution refers to 'a set of norms' applied to various aspects of human behaviour regulated by well established, easily recognized and relatively stable norms for smooth functioning of society and social relations. There are some important institutions like family, education, religion, economy, polity which play different roles following the norms and values of one particular society. Now we will study these institutions in detail. 1. Family: It is the first school where children start their initial learning. It is called primary socialization agency and parents are called primary socialization agent. The role of teacher is played by mother and other members of family. Even in the formal school system, different roles like teacher, pupil and parents are members of society and always carry their cultural baggage and values of same society. This common cultural baggage also led to common reference of learning and similar constructions. Throughout the ages the family has been a fundamental social institution at the core of the society. Family is a basic unit of any community and society which acts as joining institution between individual and society. It has almost universal existence across the world. It discharges many functions to society and individual from regulating marital bond, legitimate reproduction, care for young, controls human behavior and functioning as an economic unit at least for consumption. It discharges this role with other associated institutions, like marriage and kinship. Family exist almost all human society, however, varies in terms of structure and function from society to society and time to time. 2. Religion: Religion is also one universal institution that exists from primitive to post-

NSOU ? CC-ED-03 ? 15 modern society.

French sociologist Emile Durkhiem defined religion as unified system of beliefs and practices related to sacred things. Except Karl Marx, there is consensus that religion has functional role in society. One of the most important functions of religion is social control. 3. Economy: Economic institution refers to the rules, procedures and norms of production, distribution, consumption as well as working system and patterns. Economic activities and needs are very of any society irrespective of its stages of development. Karl Marx considered economy is the basic structure of any society on which other institutions are dependent. 4. Education: The process of education takes place in every society. However, its forms may vary from one society to another society. There are two common functions of education in every society. First universal function of education is to socialize the members of society and transmit the culture to the next generation. Second is to fulfill society's needs pertaining to human resource. Major socializing agencies are community, family, peer group and formal educational institutions. Besides this, there are many other functions of education are social mobility and intergenerational change. Present democratic system based on the principle of equal opportunity, competition and achievement, therefore, any educated and competent can enhance his/ her status. Child acquires the values of productive society like achievement, orientation, discipline, liberalism and rationality through this institution. 5. Polity: Each society has some or other system of rules. Political institutions are defined as a system of control through its organizations and legal or legitimate use of force. According to T. B. Bottomore, polity is mainly concerned with division of power and authority in society. These are basic institutions whose prevalence is almost universal with little variation. The structure and functions of these institutions vary with time and can be understood through social processes. Social process describes dynamics of social interactions and social interactions takes place within structure consists of various institutions. Two important social processes are socialization and social control that we will study later on. Secondly, the interaction between School and community has become increasingly formal and bureaucratic. Following this process, schools are becoming mega structure keeping a distance from community and society. John Dewey writes that 'we are apt to look at the school from an individualistic standpoint, as something between teacher and pupil, or between teacher and parent'. The result of this changing situation led to deviation of it role and responsibility. If we consider society as a social system then we may divide it into five sub-systems known as family, education, religion, economy, and politics. Each sub-system

NSOU ? CC-ED-03 ? 16 plays its own functions to sustain and maintain the society as a whole. In this way, we can say that all educational institutions are very much part of society. Society and Education Linkages Education is generally seen as the foundation of society which brings economic wealth, social prosperity and political stability. It is a major aspect of development of any modern society and most significant indicator of overall development of any region. Emile Durkheim emphasizes the role of education system in the preservation of society and culture, particularly, it is very important in complex societies where families and other primary groups are not fully equipped to prepare the young for adulthood that is expected by larger society. John Dewey wrote extensively on this theme and his two contributions are very appropriate here, the School and Society (1899), Democracy and Education (1916). He argues that school is a miniature and reflection of society rather individual. The ultimate objective of school and schooling process is to foster the growth of social progress and expansion of democracy. Many other thinkers or practices has been contributed and discussed the relationship between education and society such as Leo Tolstoy, Antonio Gramsci, Paulo Freire, Brasil Bernstein, Ivan Illich, Pierre Bourdieu, Rabindranth Tagore, Sarvepalli Radhakrishnan, M. K. Gandhi etc. Education is concerned with all people and considered as basic social need of all societies. John Dewey viewed that being a social need it performs major functions to the society as following. (a) Transmission of culture: Human beings are world building creature. The sum total of such creations, its preservation and transmission to the next generation are the core concern of any culture. The culture makes a distinction with other creatures. Each society has its own cultural heritage which they preserve and transmit to next generation. The most important role of education is to transmit the tradition, culture, skill and knowledge to the new members of the society. Thus culture is the most common link between society and education. Now you must be interested to know what is culture and its relation with society and education. Culture is a broad term which includes everything of human society. E.B. Tylor, British social anthropologist, defined culture as 'a

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complex whole which includes knowledge, belief, art, law, morals, customs, and any other capabilities and habits acquired by man as a member of society'.

Since inception of society itself, we can see that each society has some or other mechanism to educate and train their members through various agencies of society, like family, community, and other formal institutions. (b) Reduce inequality and disparity: Education gives us knowledge and knowledge is power. Education plays a significant role to society by solving the problems which raise

NSOU ? CC-ED-03 ? 17 question about its sustainability and stability of society. Rabindrinath Tagore writes "In finding the solution to our problem, we shall have helped to solve the world problem as well....If India can offer to the world her solution, it will be a contribution to humanity." Through education one can acquire knowledge and participate in the process of empowerment. Indian traditional education system was neither open to all nor it had any uniformity. It was elitist in character and supported with religious purpose rather based on rationality which has created socioeconomic inequality. It was introduced to make so called elite group of people who carried the wheel of British Government on their shoulders. After independence, constitutional provisions (Article 21-A and 45) changed this elitist approach to egalitarian approach and the process of empowerment observed in various empirical studies. UN Millennium Development Goals (2000) targeted eight goals in which two are significant here- first is to achieve universal primary education and secondly, gender equity. These have been accepted by 189 countries of the world including India. Following this goal Sarva Sikhsa Abhiyan (SSA) as a national flagship programme was launched. For female literacy many initiatives were taken such as Mahila Sankhya, Kasturba Gandhi Balika Vidyalaya (KGBV) etc. So far as concern of regional disparity, development of any region is directly correlated with education status of that region. Thus, regional development is very much dependent on education, health and economic status of any region. (c) Social mobility and social change: Education in the present day context is the most important and dynamic force in the life of individual, influencing his/her social development. It functions more as an agent of social change and mobility in social structure. Social stratification is a universal social fact. Social mobility refers the movement of individual and group position or status in the social hierarchy of any society. There are two important factors of social mobility-education and income status. Now, free and compulsory education to all provides opportunity to enhance one's educational and income status to improve the standard of life. Social mobility gives birth another type of socialization called 'anticipatory socialization'. Individual's devotion to particular society gets weaken due to belong to another strata because of social mobility and try to follow the values, cultures and creeds of other strata in which he now belongs to it. (d) Development of new knowledge: Education is the way to acquire knowledge to achieve success in its life. Through education we develop new knowledge or addition to the existing knowledge to fulfill our new necessity. As we know that necessity is the mother of inventions, from simple savage society till present postmodern society, we can

NSOU ? CC-ED-03 ? 18 observe the drastic changes due to many inventions and discoveries to satisfy our needs and for sustainable growth. The initial knowledge of metals, fire and wheel played critical role in ancient development throughout world civilization. It acted as the turning point from food gathering to settled agriculture society. Similarly, there are many other examples of new knowledge in the history of mankind. Contemporary technological revolution through internet, multimedia and communication transform the whole world into global village. Education is very important for an individual's success in life. Education provides pupils teaching skills that prepare them physically, mentally and socially for the world of work in later life. Higher education helps in maintaining a healthy society which prepares health care professionals, educated health care consumers and maintaining healthy population. If there is a deficit of educated people then society will stop its further progress. Therefore, we can see the role played by the education process towards society as a whole. Here, Education system included all forms, formal, informal and non-formal education. The combination of these forms may vary with time and space. Informal education process is the oldest form and its existence is as long as society itself. Formal and non-formal are forms of later development. Informal education is characterized with changed relationship between learner and teacher in informal learning context, while the goals of informal education are always rooted firmly in value system. It has no direct concern with degrees or diplomas and supplements both formal and non-formal education.

1.5 Sociology of Education Every society has its own changing socio-cultural needs and requires an education to meet these needs. Today's needs are conservation of resources, environmental protection, global citizenship etc. Therefore education caters towards meeting of these different needs. Since the needs of the society change, education also changes to coincide with it and satisfies the needs of the society. Hence there is need for studying sociology of education. It helps in understanding in a nutshell: ? Work of School and Teachers and its relation to society, social progress and development ? Effect of Social Elements on the working of school and society ? Effect of Social Elements on the life of individuals

NSOU ? CC-ED-03 ? 19 ? Construction of Curriculum in relation to the cultural and economic needs of the society ? Democratic ideologies present in different countries ? Need for understanding and promoting international culture ? Development of Society through the formulation of various rules and regulations and understanding of culture and traditions ? Need for Promotion of Social Adjustment ? The effect of social groups, their interrelation and dynamics on individuals

Scope of Sociology of Education: The scope of sociology of education is vast. ? It is concerned with such general concepts such as society itself, culture, community, class, environment, socialization, internalization, accommodation, assimilation, cultural lag, subculture, status, role and so forth— ? It is further involved in cases of education and social class, state, social force, cultural change, various problems of role structure, role analysis in relation to the total social system and the micro society of the school such as authority, selection, and the organization of learning, streaming, curriculum and so forth. ? It deals with analysis of educational situations in various geographical and ethnological contexts. For e.g. educational situations in rural, urban and tribal areas, in different parts of the country/world, with the background of different races, cultures etc. ? It helps us to understand the effectiveness of different educational methods in teaching students with different kinds of intelligences. ? It studies the effect of economy upon the type of education provided to the students, for e.g. education provided in IB, ICSE, SSC, Municipal schools. ? It helps us to understand the effect of various social agencies like family, school on the students. ? It studies the relationship between social class, culture, language, parental education, occupation and the achievement of the students. ? It studies the role and structure of school, peer group on the personality of the students.

NSOU ? CC-ED-03 ? 20 ? It provides an understanding of the problems such as racism, communalism, gender discrimination etc.

1.6 Summary Sociology is the study of human interactions and inter-relations, their conditions and consequences. In this unit we have learnt about the various definitions of sociology and about its nature and scopes. We have discussed about the relationship between education and society and major functions of the society. We have also elaborated the idea of sociology of education along with the scope of educational sociology.

1.7 Self-Assessment Questions

1. What is sociology?
2. Do you think each definition is enough to throw light on what is sociology or rather every definition is necessary to grab the concept clearly? Discuss in three lines what is meant by sociology.
3. Who is E. George Payne?
4. Who is the founder father of sociology?
5. What is the nature of sociology?
6. What is sociological imagination?
7. Name any two aspects which sociology has strengthened among individuals?
8. What are the three major scopes of sociology?
9. Why sociology is regarded as pure and independent?
10. Who opined sociology is a science of society?
11. How culture is transmitted from generation to generation?
12. What is social mobility?
13. Name any two linkages of society?
14. What do you mean by educational sociology?
15. Write two scopes of educational sociology?

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1.8 References Aggarwal, J.C. (2002). Theory and principles of education (13th ed.). New Delhi: Vikash Publishing House. Bhatia, K. & Bhatia, B.D. (1992). Theory and principles of education (20th ed.). Delhi: Doaba House. Bhattacharyya, D.C. (1996). Sociology (6th ed.). Calcutta: Vijaya Publishing House. Pandey, R.S. (2009). Principles of education (13th ed.). Agra-2: Agrawal Publications. Ravi, S.S. (2015). A Comprehensive study of education (2nd ed.). Delhi: PHI Learning. Sharma, Y.K. (2016). Foundation in sociology of education. Delhi: Kanishka Publishers. Saxena, N.R.S. (2009). Principles of education. Meerut: Vinay Rakheja

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After going through this unit, you will be able to ... ?

discuss sociology as the foundation of educational studies; ? understand the approaches of sociology; ? define the equilibrium and the role of education; ? understand the concept of sociological assumptions. 2.2 Introduction In this unit, we shall discuss various aspects of sociology. It includes the notion how sociology builds the superstructure of education. The relation of education and sociology

NSOU ? CC-ED-03 ? 23 is again emphasized and discussed here. It assembles different approaches, concepts of sociology. Another important aspect of this unit is a discussion of different sociological assumptions. Thus, this unit provides an in depth understanding in the field of sociology. 2.3 Sociology as the Foundation of Educational Studies Sociology and Education as two branches of knowledge, concerned essentially with man and his life. Relationship between sociology and education has always been a subject of debate. Education and sociology are mutually interrelated and interdependent disciplines. They are so closely intertwined and interconnected that their subject matter and method of study are often overlapped to a great extent. All societies have their own ways and means of meeting this need .Education is an effective process of meeting this need. Education does not only transmit the past cultural heritage but also helps to develop the basic criteria which help us to adopt and adjust with our modes of living. It may help in developing new social patterns in the areas of health, leisure, vocation and family life. Reconstruction and adaptation are necessary but with the advent of scientific developments, industrialization and technological advancements, the wise use sometimes use as a weapon of misuse which are disturbing the urban as well as rural pattern of living. The relationship of education and sociology can be cleared through following points. ? Sociology is the science of society and education in an implicit aspect of any social system. ? Sociology studies the structure and functions of social system, while education is one of the important functions of any social system. ? The prime concern of sociology is socialized individuals. Education is the means for achieving the goals of sociology. ? Education is the laboratory and workshop of sociology. ? Sociology attempts to ascertain the functions performed by the educational system while education adopts the principles of sociology to improve its functioning. ? In the modern society, sociology generates the data base which is consumed by educational system to realize the goal of social life. ? Sociology develops the law and principles which are adopted by the educational system for its improvement. ? Education preserves the social and cultural heritage which is owned by sociology.

NSOU ? CC-ED-03 ? 24 Society is the prime factor in determining the educational patterns so that its socio cultural needs may be satisfied and continues to grow. Emile Durkhiem who first clearly indicated the need of a sociological approach to the study of education. He considered that education to be something essentially social in character, in its origin and its function and that as a result of theory of education relates more clearly to sociology than any other science. Sociology and Curriculum: Sociology helps us to conceptualize curriculum. According to educational sociology, Curriculum is organized so that it may help in achievement of social aims. The social progress of the society and the nation depends upon the curriculum in the schools and colleges, due to this reason the sociologist consider it is essential to organize the curriculum carefully and properly. In the word of eminent educationist, "Education is not to be confined to the study of a few subjects alone is to be present any epitomized study of the diversified social life." Following sociological principles should be kept in view while construction curriculum. ? The curriculum should be such that it helps in achievement of the social aim of education. The curriculum should be chosen on the basis of the problems and the needs of society. ? But it should also pay the attention to the real problems and interest of the pupils. Curriculum should be so organized and its relationship with instructional methods should be such that the curriculum becomes effective medium to keep a control over society. ? Through curriculum the cultural values should be brought to light and through it the high ideals of the society should be transmitted to the new generation. ? The curriculum should be such that it develops an attitude of respect to all vocations. It should develop a sense of dignity of labor among students. ? The stress should be on a futuristic social change rather than bringing immediate change in individual's behavior. ? The curriculum should be dynamic flexible and changing in nature. ? The curriculum should be able to develop a problem solving attitude among the students, they should understand and solve the problem independently.

NSOU ? CC-ED-03 ? 25 ? There should be provision of social programs for participation in social life. ? The curriculum should be flexible and changeable. ? It should change continuously according to changing social objectives. ? Curriculum planning should be based on the problems and need of society on the immediate concerns, problems and interest of pupils. ? The curriculum should reflect the basic cultural values of the society and should be an agent in the transmission of the highest values. ? Curriculum should include subjects like music, art, vocational subjects, physical education, language, physical sciences as well as biological sciences. Sociology and Method of Teaching: Educational sociologist advocates the use of project method, socialized techniques, Group discussion and techniques of group dynamics. They also encourage co-operative learning, problem solving and democratic method of teaching. Those educational methods are good which gives knowledge to the individual who will enable the students to adapt and adjust to different social situations. Sociology gives importance to group methods of teaching. Methods which are able to develop democratic attitude among children should be the good method of teaching. According to sociological point of view, the method of instruction is effective only when the skill and knowledge acquired in the classroom are actually use by the individual in the adjustment to social situation. An individual should be able to achieve social correlation by use of knowledge and skill received in the school. The method of teaching should be stress on the social behavior outside the class while teaching. The method of teaching should make use of all possible social resources and social operative force in the social life in order to develop the capacity in every individual for social adjustment. The social powers currents in the society should be used in teaching system for increasing the social co-relationship. Sociologist suggests that teaching should be done through cultural and social programs.

NSOU ? CC-ED-03 ? 26 In teaching teacher will develop problem solving and constructive thinking. For this socialized techniques, project and group methods fulfill most of the conditions. Student reacts better to co-operative learning in which there is sharing in the teaching learning process. Co-operative group patterns of learning lay emphasis on group interaction. Sociology and Teacher: Following are the important sociological aspect and consideration for a teacher to be followed before teaching such as. ? Teacher should be committed to society. ? He/she should know the main institution and powers that mainly influence a student. ? He/she should know the instruments of social development, available in extramural environment. ? He/she should have capacity to use this knowledge in school Education. ? A teacher should know about the process of socialization among students and the method of interaction and programs for social development. Education as a Process of Social System and Socialization: Social system can be explained as an interconnected and organized activities which consist of parts that are inter-dependent, to produce common results , Social systems are created by human beings and are strengthened by man's attitudes, perceptions, beliefs, habits and expectations. In social system two or more people are constantly interacting and practice similar approaches attitudes and social values. Society transmits its knowledge, skills, values and behaviour pattern to its younger generation ensuring preservation and continuity. Education as a social process: ? Education takes place in the society and therefore it is influenced by society. ? School as a social institution educates its younger members. ? Education helps to mould the society by moulding its younger members. Education as a process of Socialization: ? Education takes place through social interaction.

NSOU ? CC-ED-03 ? 27 ? Informal education takes its place outside the school. ? It is more than mere giving instruction. ? Formal education has definite direction and definite purpose. Education as a Social System: The education system is composed of many distinct sub-system or parts, each with their own goals. Together these parts makeup a functioning whole .Each part is dependent on the other for smooth functioning. Willard Waller gives five reasons for education to be regarded as social system: ? In education different personnel are working, who contributes towards educational goals. ? Education has a social structure as the result of social interaction within the school. ? It has bound by strong social relationship. ? It is bound by a feeling of belonging. ? It possesses its own culture, tradition, and way of doing things. ? Education helps in transmitting folkways, more institutional patterns in social organization. It has a close relationship with the environment and they complement each other, Education in school prepare students with living skills, knowledge and expertise necessary for the society .The education is provided with resources, building and personnel (parents, teachers, students) in order to functioning. As a social system education has a formal and informal structure, the formal structure refers to the role and function of the administration. The informal system refers to its social relationship that helps the organization to function. When you enter in school we see office, member of the school staff, classrooms takes up the most of the physical structure of school. Within a classroom, the teacher and students are the main personnel. We see specific order in the classroom, seating arrangement work groups, location, style of leadership, class size, types of students. All the factors in education system affect the relationship between position holders and the other .Each classroom has a distinct climate and social structure. The education system exists in a larger societal context, including the local community, state and central governments rules and regulations and funding.

NSOU ? CC-ED-03 ? 28 Therefore, an education system is where peoples, pupils, building, textbooks, and equipment interact with each other in a social environment. According to Getzels, social system model is best suited for education system, because it emphasize on process of synthesizing the society with its culture, values, socioeconomics, political system with the need of the individuals. Every school member, student, teacher, head, and other staff play their important roles towards achieving the educational goals. In school teacher manages his classroom, interact with students and the environment, he carries all responsibility required for his positions. In school different activities are organized, all the activities are influenced by society's culture, policies, values and are undertaken by the individual as part of social process. So the success of the individual and the organization are based on factors like expectations, need, satisfaction, role and goal. Within the education system the school has certain roles and expectations that are designed to fulfill the goals of the system. Each school consists of individuals with certain personalities and need whose interaction make up what is commonly known as social behavior. Education system is also under pressure from the community members to take over greater roles in child care program. Each society has certain goals for its educational system that are put in to practice in school and classroom. In the school the stated goals must be translated in to action. Members of the educational organization holding different roles, teachers and administrators desire high quality education but they also have personal motivation. Schools bring peer together in classroom and for other school related activities. Thus group sub-culture flourishes in schools. School plays an important part in helping diverse individuals to see themselves as citizens and therefore to internalize skills. From above we can say that in education system, school performs many roles and play different activities, as a school system has its roles and function of administration while the system has a network of social interaction and relationship for it to function. It emphasizes on the process of interaction of individuals and the role of each individual play in the school system. In the school there are teachers principals, students, etc. each has a defined social position. These social positions are distributed from top to bottom, in hierarchical order. All individuals interact with one another. This human interaction within an education system may be described as social system hence we say that education is a social system. From the above discussion it may be stated that without sociological understanding, the educational studies is incomplete. From the very beginning of the civilization the importance of learning was realized by the society. As a result, learning, training as well as teaching have been the inseparable part of the social aspirants. So, sociology as a subject which deals with the society as well performs as a foundation of educational studies.

NSOU ? CC-ED-03 ? 29 2.4 Approaches of Sociology Sociology is the scientific study of the individual and group behavior within society. A standard textbook approach emphasizes several theoretical approaches to understanding human behavior; however, there are four main approaches: Structural-Functionalism, Social- Conflict, Symbolic- Internationalism and Feminism. The structuralism-functionalism has been discussed below: 2.4.1 Structuralism-Functionalism Structural-Functionalism is often referred to as Functionalism and is considered an objective means to understanding macro aspects of human behavior in the context of society. This theory adopts the notion that society is made up of parts that contributes to stability in society. Society is thus considered to be a whole unit, which includes many parts interrelated and works together to function. Structural-functionalist believes that society is like a human body, in which each part plays a role and all are dependent on each other for survival. Institutions such as education are like important organs that keep the society/ body healthy and well. Social health means the same as social order, and is guaranteed when nearly everyone accepts the general moral values of their society. Structural functionalists believe the aim of key institutions, such as education, is to socialize children and teenagers. Socialization is the process by which the new generation learns the knowledge, attitudes and values that they will need as productive citizens. . Although this aim is stated in the formal curriculum, it is mainly achieved through "the hidden curriculum", a subtler, but nonetheless powerful, indoctrination of the norms and values of the wider society. Students learn these values because their behavior at school is regulated until they gradually internalize and accept them. Education must, however perform another function. As various jobs become vacant, they must be filled with the appropriate people. Therefore the other purpose of education is to sort and rank individuals for placement in the labor market. Those with high achievement will be trained for the most important jobs and in reward, be given the highest incomes. Those who achieve the least, will be given the least demanding (intellectually at any rate, if not physically) jobs, and hence the least income. Emile Durkheim (1858-1917), is considered to be the first person to recommend that a sociological approach be used in the study of education. He said that society can survive only if there exists among its members a sufficient degree of homogeneity. Education

NSOU ? CC-ED-03 ? 30 perpetuates and reinforces this homogeneity by fixing in the child, from the beginning, the essential similarities that collective life demands. Durkheim attempted to understand why education took the forms it did, rather than judge those forms. He points out that, Education is the influence exercised by adult generations on those that are not yet ready for social life. Its object is to arouse and to develop in the child a certain number of physical, intellectual and moral states which are demanded of him by both the political society as a whole and the special milieu for which he is specifically destined. Durkheim observed that education takes different forms at different times and places showing that we cannot separate the educational system from the society for they reflect each other. He stressed that in every time and place education is closely related to other institutions and to current values and beliefs. Durkheim outlined his beliefs about the functions of schools and their relationship to society. Durkheim argued that education has many functions: 1. To reinforce social solidarity: Learning about individuals who have done good things for the many makes an individual feel insignificant. Makes individuals feel part of a group and therefore less likely to break rules. 2. To maintain social role: School is a society in miniature. It has a similar hierarchy, rules, and expectations to the "outside world." It trains young people to fulfill roles. 3. To maintain division of labor: School sorts students into skill groups, encouraging students to take up employment in field's best suited to their abilities. According to him, moral values are the foundations of the social order and society is perpetuated through its educational institutions. Any change in society reflects a change in education and vice versa. In fact education plays an active role in the process of change. Durkheim was interested in the way that education could be used to provide French citizens the sort of shared, secular background that would be necessary to prevent anomie in modern societies. He equated classrooms to small societies 'or agents of socialization. The school acts as an intermediary between the affective morality of the family and the rigorous morality of the life in society.

NSOU ? CC-ED-03 ? 31 Durkheim spoke about issues which are real even today, the needs of different segments of society with respect to education, discipline in schools, the role of schools in preparing young people for society, the relationship of education to social change, cross- cultural research and the social system of school and classroom. Drawback of Durkheim's Functionalism Durkheim did not deal with some aspects of education such as the function of selection and allocation of adult roles, the gap between societal expectations of schools and actual school performance. It does not adequately explain how social change occurs. Furthermore, dysfunctions may continue, even though they don't perform or act according to their expected levels. Drawback of Structural Functionalism According to Sennet and Cobb, to believe that ability alone decides who is rewarded is to be deceived. Meighan agrees, stating that large numbers of capable students from working class backgrounds fail to achieve satisfactory standards in school and therefore fail to obtain the status they deserve. Jacob believes this is because the middle class cultural experiences that are provided at school may be contrary to the experiences working-class children receive at home. In other words, working class children are not adequately prepared to cope at school. They are therefore culled out from school with the least qualifications, hence they get the least desirable jobs, and so remain working class. Sergeant confirms this cycle, arguing that schooling supports continuity, which in turn supports social order. Criticism of Functionalism Functionalism fails to recognize the number of divergent interests, ideologies and conflicting interest groups in society. In heterogeneous societies each sub-group may have its own agenda to further its own interests. It is difficult to analyze individual interactions such as classroom dynamics of teacher- student or student-student interactions from this perspective. It does not deal with the content of the educational process- what is taught and how it is taught.

NSOU ? CC-ED-03 ? 32 Individuals do not merely carry out roles within the structure, they create and modify them. 2.5 Sociological Assumptions Structural Functionalism is a sociological theory that explains why society functions the way it does by emphasizing on the relationships between the various social institutions that make up society (e.g., government, law, education, religion, etc). The structural-functional approach is a perspective in sociology that sees society as a complex system whose parts work together to promote solidarity and stability. It asserts that our lives are guided by social structures, which are relatively stable patterns of social behavior. Social structures give shape to our lives - for example, in families, the community, and through religious organizations. And certain rituals, such as a handshake or complex religious ceremonies, give structure to our everyday lives. Each social structure has social functions, or consequences for the operation of society as a whole. Education, for example, has several important functions in a society, such as socialization, learning. Functionalism also states that society is like an organism, made up of different parts that work together. Thus one of the key ideas in Structural Functionalism is that society is made-up of groups or institutions, which are cohesive, share common norms, and have a definitive culture. Assumptions There are a number of key assumptions in Structural Functionalist theory. Structural Functionalists look at institutions individually as though they are divorced from other institutions. This is a mistake, as institutions are interlinked in society and those employing a structural functionalist approach should be taken into consideration the network of relationships that exist between these institutions. The key Assumptions of the structural functionalist theory are discussed below- 2.5.1 Social cohesion Social cohesion describes the bonds that bring people together in a society, it refers to the extent of connectedness and solidity among groups. It identifies two main dimensions ? The sense of belonging to a community ? The relationships among the members of community In order for groups to be cohesive in a social context, positive membership attitudes NSOU ? CC-ED-03 ? 33 and behaviors have to be produced and maintained. Social cohesion can be looked at both an individual and group level. Individual-levels include an individual's desire or intention to remain a part of a group, her attitudes and beliefs about the group, the individuals' intention to sever, weaken, maintain, or strengthen her membership or participation in a group, and her susceptibility to group influence. Social cohesion at a group level is directly affected by the individual members. 2.5.2 Social inequality Social inequality refers to any scenario in which individuals in a society do not have equal social status. It is characterized by the existence of unequal opportunities and rewards for different social positions or status within a group or society. Areas of potential inequality include voting rights, freedom of speech and assembly, the extent of property rights and access to education, health care, quality housing and other social goods. Social inequality is an important characteristic of Structural Functionalism as the theory assumes, since inequality exists, there needs to be a certain level of inequality in order for a society to operate. One possible function of inequality is to motivate people, as people are motivated to carry out work through a rewards system. Rewards may include income, status, prestige, or power. Gender inequality offers a good illustration. According to Structural Functionalist perspective, women being subordinate to men, allows the wage-earners to function smoothly as everyone in the society knows his or her respective position in the hierarchy. The implication is that, because society is functioning smoothly with gender stratification, such stratification is acceptable and efforts should not be made to change the arrangement. This example illustrates that Structural Functionalism is generally seen as being supportive of the status quo. 2.5.3 Interdependence Interdependence is a central theme in structural functionalism; it refers to the parts of society sharing a common set of principles. Institutions, organizations, and individuals are all interdependent with one another. 2.5.4 Equilibrium and Role of Education Another key characteristic of Structural Functionalism is that it views society as constantly striving to be at a state of equilibrium, which suggests there is an inherent drive within human societies to cohere or stick together. This is known as the cohesion issue.

NSOU ? CC-ED-03 ? 34 Societies strive toward equilibrium, not through dictatorial mandate by the leaders of society but rather because the social structure of societies encourages equilibrium. Structural Functionalism does much to explain why certain aspects of society continue as they always have, despite some phenomena being clearly less beneficial for society as a whole (e.g., Jim Crow laws). However, Structural Functionalism falls short in explaining opposition to social institutions and social structure by those being oppressed. Fig. : General Diagram of Structural-Functionalism.png - Source : Wikimedia Commons 2.6 Summary In this unit, we have discussed about sociology as the foundation of educational studies and curriculum and Teaching methodologies depend on sociology. We have learnt about education as a process of socialization and also about the structuralism and functionalism approaches of sociology. This unit has tried to explain the sociological assumptions, social cohesion, social inequality, interdependence in Structural Factionalism.

NSOU ? CC-ED-03 ? 35 2.7 Self-Assessment Questions 1. Define education as a process of social change? 2. State the relation between education and sociology? 3. Do you think if we don't get educated, social change can happen? 4. Write the difference between structuralism and functionalism? 5. Name any two agents of socialization. 6. State any one function of education according to Durkheim. 7. What is social cohesion? 8. What is social inequality? 9. Define social interdependence. 10. Which one, according to you is the best approach to understand the individual and group behavior within society? 11. Do you think that there is any linkage between society and education? 2.8 References Aggarwal, J.C. (2002). Theory and principles of education(13th ed.). New Delhi: Vikash Publishing House. Bhatia, K. & Bhatia, B.D. (1992). Theory and principles of education (20th ed.). Delhi: Doaba House. Bhattacharyya, D.C. (1996). Sociology (6th ed.). Calcutta: Vijaya Publishing House. Pandey, R.S. (2009). Principles of education (13th ed.). Agra-2: Agrawal Publications. Ravi, S.S. (2015). A Comprehensive study of education (2nd ed.). Delhi: PHI Learning. Sharma, Y.K. (2016). Foundation in sociology of education. Delhi: Kanishka Publishers.

NSOU ? CC-ED-03 ? 36 Unit 3 ?? Education for Socialization Structure 3.1 Objectives 3.2 Introduction 3.3 Social Group 3.3.1 Concept of Social Group 3.3.2 Characteristics of Social Group 3.3.3 Social Group and Role of Education 3.4 Types of Social Group 3.4.1 Primary Group 3.4.2 Secondary Group 3.4.3 Tertiary Group 3.5 Socialization Process 3.5.1 Socialization and Role of Family 3.5.2 Socialization and Role of School 3.6 Summary 3.7 Self-Assessment Question 3.8 References 3.1 Objectives

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After going through this unit, you will be able to - ?

acquaint with the concept and characteristics of social Group; ? discuss the types of Social Group; ? explain the concept and process of of socialization.

NSOU ? CC-ED-03 ? 37 3.2 Introduction In unit one and two, we provided you a detailed understanding of the concept, nature, scope and approaches of sociology. In this unit we shall study the concept and characteristics of Social groups, the types of Social group. This unit also throws light on the socialization process and the role of family and school. When a baby takes birth, he/she becomes the member of a family and takes identity from the family. But the baby is not confined to the family throughout its life. He/she goes out of the family and shares the experiences of the people in the world outside. Man is a social animal; he is not only a member of the family. The Greek philosopher Aristotle said that Man is a social animal. He who does not live in society is either as a beast or as an angel. Man live in the society by maintaining and following some social relationships. Society starts with and for the people. The members of the society interact and establish relationship with the other member of the society to keep the society alive. These relationships and interactions in the society between and among the members take place through some forms. These forms are named as social group. Every individual belongs to one or the other group. His behavior pattern is influenced by the functioning of the group to a great extent. The study of group has, hence, achieved great significance these days. The process of socialization is another aspect in this unit. A child becomes the member of the society by the process of socialization. Socialization is the process by which the new generation learns the knowledge, attitudes and values that they will need as productive citizens. Socialization is the process by which an individual becomes a recognized, cooperative and able member through his interaction with social environment. Socialization is a process through which an individual learn kind of behavior, values and other's expectations. In details about social group along with the concept of socialization will be discussed in this unit 3.3 Social Group 3.3.1 Concept of Social Group Groups are the salient feature of the complex social set up. We know that society is composed of people. When the members of the society make "contact" and "communicate" directly or indirectly with the other members of the society, it takes the form of Social Group. These groups of the society are considered as the social group when the members

NSOU ? CC-ED-03 ? 38 stimulate and respond to one another in a meaningful way. Men everywhere live in group. The life of man is to an enormous extent a group life. Social groups are the essential part of our social arrangement. Social group is the collection of people who interact with one another directly or indirectly. We should remember that mere congregation of people in physical area does not form social group unless the member contact and communicate with others. Social relationship in the form of social contact and communication are the essential feature of social groups. Social groups are established to realize some common interest of the group. Let us know about few definitions of group. Definition of Social Group: To be clear about the concept of Social Group, we can go through the various definitions given by some eminent sociologists- Ogburn and Nimkoff, "Whenever two or more individuals come together and influence one another, they may be said to constitute a social group." Sheriff and sheriff, "A group is social unit which consists of number of individuals who stand in (more or less) definite status and role relationship to one another which possess a set of values or norms of its own regulating the behavior of individual members at least in matters of consequence to the group." Harry M Johnson, "A social group is a system of social interaction." William: "A social group is a given aggregate of people playing inter-related roles and recognized by themselves or others as a unit of inter-action." R. M .MacIver and Page, "Social group is any collection of human beings who are brought into human relationships with one another." The above definitions help us to get a clear concept of social group. 3.3.2 Characteristics of Social Group The following features are reflected in the Social Groups. Without these, the groups lack the social significance. Collection of individual: Social groups are the collection of individuals; without individual, there can be no group. Thus, collection of people is the most significant feature of social group.

NSOU ? CC-ED-03 ? 39 Inter-relation of members: Without interaction and interrelation, mere collection of members cannot be considered as social group. To be a social group, members must interact among themselves. Feeling of unity: Another essential characteristic of social group is the feeling of unity. This feeling develops a sense of sympathy and co-operation among the members. Mutual awareness: In social group, members are aware of the other members' interest, need and expectation. Common purpose: The most significant feature of social group is common purpose. Each social group is established with a common objective in view and the members work for its realization. Common behaviour: The members of the group behave in a more or less similar way. Collective behaviour is the feature of social group. Organization: A social group is always organized. It cannot remain unorganized. Group norms/standards: As the social groups are organized groups, they are determined by some norms which the members have to observe. Control over members: The groups have control over the members so that the norms of the group are not unobserved and destroyed. Size of the group: Variation in size is another feature of social group. Every group involves an idea of size. A group may be small, consisting of two people or large, consisting of lakhs of members. Duration: The stability or duration of the social groups varies from each other. Some groups are temporary unstable but some groups are stable like family.

NSOU ? CC-ED-03 ? 40 Changeability: The social groups are dynamic in nature, adaptable to changes. Old members die, new members are born. They are subject to change. 3.3.3 Social Group and Role of Education Social group provides requirement to the needy people belonging to this community. The satisfaction of this need plays a pivotal role and works as a force among individuals and unites them in the social groups. Society has divided people into different groups according to their needs and interests. These groups have reciprocal role in the society. They help one another and satisfy the need of the society and its people. The function of the institution depends upon the groups of people working in them. Education plays a vital role in regulating individual behaviour through transmitting a way of life and communicating ideas and values to the new generation. One way that education contributes to the regulation of society conducts as well as on the other side, it transmit its social heritage and helps to survive the social order by preparing the younger ones for their adult roles to maintain the society. Through the process of education society regulates the behaviour of social groups and enforces conformity to its norms. 3.4 Types of Social group Man's life is a group life to a large extent. If a person lives in society, he typically is also a member of a number of groups which may themselves be considered as existing in a society. A group is a number of people involved in a pattern of association with one another. Typical groups are a clique of friends, a political party, and a sports club. Two or more persons in interaction constitute a social group. It has common aim. In its strict sense, group is a collection of people interacting together in an orderly way on the basis of shared expectations about each other's behavior. As a result of this interaction, the members of a group feel a common sense of belonging. The key to the nature of human grouping is the notion of association. Groups are created and maintained because they enable individual members to attain certain goals or interests which they hold in common. Our social behavior and personalities are shaped by the groups to which we belong. Throughout his life, individual is a member of various groups, some are chosen by him, others are assigned to him at birth. Groups constitute the complex pattern of the 'social structure'. Groups are a part of society.

NSOU ? CC-ED-03 ? 41 Two or more persons in interaction constitute a social group. It has common aim. In its strict sense, group is a collection of people interacting together in an orderly way on the basis of shared expectations about each other's behaviour. As a result of this interaction, the members of a group, feel a common sense of belonging. A group is a collection of individuals but all collectivizes do not constitute a social group. A group is distinct from an aggregate (people waiting at railway station or bus stand) member of which do not interact with one another. The essence of the social group is not physical closeness or contact between the individuals but a consciousness of joint interaction. This consciousness of interaction may be present even there is no personal contact between individuals. For example, we are members of a national group and think ourselves as nationals even though we are acquainted with only few people. "A social group, remarks Williams, "is a given aggregate of people playing interrelated roles and recognized by themselves or others as a unit of interaction. The Sociological conception of group has come to mean as indicated by Mckee, " a plurality of people as actors involved in a pattern of social interaction, conscious of sharing common understanding and of accepting some rights and obligations that accrue only to members. According to Green, "A group is an aggregate of individuals which persist in time, which has one or more interests and activities in common and which is organized." According to MacIver and Page "Any collection of human beings who are brought into social relationship with one another". Social relationships involve some degree of reciprocity and mutual awareness among the members of the group. Thus, a social group consists of such members as have reciprocal relations. The members are bound by a sense of unity. Their interest is common, behavior is similar. They are bound by the common consciousness of interaction. Viewed in this way, a family, a village, a nation, a political party or a trade union is a social group. In short, a group means a group of associated members, reciprocally interacting with one another. Viewed in this way, all old men between fifty and sixty or men belonging to a particular income level are regarded as ' aggregates' or 'quasi-groups'. They may become groups when they are in interaction with one another and have a common purpose. People belonging to a particular income level may constitute a social group when they consider themselves to be a distinct unit with special interest.

NSOU ? CC-ED-03 ? 42 There are large numbers of groups such as primary and secondary, voluntary and involuntary groups and so on. Sociologists have classified social groups on the basis of size, local distribution, permanence, degree of intimacy, type of organization and quality of social interaction etc. 3.4.1 Primary Group No two groups are created equal. Each typically has its own purpose, culture, norms, etc. Sociologists differentiate between several different types of social groups. Primary groups are those that are close-knit. They are typically small scale, include intimate relationships, and are usually long lasting. The members of primary groups feel a strong personal identity with the group. In that case, the nuclear family is considered the ideal primary group by some sociologists, it is not the only example. Many people are also a member of a group of close friends. This group is usually small, and the relationships are still close-knit and enduring, so it is also a primary group. The term 'primary' is used with these groups because they are the primary source of relationships and socialization. The relationships in our primary groups give us love, security, and companionship. We also learn values and norms from our family and friends that stay with us for most, if not all, of our lives. The concept of primary group was introduced by Charles Horton Cooley, in his book "Social Organization" published in 1909. Though Cooley has never used the term 'secondary group', but while discussing the groups other than those of primary, some sociologists like K. Davis, Ogburn and McIver have popularized other groups such as secondary groups. Hence, the classification of primary and secondary groups is made on the basis of the nature of social contact, the degree of intimacy, size and the degree of organization etc. The Primary group is the most simple and universal form of association. It is nucleus of all social organizations. It is a small group in which a small number of persons come into direct contact with one another. They meet "face to face" for mutual help, companionships and discussion of common questions. They live in the presence and thought of one another. The primary group is a small group in which the members live together. In the words of C.H. Cooley "By primary groups I mean those characterized by intimate face to face association and cooperation. They are primary, in several senses, but chiefly in that they are fundamental in framing the social nature and ideal, of the individual". Such groups in Cooley's phrase are "the nursery of human nature" where the essential Sentiments of group loyalty and concern for others could be learned. C.H. Cooley regards

NSOU ? CC-ED-03 ? 43 certain face-to-face associations or groups like the family, tribe, clan, play groups, the gossip groups, kinship groups, the community groups, etc, as primary groups. These groups are primary because they are always "first" from the point of view of time and importance. "It is the first and generally remains the chief focus of our social satisfactions". Characteristics of a Primary Group Primary Group possesses certain essential traits. The following are the characteristics of Primary group.

1. Closeness or Physical Proximity: Physical proximity or presence provides an opportunity for the development of intimate and close relations. In order that relations of the people may be close, it is necessary that their contacts also should be close. Seeing and talking with each other makes exchange of ideas and thoughts easy. It is because the members of primary group meet and talk frequently that a good feeling and a sense of identify develop among them quickly. Prof. K. Davis remarked that physical proximity or face-to-face relation is not indispensable for establishing close contact or intimacy. For example, we may have face-to-face relations with our barbers or laundrymen; there may not be intimacy or primary group relationship with them. On the other hand, we may establish contact with our close friends through the correspondence of letter even though we may not have seen for many years. Relationships among primary group members are based on intimacy not on contractual obligations.
2. Smallness: Primary groups are smaller in size. The smaller the size of the group, the greater will be the intimacy among its members. Relationship can be intimate and personal only in a small group. It is a fact that intimacy declines as the size of the group increases. The limited size of the group facilitates the participation of all its members in its common activity. Better understanding and fellow feeling among the members can be possible only when the group is small in size.
3. Durability: Primary group is relatively, a permanent group. Intimacy between the members becomes deeper because they meet frequently and are closely associated with one another. The longer is the duration of the acquaintance, the greater the intimacy. All the members of the

NSOU ? CC-ED-03 ? 44 primary group try to fulfill the condition of continuity or durability of relationship.

4. Identity of Ends: Members of a primary group have similar attitudes, desires and objectives. They all work together for the fulfillment of their common end. Every member tries to promote the common welfare of his group. The experiences, pain and pleasure, success and failure, prosperity and adversity of an individual member is shared by all the members of the group. The interests of one are the same as the interests of other. Kingsley Davis has rightly remarked "the child's needs become the mother's ends". Such a complete and mutual identity of ends is seldom found.
5. Relationship is an end in itself: The Primary relationship is regarded not as a means to an end but rather as an end itself. If the people make friends for specific purpose or means, we cannot regard their friendship as genuine. A genuine friendship or true love is not formed for a purpose. It is above the consideration of any selfish interest or interests. Friendship is a source of pleasure, it is intrinsically enjoyable. The primary relations are voluntary and spontaneous because they possess intrinsic value.
6. Relationship is Personal: The primary relationship is a matter of persons. It exists because of them and it is sustained by them. It should be noted that this relationship comes to an end as soon as one of the partners disappears from the primary group. The personal relationship is non transferable and irreplaceable. One individual cannot be substituted by another individual in the same relationship, for example, no one can take the place of our dead friend. The vacuum created by his death cannot be filled in, nor can anybody establish and continue the same kind of relationship with us after his death. If the particular person in whom our interest is centered disappears, the relationships also disappear. Such are the relationships between friends, husband and wife.
7. Relationship is Inclusive: In the primary group, we face our fellows as total human beings. A person comes to know his fellow in all the details of his life, as a whole being. A person in the primary group

NSOU ? CC-ED-03 ? 45 is not merely a legal entity, an economic cipher or a technological Cog. He is all of these, rolled into one. He is the complete concrete person. It is thus become clear that primary relationships are non-contractual, non-economic, non-political and non-specialized; they are personal, spontaneous, sentimental and inclusive.

Importance of Primary Group: The primary group is considered to be equally important both for the individual and society. **Individual point of view:** The primary group plays a commanding role in the development of human personality. It is fundamental in forming the social nature and ideal of the individual. It is regarded as a nursery of human nature. The development of "self" - the core of personality depends on close, intimate and personal contacts. It is in the primary group - the family - that the individual in his formative stages identifies him with others and takes over their attitudes. In the family the child acquires all his fundamental habits-those of his bodily care, of speech, of obedience or disobedience, of right or wrong, of sympathy, of love and affection. Similarly, in the primary group - the play group, the child learns to give and take with other children. The play group affords him early training in meeting his equals, learning to cooperate, to compete and to struggle. The primary groups, such as family or the play group, are pre-eminently the agencies of socialization. That is why the family is often said to be the foundation of society and the play group, the best school for the future citizen. The primary groups not only satisfy the human needs but also provide a stimulus to each of its members in the pursuit of interest. The face-to-face association-ship or the close physical presence of others acts as a stimulus to each. One feels that he is not alone pursuing the interest but there are many others who along with him are devoted to the same pursuit. "Through participation of all, the interest gains a new objectivity". This feeling stimulates one to keener efforts, by enlarging and enriching the character of the interest. **Societal point of view:** Primary groups are important not only from the individual's point of view, they are equally important from societal point of view. Primary group acts as an agency of social control. It not only provides security to the members but also controls their behaviour and regulates their relations.

NSOU ? CC-ED-03 ? 46 The primary groups, such as the family or the play group, are pre-eminently the agencies of socialization. They transmit culture and in this respect they are irreplaceable. They help the individuals to acquire basic attitudes towards people, social institutions and the world around him. The attitude of kindness, sympathy, love, tolerance, mutual help and sacrifice which provide the cementing force to social structure are developed in the primary groups. From such experiences and attitudes spring the desire for democracy and freedom. The members are taught by the primary groups to work in the society according to their roles with efficiency. In this way, primary groups run the society smoothly and maintain its solidarity. "It is the first and generally remains the chief focus of our social satisfactions."

3.4.2 Secondary Group The Secondary groups are of special significance in modern industrial society. They have become almost inevitable today. Their appearance is mainly due to the growing cultural complexity. Secondary groups may be defined as those associations which are characterized by impersonal or secondary relations and specialization of functions. K. Davis says that "The secondary groups can be roughly defined as the opposite of everything already said about primary groups." They are also called "special interest groups" or "self-interest groups". The examples of secondary groups include a city, a nation, a political party, corporation, labor union, an army, a large crowd etc. These groups have no direct bearing on the members. Here members are too many and too scattered. Here human contacts are superficial, undefined and mechanical. Different sociologists have defined secondary group in different ways. Some of the important definitions are given below. According to C.H. Cooley, "Secondary groups are wholly lacking in intimacy of association and usually in most of the other primary and quasi-primary characteristics". As Ogburn and Nimkoff say, "The groups which provide experience lacking in intimacy are called secondary groups". According to Kingsley Davis, "Secondary groups can be roughly defined as the opposite of everything said about primary groups". Robert Bierstedt says, "Secondary groups are all those that they are not primary".

NSOU ? CC-ED-03 ? 47 Characteristics of a Secondary Group: The characteristics of secondary group are as follows: 1. Large in Size: Secondary groups are relatively large in size. These groups comprise a very large number of persons. For example, a political party, a trade union, international associations, such as Rotary Club, Lions Club, the Red cross Society which consists of thousands of members scattered all over the world. 2. Formality: The relations of members in a secondary group are of a formal type. It does not exercise primary influence over its members. Secondary groups exert influence on the members indirectly. They are controlled by formal rules and regulations. Informal means of social control are less effective in regulating the relation of members. Formal social controls such as law, legislation, police, court etc. are very much important for the members. Moral control is only secondary. A formal authority is set up with designated powers in secondary groups. Here man is a legal and not a human entity. 3. Impersonality: Secondary relations are impersonal in nature. In the large scale organization, there are contacts and they may be face-to-face, but they are, as says K. Davis, of "the touch and go variety." Here contacts are chiefly indirect. The two persons may never see each other. Relations among them are impersonal, because members are not very much interested in other members as 'persons'. They are more concerned with their self-centered goals than with other persons. There is no sentiment attaching to the contacts. It is not required that the parties know each other. For example, in the large scale factory organization, the members are known to each other as the boss, the foreman, skilled workers, ordinary workers etc. The secondary relations are viewed as a means to an end and not an end in itself. 4. Indirect Cooperation: Indirect cooperation is another characteristic of secondary groups. In it, members do different things interdependently. All contributes to the same result, but not in the same process. They do unlike things together. In the large scale organization where division of labour is complex, the members have not only different functions but different powers, different degrees of participation, different rights and obligations.

NSOU ? CC-ED-03 ? 48 5. Voluntary Membership: The membership of most of the secondary groups is not compulsory but voluntary. Individuals are at liberty to join or to go away from the groups. It is not essential to become the member of Rotary International or Red Cross Society. However, there are some secondary groups like nation or the State whose membership is almost involuntary. 6. Status Depends upon Role: In secondary groups the status or position of every member depends on his role. The determination of his status is not influenced by ascription or by his birth or personal qualities but by the achievement or the role he plays. For example, the status of the President in a trade union depends upon the role he plays in the union and not upon his birth. Importance of Secondary Group: The secondary groups occupy a dominant place in modern civilized and industrial societies. Where life is relatively simple or where the number of people is small, the face to face group may be sufficient for most purposes. But as the society expands demanding more and more division of labour and specialization of functions, the large-scale secondary groups become necessary. The small communities have now given way to large communities. In place of cottage industry we have now grant corporations employing thousands of people. Population has moved from the village to the city. The changing trends of modern society have swept away primary groups. Man now depends more on secondary groups for his needs. The child was formerly born in the warm atmosphere of the family, now he is born in the cold atmosphere of the hospital. The followings are the advantages of secondary groups: 1. Efficiency: The secondary group helps its member to improve their efficiency in their specific field of activity and in consequences, they become experts. The emphasis is on getting the job done. Sentiment, emotion is subordinated to achievement. A formal authority is set up with the responsibility of managing the organization efficiently. The secondary relationships are instrumental in accomplishing certain specific tasks. In this sense, they may be regarded as functional in character. 2. Wider Outlook: The secondary group broadens the outlook of its members. It accommodates a large

NSOU ? CC-ED-03 ? 49 number of individuals and localities which widens the outlook of its members. It is more universal in its judgment than the primary group. 3. Wider Opportunities: The secondary groups have opened channel of opportunities. A large number of professions and occupations are opening the way for specialized careers. Secondary groups provide a greater chance to develop individual talents. The talented individual cannot rise from an unknown background to the highest position in business, industry, civil and technical services. The functions of secondary groups are essential for our society if we wish to enjoy our current life styles. The people are becoming more and more dependent on these groups. The tremendous advances in material comfort and in life expectancy in modern world would be impossible without the rise of goal-directed secondary groups. Difference between Primary Group and Secondary Groups: It is important to mention here that dichotomy between primary and secondary' groups were perceived by Cooley but it was not elaborated by him. However, the following are the chief points of difference between the primary group and secondary group. 1. Size: A primary group is small in size as well as area. The membership is limited to a small area. It is not spread over the whole world. At the other end in a secondary group the membership is widespread. It may contain thousands of members scattered in different parts of the world as is the case with a corporation. 2. Physical Proximity: Primary groups are based on close contacts. People in these groups do not merely know one another and interact frequently. But they know one another well and have strong emotional ties. Secondary groups do not give its members feeling of close proximity that primary groups give. In primary group, one is concerned with the other person as a person, but as a functionary who is fitting a role. 3. Duration: Primary groups exist for a longer period. Relationships in primary group are permanent in nature. Secondary groups, on the other hand are based on temporary relationship. For example, members of a club frequently come and stay only for a few hours at a time. NSOU ? CC-ED-03 ? 50 4. Kinds of Cooperation: In a secondary group, the cooperation with the fellow members is direct. The members cooperate only to achieve the objective of the group. In a primary group, on the other hand, the members directly cooperate with each other participating in the same process. They sit together, discuss together and play together. 5. Types of Structures: Every secondary group is regulated by a set of formal rules. A formal authority is set up with designated powers and a clear cut division of labour in which the function of each is specified in relation to the function of all the rest fellows. The primary group is based on an informal structure. The members participate in the same process. No formal and detail rules are drafted. The structure is simple. 6. End in itself versus Means to an End: Primary groups are an end in themselves. Individuals enter into primary relations because such relations contribute to personal development, security and well-being. Secondary group on the other hand is goal oriented. Membership is for some limited and well-defined objective. For example, if marriage is done purely with an economic gain, it lacks warmth and quality which we think should go into marriage. On the other hand, members of the secondary group value extrinsic political, economic or other benefits of the relationship rather than relationship itself. 7. Position: In primary groups, the position or status of a person is fixed according to his birth, age and sex. But in secondary groups, the position of a person is determined by his roles. For example, in family, the position of father is based upon birth, whereas in a trade union the position of the president depends upon the roles he plays in the union. 8. Difference in Development of Personality: Primary group is concerned with the total aspects personality of a person and it develops his whole personality. Secondary group, on the other hand, is concerned with a particular aspect of personality and it develops only that aspect. In this way, the qualities live, love, sympathy, obligation, mutual help, and tolerance etc. flourish in primary groups, while secondary groups promote self-interest and individuality.

NSOU ? CC-ED-03 ? 51 9. Relationship: The relationship of members with each other in primary group is direct, intimate and personal. They meet face to face and develop direct contacts. A secondary group is based on impersonal relationships. It does not exercise a primary influence over its members because they do not live in presence and thought of one another. They perform their jobs, carry out the orders, pay their dues and contribute to the group interest, still may never see each other. Paul Landis Says, "Secondary groups are those that are relatively casual and impersonal in their relationships - Relationships in them are usually competitive rather than mutually helpful. People in primary group share their feelings, thoughts, fears and doubts without worrying that others will think less of them. On the other hand, in secondary group individual interact with part of their personality. There is a feeling of external constraints between members. The relations between a customer in a restaurant and a waiter are may be the example. Each member of a Secondary group is involved with only a segment of the other's lives and sometimes that segment is very small. The relations are unsentimental and limited in scope. 10. Social Control: The mode of recruitment to the primary group is formal. Therefore, formal means of social control are more effective. As members have closeness and greater intimacy, there is great control over a member. Neighborhood and family control is very complete control and the individual sometimes wishes to escape it by getting into more impersonal life of a larger setting such as a big city. Secondary group on the other hand, uses formal means of checking deviation of violation of norms. Formal agencies of social control are more effective as formal relations exist between the members. 3.4.3. Tertiary group Any group accepted as model or guide for shaping one's attitude, behavior and evaluations is called a tertiary group or reference group. For members of a particular group another group is a tertiary group if any of the following circumstances prevail— ? When members of the first group aspire membership in the second group, the second group becomes the tertiary group,

NSOU ? CC-ED-03 ? 52 ? When members of the first group strive to be like members of the second group, ? When the members of the first group derive some satisfaction from being unlike the members of the second group in some respect and even strive to maintain the difference between themselves and the members of the second group. 3.5 Socialization Process Concept: After taking birth the child engages himself in the fulfillment of animal needs. As he grows up, he undergoes changes according to the desires, recognitions, and ideals of his society. Adults are inspired with the ideals of the society. The child has to learn all these social processes, and then only he would achieve proper development of his personality. It is a lifelong process through which people learn the values and norms of a given society. According to Drever, "Socialization is a process by which the individual is adapted to his social environment (by attaining social conformity), and becomes a recognized, co-operating and efficient member of it." Definition: According to the anthropologists like Margaret Mead and Linton, socialization is the process of adopting the culture of any group. Under culture we include the traditions, attitudes, habits, knowledge, art and conventions of a group. According to Ross, socialization involves the development of a feeling and ability of companionship and intention of working together. According to Cook, as consequences of the process of socialization the child himself takes social responsibility and contributes in the development of the society. Process of Socialization: Among the various factors which play vital role in this process, the following are the prominent one - 1. Child Rearing: The upbringing of a child plays a significant role in the socialization of a child. As the way in which the parents bring up the child and as the atmosphere which is available to the child in his early childhood, accordingly the feelings and experiences develop in the child. Parents build cultures, norms, customs among their children through this process of socialization which in education termed as informal education.

NSOU ? CC-ED-03 ? 53 2. Sympathy: Like upbringing, sympathy also plays an important role in the socialization of a child. It may be noted that during infancy, a child is fully dependent on his family for the fulfillment of all his needs requirements. Not only the fulfillment of the needs enough, others should also show full and real sympathy with the child. It is sympathy which develops we- feeling in the child and he learns to discriminate between his real well-wishers and other members of society. He begins to love those persons more and more who behave with him sympathetically. 3. Co-operation: Society makes the child social. In other words, the co-operation of society plays an important part to socialize the child. As the child receives co-operation of others towards him, he also begins to extend his hearty co-operation towards other members of society. 4. Suggestion: Social suggestions powerfully influence the socialization of a child. It is natural fact that a child acts according to the suggestion received from his well-wishers. Thus, suggestion determines the direction of social behavior. 5. Identification: Sympathy, love and suggestion of parents, relations and well-wishers develop in the child a feeling of identification with others. Those who behave with the child sympathetically, the child considering them as his well-wishers, begins to act according to act according to their ideals, language and standard of living. 6. Imitation: The basic factor in socialization is the process of imitation. This is the most potent way of learning by a child. He imitates the behavior, impulses and feelings of his family members. In this way, learning by imitation is the most powerful means of socializing a child. 7. Social Teaching: Besides imitation, social teaching also influences the socialization of a child. It may be noted that social teaching takes place in the family, among friends and relations who guide the child in one way or the other.

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8. Reward and Punishment: Reward and punishment have a great influence on the socialization of a child. When a child behaves according to the ideals and belief of society, people appreciate and approve his behavior. On the contrary, when he does some anti-social act, he is criticized and condemned by society. This type of punishment weans the child away from unsocial activities leading towards proper socialization.

3.5.1 Role of Family in Socialization: Family is a fundamental social institution in society, the family, is considered the primary and most important agent of socialization. Family typically consists of a man and woman and their children or two or more people who usually reside in the same home and share same goals and values. Traditionally, in all societies, the family has always been seen as a social institution; that has the biggest impact on society. Everyone is born into some form of family, with the family taking the responsibility of nurturing, teaching the norms or accepted behaviors within the family structure and within society. Basically it may be say that the process of socialization begins for every one of us in the family. Here, the parental and particularly the maternal influence on the child are very great. The intimate relationship between the mother and the child has a great impact on the shaping of child's abilities and capacities. The parents are the first persons to introduce to the child the culture of his group. The child receives additional communications from his older siblings, i.e. brothers and sisters, who have gone through the same process - with certain differences due to birth order and to the number and sex of the siblings.

3.5.2. Role of School in Socialization: School is the essential part of the society. It works like the social organization because school. Provides an exposure to every individual and it prepares the students to learn social roles according to their capacities in the school. Every student passes most of the time of his day in school and this time is utilized to learn different social things. Every individual learns about social life, social norms and social believes in school. Hence, in the process of socialization school plays a very significant role. Most important function of school is preservation of culture and civilization: Every society has own customs, convention, traditions, norms, art, religion, which has inherited from ancient period, in this process of socialization school help us to hand over the cultural values and behavior patterns of the society to his young generation. In this process of socialization student acquire the knowledge of cultural values and different norms of the society. Through education students get knowledge of 3R's i.e. Reading, writing and arithmetic which help students to work skillfully in day to day life and live happily in the society. It is a only school education which convert these 3R's in to 7R's i.e. Reading, writing and arithmetic relationship, responsibilities, recreation and reorganization. Only through school education students make familiar about social responsibilities as social being. School provide democratic climate which helps student to acquire democratic norms. Students learn how to live with democratic norms and how to behave with each other which help in the process of socialization. School education is a process of living through continuous reconstruction of the individual which enable students to control his environment and fulfill possibilities. School encourages students to participate in various kinds of co-curricular activities; these activities help students to develop leadership among them. The school provides social environment before children by organizing community work, social service camp and social functions and annual functions, so that all the social norms and values namely sympathy, co- operation, tolerance, social awareness in them, thus school develops social dealing in all children. In the light of above discussion we can say that school has special significance in the socialization process. Whereas education is a continuous and dynamic process, which develops thinking and reasoning ,problem solving, skills, cultural values, democratic values, adjustment among the students to behave properly in the society, this shows that education as a process of socialization. In the light of this, Emile Durkheim, a French educational sociologist has explained the role of education in socialization of child as "Education is the influence exercised by adult generation on those that are not yet ready for social life. Its object is to arouse and to develop in the child a certain number of physical, intellectual and moral traits that are demanded of him by the society". More briefly education is a socialization of the young generation. Schools socialize children in several ways. First, students learn a formal curriculum, informally called the "three Rs": reading, writing, and arithmetic. This phase of their socialization is necessary for them to become productive members of their society. Second, because students interact every day at school with their peers, they ideally strengthen their social interaction skills. Third, they interact with authority figures, their teachers, who are not their parents. For children who have not had any pre-schooling, their teachers are often the first authority figures they have had other than their parents.

NSOU ? CC-ED-03 ? 56 The learning they gain in relating to these authority figures is yet another important component of their socialization. Functional theorists cite all these aspects of school socialization, but conflict theorists instead emphasize that schools in the United States also impart a hidden curriculum by socializing children to accept the cultural values of the society in which the schools are found. To be more specific, children learn primarily positive things about the country's past and present; they learn the importance of being neat, patient, and obedient; and they learn to compete for good grades and other rewards. In this manner, they learn to love their own country and not to recognize its faults, and they learn traits that prepare them for jobs and careers in future to be a productive citizen of the country. By transmitting the culture of the society - both material and non-material -- the education system ensures continuity of norms and values and the handing-on of skills. Social influences begin long before the start of formal education and goes on long after it. However, the education system remains central, for it is the means by which society consciously sets out to transmit values and norms to a new generation.

3.6 Summary A group becomes social when interaction interplays among its participants. Social interactions are the basic condition of social group. People walking in markets, in fairs, travelling in train are not social groups. The main reason is that there is no social interaction taking place among them. Two persons, one in Ahmedabad and the other in New York, having interactions on telephone forms it although they are far away from each other. Therefore social interaction is the basic condition of social groups. Social group is the foundation of society and culture. Man is also a product of group life. Most of the Anthropologists believe that humankind is a successful animal in this planet because of their living together on this earth. Man has always been dependent upon his fellow beings for defense, food and shelter. They mutually satisfied their various needs by cooperation among various people in society. This mutual help brought them into social contact with one another and the social group was formed. It was the real foundation of human society. On the basis of the frequencies of the contact, social groups may be categorized in various ways namely primary, secondary, formal and informal, in and out, reference, ethnic and tertiary etc. in this discourse the primary, secondary and tertiary groups will be discussed. This unit has been concerned with the concepts and changes. It has focused how social group operates and how socialization process influencing

NSOU ? CC-ED-03 ? 57 process in several ways at various levels. Our discussion was also focused the entire process of socialization.

3.7 Self-Assessment Questions 1. What is social group? 2. Write any two characteristics of social group? 3. What is the role of education towards social group? 4. What is primary group? 5. Write one characteristics of primary group. 6. State one example of primary group. 7. What is secondary group? 8. Write one characteristics of secondary group. 9. State one example of secondary group. 10. State one advantage of secondary group. 11. Write one difference between primary and secondary group. 12. What is tertiary group? 13. State anyone example of secondary group. 14. What is socialization? 15. Name any two agents of socialization? 16. What is the role of family in the process of socialization? 17. State role of school in socialization.

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NSOU ? CC-ED-03 ? 59 Unit 4 ?? Social Thoughts Structure 4.1 Objectives 4.2 Introduction 4.3 Indian Social Thinkers 4.3.1 G. S. Guhurye as an Indian Social Thinker 4.3.2 Radhakamal Mukherjee as an Indian Social Thinker 4.4 Western Social Thinker 4.4.1 Durkheim as Western Social Thinker 4.4.2 Cooley as Western Social Thinker 4.5 Theoretical Paradigms of Sociology 4.5.1 Symbolic Interactionist Perspective 4.5.2 Functionalist Perspective 4.5.3 Conflict Perspective 4.6 Summary 4.7 Self-Assessment Questions 4.8 References 4.1 Objectives

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After going through this unit, you will be able to ?

state about G.S.Guhurye's and Radhakamal Mukherjee's contributions and approaches as Indian Social Thinkers ; ? describe about Durkheim and Cooley as the Western Social Thinkers ; ? elucidate theoretical paradigms of sociology.

NSOU ? CC-ED-03 ? 60 4.2 Introduction There is an old story of describing elephants by seven blind men who had not seen it and had any idea regarding that. Touching the trunk, someone said that it was like a serpent, touching the body, one narrated it as a wall, touching the tail someone perceived it as a long rope. Thus like the huge body of elephant, sociology is interpreted differently in different ideologies.

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In describing Ghurye, two approaches may be approximated. First, one may divide the entire range of Ghurye's writing into a number of broad themes and analyze each of these items showing how Ghurye discussed the institutions and processes. As the following unit will reveal a thematic analysis of Ghurye's writing as an imperative necessity to assess him properly.

His

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major writings have been arranged thematically. Thus caste, tribes, family and kinship, culture and civilization, religious institution, social tensions etc have been separately analyzed in the body of this unit. An attempt has also been made to explain not only the thoughts of writing of Ghurye but also to make a critical assessment of them vis-à-vis contemporary sociological thinking and researches obviously, the present author tried to be as much as analytic as possible in accepting or confuting Ghurye's contributions. Secondly, the question whether Ghurye's writings can be divided into different phases is also relevant here. The question is important because Ghurye was a prolific writer and had written for more than sixty years. We know that there are writers who have changed their opinion and even approaches in different phases of their life. Hardel Laski, for example, possessed an acute, an analytical and receptive mind and one is to take into consideration the different phases of life in order to analyze his thoughts. 4.3

Indian Social Thinkers 4.3.1 G. S. Guhurye Biographical Sketch

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Ghurye stands as the commander in the Indian Sociological frontiers. He has often been acclaimed as the 'father of Indian Sociology'. Ghurye was the first scholar, who had built up the entire first generation of Indian Sociologists in Post- independent period, almost single handedly. Ghurye backs the credits of being the founders of Indian Sociological Society and the Sociological Bulletin. Ghurye is often accredited as "Theoretical Pluralist" because he tried to study Indian Society and culture through multiple methods.

He relied

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on both the empirical and textual methods for studying Indian Society.

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Ghurye was initially influenced by the diffusionist approach of Anthropology and later on he switched to the study of Indian

Social reality from Ontological and Anthropological perspective.

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Ghurye's Indological Approach hovers around the study of Indian Culture and Social Structure drawing its sustenance from sanskritic literature base. He

was more influenced by the writings of Indologists of Bhandarkar Institute of Bombay rather than the British writings established by Sir William Jones or Max Muller. So he is often said to be relying on indigenous Indology. Ghurye tried to make a judicious blending between the Indological and Sociological discipline.

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Ghurye's "Caste and Race in India" tried to make a reconstruction of a very orthodox traditional and age old social institution of India i.e. Caste. In

this land mark work he made a long journey from the traditional textual interpretation of caste from sanskrit literature base to its modern social reality with changing function. According to Ghurye Sociology of India is not static, it emanates from the ancient India, travels through mediaval India and reaches Modern India. Ghurye realized that if an institution cannot be studied in those three distinct phases then we cannot make a claim that we have made a study in totality. Phrasal study of an institution makes a study fragmented and haphazard.

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Ghurye viewed that an institution should be studied on the basis of three things that are transition, transplantation and transformation.

Works &
Writings:

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SA Approaches to Understand Indian Society.docx (D30267950)

The few broad areas that have been identified in Ghurye's writings are; 1. Caste. 2. Tribe. 3. Kinship. 4. Culture and Civilization. 5. Religion. 6. Sociology of Conflict and Integration. 7. Family and Marriage.

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Ghurye made original contribution to the study of Indian religious beliefs and practices. He wrote six books to bring out the role of religion in society. These are: Indian Sadhus (1953), Gods and Men (1962), Religious Consciousness (1965), Indian Accumulation (1977), Vedic India (1979), and The Legacy of Ramayana (1979).

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Caste in India Ghurye's understanding of caste is comparative, historical and Indological as well.

Unlike his contemporaries he doesn't glorify or condemn caste, rather

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he considers caste as a product of Indian culture, changing with the passage of time.

Hence, it is a subject of sociological interest. Ghurye studies caste mostly as a diffusionist and a historian than as an Indologist.

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In his book "Caste and Race in India", he agrees with Sir Herbert Risley that caste is a product of race that comes to India along with Aryans.

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Ghurye considers it as unfortunate that caste system is mostly understood in terms of Brahminic domination. Caste has gone through the process of fusion and fission in different ways in Indian history.

During Vedic period caste was a product of race. Aryans distinguished themselves from non-Aryans just

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in terms of color but subsequently different ethnic groups developed alliance/relationship with each other and Hindu culture and

values moved from Aryan community to non-Aryan communities. Aryans never introduced themselves as Brahmins or as a superior race as against

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non- Brahmins. Aryan society itself practiced different kinds of occupations which were allocated to different individuals and families. On the basis of their occupation caste names were allocated to different groups. Therefore Aryans society had architects, peasants, warriors, artisans and

their society was highly disciplined, organized and progressive.

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Ghurye tells that it may be a matter of fact that caste evolved in India with the advent of Aryans, as their racial character was different from Indians. But at the same time there were different racial categories present in India prior to coming of the Aryans.

India was not the home land of one racial group. Aryans advent added one more race to the already existing ones. Caste was not a

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hierarchical exploitative system. Aryans carried with them caste system which promoted discipline in their life giving them specialization over particular occupation. No caste was superior or inferior. Occupation change was

possible. Hence Aryans became highly specialized and indigenous. People looked forward to Aryans for progress. Therefore they started imbibing these elements into their life. Rulers were taught the virtues of Aryans by the Brahmins who glorified the Aryan culture. These mobile saints spread the embodiment of caste to non Aryans. Ghurye points out that caste was considered as

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central to organized form of division of labor in Aryan society. When Aryans and indigenous communities developed interpersonal relationship through communication and warfare, the disciplined nature of Aryan society was appreciated by indigenous rulers who injected the elements of caste into their social life. In addition to that, priests, monasteries and travelers glorified the virtues of Aryan caste system. Hence the element of caste radiated from northern India to other parts of the country.

NSOU ? CC-ED-03 ? 63 Features of Caste:

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Ghurye explained caste in India on the basis of six distinctive characteristics: ? Segmental division of society ? Hierarchy ? Civil and religious disabilities and privileges ? Lack of unrestricted choice of occupation ? Restriction on food, drinks and social intercourse ? Endogamy.

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Segmental division of the society: Segment is the compartmentalization of the population into groups. It is basically horizontal in character. It generates social grouping but not labelling.

The membership is ascribed in character, i.e. it is based on birth and flows from generation to generation. Based on the membership every member has fixed status, roles and tasks. According to the roles assigned they have to perform it. There are moral ethics, obligations and justification value behind these roles.

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Hierarchy: It is the second major characteristic of caste through which Hindu social organization and Indian Society penetrates. After the segmental divisions of the society, they are put in a pyramidal structure then it is called as hierarchy.

Certain cultural principles like purity and pollution, prioritization of certain group, preferences of the society, determine the positioning of the social segments in the hierarchy in layer. The layering of the segments is basically vertical in nature. This caste hierarchy is responsible for spelling out the access and prevention of caste and it becomes the primary consideration for role allocation, responsibility sharing and the imposition of restrictive rules. Hierarchy determines caste norms. According to Ghurye hierarchy becomes the major consideration for deciding all these aforesaid variables. It basically implies the Division of Labour. The entire gamut of activities in the society is divided into four types like religious, governance, maintenance and menial. Among all these activities the religious activities are given the highest position in society. Therefore Brahmin are given this responsibility. The second major activity is governance, NSOU ? CC-ED-03 ? 64 which implies for managing the state craft and defending the populace from external aggression. So it is accorded to Khatriyas. The managerial activities are fixed on Vaishyas, who have to generate sustenance for the society. And the menial activities though an integral part of the society, are given the least priority and accorded to the shudras. Thus it is the hierarchy that determines the roles. The higher the position in the hierarchy the greater is the role and higher is the responsibility. Hierarchy also determines the individual's access to life chances (education, health, nutrition) and life resources (wealth, power, property). The higher the position in caste hierarchy the easier becomes the access and vice-versa. The concept of distributing justice was never prevalent but was ever violated in caste system. It was not the productive contribution but the preferential caste position that determines the caste rights. Rights were never demanded in caste society but were preferentially imposed on certain caste. Prevalence was for higher caste and prevention was for the lower caste. Restrictive rules were hierarchically driven in character. Every caste had got its typical culture. It formulates its own rules to govern the activities, behavior, attitude, perception of its own members. Restrictive rules in general had its own inter-caste and intra-caste implications. Restrictive rules were more for the Shudras in terms of taboos set for them. Restrictive rules did not have rigor or figure in the middle of hierarchy like Khatriyas, Vaishyas but restrictive rules were again strengthened for the higher caste like Brahmin. Civil and religious disabilities: Civil and religious disabilities expressed the rigidity of the caste system.

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To Ghurye the general reflection of Hindu social life was observed and felt through such disabilities. The

disabilities were common to caste in different parts of the country but the caste groups included in it were not common, rather there are variations. Civil and religious disabilities basically came from

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the concept of purity and pollution. Disabilities were for impure and polluted caste and privileges were for pure/higher castes. Lack of unrestricted choice of occupation: The occupations

have been fixed by heredity.

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Generally they have not been allowed to change their traditional occupations.

Members of a caste maintain their supremacy and secrecy in their jobs and do not allow the other caste group to join in. The upper caste people like Brahmins are free to opt for study of religious books, while this cannot be done by other classes. The lower ranking activities like sweeping bathrooms, washing clothes, scavenging etc have been kept in untouchable category.

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Restriction on food, drinks and social intercourse: Some rules have been imposed upon all caste people. Restriction on feeding and social intercourse is still prevalent in Indian society. There are two types of food i.e. Kachha (Raw) food and Pakka (cooked) food upon which certain restrictions are imposed with regard to sharing,

for example: ? Caste groups from whom twice born caste people can accept Kachha food; ? Caste group from whom twice born caste people can accept Pakka food; ? Caste groups from whom twice born caste people can accept water but no food; ? Caste groups from whom twice born caste people do not accept water or food and maintain distance.

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Endogamy: Indian caste system is also polarized due to endogamy being determined primarily by Caste. People can marry within caste only. To disobey the caste rule is not only treated as a crime but is also condemned as a sin. The caste panchayat not only denounces inter- caste marriages but also imposes severe punishment upon those who break these rules.

Tribes in India:

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Ghurye's works on the tribes were general as well as specific. He wrote a general book on Scheduled Tribes in which he dealt with the historical, administrative and social dimensions of Indian tribes. He also wrote on specific tribes such as the Kolis in Maharashtra. Ghurye presented his thesis on tribes at a time when a majority of the established anthropologists and administrators were of the opinion that the separate identity of the tribes is to be maintained at any cost. Ghurye, on the other hand, believed that most of the tribes have been Hinduized after a long period of contact with Hindus. He holds that it is futile to search for the separate identity of the tribes. They are nothing but the 'backward caste Hindus'. Their backwardness was due to their imperfect integration into Hindu society. The Santhals, Bhils, Gonds, etc., who live in South-Central India are its examples (Ghurye, 1963). There has been fierce debate between G.S. Ghurye and Verrier Elwin. Elwin in his book 'Loss of Nerve' said that tribals should be allowed to live in isolation, whereas Ghurye argued that tribals should be assimilated into Hindu castes. Thus, Ghurye holds the view that a grand historical process of merger between two

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communities has almost been completed. Consequently, tribes, now, may be regarded as 'backward Hindus'. The incorporation of Hindu values and norms into tribal life was a positive step in the process of development. The tribes in India had slowly absorbed certain Hindu values and style of life through contact with the Hindu social groups. Today, it is being considered

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a part of Hindu society. Under Hindu influence, the tribes gave up liquor drinking, received education and improved their agriculture. In this context, Hindu voluntary organizations, such as Ramakrishna Mission and Arya Samaj, played a constructive role for the development of the tribes. In his later works of north-eastern tribes, Ghurye documented secessionist trends. He felt that unless these were held in check, the political unity of the country would be damaged. Ghurye presented a huge data on the thoughts, practices and habits of the tribes inhabiting the Central Indian region. He quoted extensively from various writings and reports to show that Kataris, Bhuiyas, Oraons, Khonds, Gonds, Korkus etc. have substantially adopted Hinduism as their religion. Ghurye suggested that the economic motivation behind the adoption of Hinduism is very strong among the tribes. They can come out of their tribal crafts and adopt a specialized type of occupation, which is in demand in society. Rural-Urbanization: Ghurye remained occupied all through his life with the idea of

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securing the advantages of urban life simultaneously with nature's greenery. Therefore, he discussed the process of rural-urbanization in India. He viewed that the urbanization in India was not a simple function of industrial growth. In India, the process of urbanization, at least till recent years, started from within the rural area itself. He traced Sanskrit texts and documents to illustrate the growth of urban centers from the need for market felt in a rural hinterland. Development of agriculture needed more and more markets to exchange the surplus in food grains. Consequently, in many rural regions, one part of a big village started functioning into a market. This led to a township, which in turn developed administrative, judicial and other institutions. In the past, urban centers were based on feudal patronage, which had demands for silk cloths, jewellery, metal artifacts, weapons etc. This led to the growth of urban centres such as Banaras, Kanchipuram, Jaipur, and Moradabad etc.

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In brief, it may be said that Ghurye's approach to 'rural-urbanization' reflected the indigenous source of urbanism. During colonial times, the growth of metropolitan centres altered the Indian life. The towns and cities were no longer the outlets for agricultural produce and handicrafts but they became the major manufacturing centres. These centres used rural areas for producing raw materials and turned into a market for selling industrial products. Thus, the metropolitan economy emerged to dominate the village economy. Therefore, the urbanization started making inroads into the rural hinterland in contrast to previous pattern. A large city or metropolis also functioned as the centre of culture of the territory encompassing it. For Ghurye, the large city with its big complexes of higher education, research, judiciary, health services, print and entertainment media is a cradle innovation that ultimately serves cultural growth. The functions of the city are to perform a culturally integrative role, to act as a point of focus and the centre of radiation of the major tenets of the age. Not any city, but large city or metropolis having an organic link with the life of the people of its region can do this work well. According to Ghurye, an urban planner must tackle the problems of: (1) sufficient supply of drinking water, (2) human congestion, (3) traffic congestion, (4) regulation of public vehicles, (5) insufficiency of railway transport in cities like Mumbai, (6) erosion of trees, (7) sound pollution, (8) indiscriminate tree felling, and (9) plight of the pedestrians. Culture and Civilization: There are two conflicting views about the growth and accumulation pattern of culture. One theory maintains that in any community culture grows quite independently of similar events happening elsewhere or predominantly with reference to local needs and local situation. The other group believes that culture grows by diffusion. A single invention or

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discovery is made at one place and ultimately this cultural trait diffuses throughout the world. Sir G.E. Smith was the most ardent advocate of the diffusion theory. In one of his papers, "The Disposal of Human Placenta", published in 1937, Ghurye examines the practices of human beings with regard to the disposal of discard of human body like first out hair, nail pairing, first fallen teeth and the after birth. The purpose of this paper is, as he says, to compare the methods of disposal of the human placenta in the different regions of the world to see if they shed any light on the problem of diffusion of culture. Culture diffusion is essentially an anthropological theory, which is concerned with the nature of culture contact operating principally among the preliminary people. According to Ghurye, culture constitutes the central or core element for understanding society and its evolution. In fact, culture is a totality involving the entire heritage of mankind. Ghurye's abiding interest was to analyse the course of cultural evolution and the nature of heritage which mankind has denied from the past. Culture relates to the realm of values. It is a matter of individual attainment of excellence and creativity. Ghurye had a strong faith in the power of man to preserve the best of his old culture, while creating from his own spirit of new culture. He was more concerned with the process of evolution of Hindu civilization, which was termed as a 'complex civilization'. And, Ghurye thought that for analyzing the dynamics of culture in such a long historical civilization the process of acculturation is more relevant than the process of diffusion. He thought that the challenging task of a sociologist is to analyze this complex acculturation process in India. According to him, India has been the home of many ethnic stocks and cultures from pre-historic times. In his analysis of caste, Ghurye referred to how caste system was developed by the Brahmins and how it spread to other sections of the population. The operation of the process of Hinduization also provided the general backdrop of his analysis of the tribal phenomenon. Ghurye was promoted by the belief that there is a "common heritage of modern civilization" and that civilization is a "collective endeavour of humanity". He held that behind the rise and fall of civilization, there has occurred a steady growth of culture. Cutting across the vicissitudes of civilization growth, there are certain values, which have been established as final. These values have been termed by Ghurye as the 'foundations of culture'.

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He delineates five such values or foundations of culture. These are: 1. Religious consciousness 2. Conscience 3. Justice 4. Free pursuit of knowledge and free expression 5. Toleration According to Ghurye, "civilization is the sum total of social heritage projected on the social plane". It is also an attribute of the society. Different societies can be differentiated with reference to their

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attainment. Ghurye made four general conclusions with regard to the nature of civilization: i. Firstly, as yet, there has been no society, which has been either completely civilized or very highly civilized. ii. Secondly, Ghurye believed in the law of continuous progress. iii. Thirdly, gradation of civilization is also correlated with the distribution of values. In a high civilization, the humanitarian and cultural values will be accepted by a wide cross-section of population. iv. Fourthly, every civilization, high or low, possesses some distinctive qualities. Sociology of Religion: Religion is fundamental to man. Man becomes conscious of some power beyond his comprehension almost at the dawn of civilization. This field has drawn the attention of sociologists like Weber (The Protestant Ethic and Spirit of Capitalism, 1930) and Durkheim (The Elementary Forms of Religious Life, 1915). Ghurye thought that religion is at the centre of the total cultural heritage of man. He gave the five foundations of culture as mentioned earlier in the description of culture and civilization, out of which 'religious consciousness' is most important. It moulds and directs the behaviour of man in society.

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All these works reflect Ghurye's interest related to the sociology of religion. For example, in Gods and Men, Ghurye discussed the nature of the Hindu ideas of Godhead and the relations, if any, between the climate of an age and the type of Godhead favoured. NSOU ? CC-ED-03 ? 70 In Religious Consciousness, Ghurye analysed the three oldest human civilizations, viz., the Mesopotamian, the Egyptian and the Hindu, in their various aspects of mythological beliefs, speculation, cosmology, life after death, view of Godhead, temple architecture, etc. And, in the Indian Sadhus, Ghurye considered the genesis, development and organization of asceticism in Hindu religion and the role ascetics have played in the maintenance of Hindu society. Indian Sadhus: Indian Sadhus (1953 and 1964) is an excellent sociography of the various sects and religious centres established by the great Vedantic philosopher Sankaracharya and other notable religious figures. In this work, Ghurye highlighted the paradoxical nature of renunciation in India. A sadhu or sannyasin is supposed to be detached from all castes, norms and social conventions, etc. Strikingly enough, since the time of Sankaracharya, the Hindu society has more or less been guided by the sadhus. These sadhus were not the lonely hermits. Most of them belonged to monastic orders, which have distinctive traditions. The monastic organization in India was a product of Hinduism and Buddhism. The rise of Buddhism and Jainism marked the decline of individual ascetics like Viswamitra. Indian sadhus have acted as the arbiters of religious disputes, patronized learning of scriptures and the sacred lore and even defended religion against external attacks. National Unity and Integration: Ghurye had interest in contemporary Indian situations. As a sociologist, he had been extremely concerned with the concept of integration, the process of national unity in India, and the contemporary challenges to the situation. This concern became apparent even at the time he wrote Caste and Race in India in 1932 and The Aborigines-so-called-and their Future in 1943. However, this concern with the present 'disturbing trends' in Indian society has come back in a big way in the later writings of Ghurye (Pramanick, 1994). There are three books of Ghurye, known as his 'triology' in this field, which are relevant in this connection. These are 'Social Tensions in India' (1968), 'Whither India' (1974) and 'India Recreates Democracy' (1978). In these books he has developed a theoretical framework to explain unity at the social or cultural level. Ghurye held that though groups play an

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role in society, this is true only up to a certain extent. NSOU ? CC-ED-03 ? 71 In modern society, there are five sources of danger for national unity coming as they do form a sense of excessive attachment with groups: (1) The Scheduled Castes (2) The Scheduled Tribes (3) The Backward Classes (4) The Muslims as religious minority groups (5) The linguistic minorities As we know, the main focus of Ghurye's writings was on culture. He thought that it is largely as a result of Brahminical endeavour that cultural unity in India has been built up. All the major institutions of Hindu society originated among the Brahmins and gradually they were accepted by other sections of the community. Though Ghurye called it process of acculturation, it was basically a one-way flow, in which the Brahminical ideas and institutions infiltrated among the

non-Brahmins.

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It is the background of such an approach that Ghurye analyzed the problems and prospects of Indian unity in contemporary India. Ghurye's concept of cultural unity is new one and is not secular in orientation. He is concerned with India of 'Hindu culture' and used the terms 'Indian culture' and 'Hindu culture' synonymously. He was concerned with India,

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provided an excellent normative base for maintaining social and political unity in the country. Hinduism had brought within its fold widely different groups in India. The various sects of Hinduism constitute vast mosaic holding together millions of people in different parts of India. First, he analyzed the normative structure of Hinduism, and the teaching of sacred religious texts such as the Vedas, the Upanishads, and the Brahmins etc., to show how they provided the common cultural foundation. Second, the role of such great Hindu thinkers as Panini, Patanjali, Tulsidas etc. has also been discussed by Ghurye. He blames the political leaders for this, because they followed a course of action, which was more or less exactly the one which should have been avoided but the foundation for this national cultural unity had been built and maintained by the Hindus for one hundred years. According to Ghurye, society is not just an aggregation of isolated individuals but that group life, which provides the bridge between the individual and society. NSOU ? CC-ED-03 ? 72 An individual acquires social attributes and is socializes through groups. This is the integrative function of groups in society. When groups perform the function efficiently, integration is achieved. Tensions in the process of this integration in India arise today because the various groups of people have failed to transient their narrow group loyalties. Religious and linguistic minorities are the most potential source of danger to the unity in modern India. Religion and linguistic groups are the prime areas which came disintegration to India's cohesion. Ghurye gave great importance to the role of language in the process of

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in India. Even, in case of tribes, tribal life and culture can be improved only when

they pickup developed language of a neighbouring community. Ghurye held

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the view that the regional language has a symbolic integrational value of the region. The regional languages ensure the unity of territory at the local level and all efforts should be made to improve. 4.3.2

Radhakamal Mukerjee (1889-1968) Radhakamal Mukerjee was pioneer in the areas such as social ecology, interdisciplinary research and the social structure of values. We will first describe the biographical sketch and then discuss his central ideas. Biographical Sketch Radhakamal Mukerjee was born in 1889 in a large Bengali Brahmin family, in a small country town of West Bengal called Berhampur. He spent the first sixteen years of his life in this town. His father was the leader of the bar that is a lawyer and was an accomplished scholar with a great interest in history. Mukerjee, while describing his early years, says that his home was full of books on history, Literature, law and Sanskrit (Singh 1956: 3). The general atmosphere in which he grew up was scholarly. His elder brothers were always reading books from which he, being a child, was kept at a distance. His father used to have long meetings with clients throughout the day and long intellectual and religious discussions during the evening. The interior of the house where the ladies of the house presided, there were rituals, ceremonies and devotional songs. Mukerjee's early memories, which left an imprint on his mind, consisted of the picture of sorrow and misery of a large population devastated by famine in Madras and Orissa during the early years of the twentieth century. He was deeply moved by the pictures of human skeletons on the verge of starvation and death published in the newspapers. This was further deepened by the Bengal famine of 1942-43 which he had witnessed in Calcutta.

NSOU ? CC-ED-03 ? 73 He also vividly recalled the childhood experiences of Muharram processions, Durgapuja festivals, and so on. It was during the same period of his life that Bengal saw its socio- cultural and intellectual renaissance. In 1905 every city in Bengal was in a state of intellectual and political fervent. The partition of Bengal into East and West Bengal, introduced by Lord Curzon, led to a mass uprising against this event. Political meetings, street processions and singing parties, boycott of British goods and propagating swadeshi products introduced him to the mass movement of time. Mukerjee had his early education in Berhampur. He went to the Krishnath College in Berhampur. He got an academic scholarship in the leading educational institution in India, the Presidency College in Calcutta. He took his honours course in English and History in this college. Here he came in contact with such scholars as H.M. Percival, M.Ghosh , brother of Sri Aurobindo Ghosh and the linguist Harinath De. He admired these scholars very much. It was here that he read books by Comte, Herbert Spencer, Lester Ward, Hobhouse and Giddings, besides many others, from cover to cover. As you must be aware by now many of these scholars are the leading men of sociology in Europe and America. During this period of his life, Mukerjee launched himself into the area of adult education which remained his interest till the end. The country was going through a political and cultural upheaval during this period which, according to Mukerjee, completely changed the scale of values. This change was seen far more outside the Governmental institutions, taking the form of a literary and artistic renaissance. This renaissance slowly took the form of a mass movement. It was in order to help the process that Mukerjee started an Adult Evening School in 1906 in the slums of Mechaubazar of Calcutta. He wrote simple texts for adult education which sold in thousands. This school became a Community Centre and even the local physicians started taking interest in this movement of social education. They treated without charging any fee the adults and children of the slums (Singh 1956:). Mukerjee valued his early training in the discipline of History very much but "the face-to-face contact with misery, squalor and degradation in the slums of Calcutta" turned the focus of his interests towards the disciplines of Sociology and Economics. He wrote that there was a definite call in the country for the tasks and responsibilities of education of the masses, and that call could be answered by an Indian student best through the knowledge of the social sciences (Singh 1956: 5). Social sciences during Mukerjee's time in Calcutta University included the disciplines of Economics, Politics and Sociology at M.A. level. It was during this period that Mukerjee came in close association with Benoy Kumar Sarkar. Mukerjee and Sarkar shared the same flat and B.K. Sarkar was at that time Professor at Bengal National College, an institution which had given support to such leading thinkers of Bengal as Tagore and Aurobindo Ghosh. Mukerjee,

NSOU ? CC-ED-03 ? 74 like many other Indians of his time, was impressed by the fiery political speeches of Bipin Chandra Pal, one of the Congress extremists. But the main interest of Mukerjee was at that time educational rather than political. He and his friends called themselves "Ministers of the Poor" and dressed poorly, giving up western dresses like shirts, coats and shoes (Singh 1956:). In 1910 Mukerjee went back to his old college in Berhampur as a teacher in Economics. He says that this was the busiest period of his life and it was during this period that he wrote his early works in Economics, such as the Foundations of Indian Economics. His interest in social ecology and the study of regions also originated during this period. The Principal of his College, Rev. E.M. Wheeler, was deeply interested in the sciences, especially Botany. Therefore, the teachers, including Mukerjee, spent a lot of time collecting specimens of plants and insects of all kinds and studying them. This experience developed Mukerjee's interest in ecology and he became aware of its link with human community. At this time Mukerjee also became the editor of the renowned Bengali monthly, Upasana. He wrote for this monthly regularly and kept in touch with the literary development in Bengali literature. He was a voracious reader and his interest in literature was very deep. During 1915 when there were persecutions by the British Government, Mukerjee was once arrested for a day and all his adult schools were liquidated. The charges against him were that he was a "terrorist" or had sympathy with terrorism under the disguise of adult education. Thanks to his lawyer brother he was released very soon. He was offered a position in Lahore College in Punjab and he went there thus, nipping in bud any interest in politics. He went back to the University of Calcutta where Asutosh Mookerji had established in 1917 the Post- Graduate Council of Arts and Science. He stayed here for five years and taught Economics, Sociology and Political Philosophy. In 1921 he went to the University of Lucknow as Professor and Head of the Department of Economics and Sociology on the very day when the university started functioning (Singh 1956:). He introduced an integrated approach in Economics, Sociology and Anthropology in both research and teaching in Lucknow university. According to Mukerjee, using comparative methods in the study of social sciences in India, we must aim at the scientific study of the race and culture origins. In his intellectual career he was deeply influenced by three social thinkers. First was Professor Brajendra Nath Seal; second was Professor Patrick Geddes; and the third one was an old, intimate colleague who died early, Narendra Nath Sen Gupta. The first two, Prof. Seal and Prof. Geddes contributed to the establishment and development of sociology as a discipline in the Indian Universities. Mukerjee always consulted Seal in all his works. His stress on comparative method in cultural sciences was due to Seal's influence on his work. Patrick

NSOU ? CC-ED-03 ? 75 Geddes too, influenced Mukerjee's work on study of regions, ecology and population while Narendra Nath Sen Gupta helped generate Mukerjee's interest in Social Psychology. Besides these Indian thinkers there were many Western social thinkers with whom Mukerjee worked and who influenced his writings. Some of these were sociologists like, Edward Allsworth Ross, Robert Ezra Park of Chicago, Mckenzie and P. Sorokin. Most of these Americans sociologists were interested in the study of region, urban disorganisation, human ecology, social change and so on. The friendship and intellectual interaction with these sociologists stimulated Mukerjee's own efforts in social sciences to which he gave due credit (Singh 1956:). Mukerjee taught economics and sociology in Lucknow University for nearly thirty years. He also became the Vice-Chancellor and Director of the J.K. Institute of Sociology and Human Relation of the University. Mukherje wrote erudite volumes on several issues. The basic nature of his writings is the integration of the social sciences and he has been a path-finder in many fields. Many of his students and associates reflect this approach in their writings (Singh 1956: 3-20). He died in the year 1968 but his contributions have left a deep imprint on the students of sociology. Central Ideas In the Indian universities, the compartmentalization of disciplines has dominated the scene. Disciplines such as sociology, psychology and statistics have existed side by side in the same college or university but there has been very little interaction between them. In his teachings and writings, Mukerjee emphasized the need for mutual interaction between social sciences on the one hand and between social sciences and physical sciences on the other. For example, Indian economics, modeled on British economics, mostly neglected the traditional caste networks in indigenous business, handicrafts and banking. Economic development was mainly viewed as an extension of monetary economics or market phenomenon. The Western model in economics focused on the urban-industrial centres. Relationship between Economic and Social Behavior: In a country like India where many economic transactions take place within the framework of caste or tribe, the "market model" has a limited relevance. Mukerjee tried to show the relationship between traditional networks and economic exchange. The guilds and castes of India were operating in a non-competitive system. The rules of economic exchange were derived from the normative Hinduism, in other words, according to the norms of Hindu religion wherein interdependence between groups was emphasized. Hence, to understand rural India, the economic values should be analyzed with reference to social norms. Religious and/ or ethical constraints have always lent a direction to economic

NSOU ? CC-ED-03 ? 76 exchange. Values enter into the daily life of people and compel them to act in collectively sanctioned ways. For example, a hungry upper caste Hindu would not eat beef; likewise, an orthodox Muslim or Jew would not eat pork, however urgent may be the need for food. Therefore, it is wrong to always treat economic behavior as separate from social life or collectivity. Social Ecology: Social Ecology was another theme which preoccupied Mukerjee. He wrote a number of books on the theme. For him social ecology was a complex formulation in which a number of social sciences interacted. The geological, geographical and biological factors worked together to produce an ecological zone. In its turn, ecology is conditioned by social, economic or political factors. For example, in the past many Indian ecological regions were opened up for human settlement and agrarian development through political conquests. As there is a definite link between ecology and society the development of ecological zones must be seen in terms of a dynamic process: that is, challenge of the environment and response of the people who establish a settlement. Ecological balance is not a mechanical carving out of a territory and settling people thereon. Such an attempt weakens or destroys social fabric. For example, in building irrigation dams in India, very often people of the concerned locations are moved to new settlements. The lack of a proper perspective on involuntary resettlement and rehabilitation has often caused damage to social life of these people. In many parts of India, there is a traditional system of interdependence known as *jajmani* in the north or by its equivalents in other regions. If people are moved into other locations such arrangements abruptly come to an end. Only by planning suitable alternatives in advance, can this disruption be overcome. For example, the cooperatives can help people, in the absence of old social patterns of interdependence. Hence, social perspective is necessary for orderly and systematic transformation of India into an urban-industrial economy. According to Mukerjee, social ecology was the better alternative to the havoc caused by rapid industrialization. India, with its long history, was a storehouse of values. Therefore, in building a new India the planning must not be confined to immediate and concrete problems but must be directed towards value-based developments. As part of his interest in social ecology, Mukerjee developed the regional sociology. He argued for a better understanding of regional dimensions of national development. If the regions in modern India were developed so as to make them self-sufficient, then the nation as a whole would stand to benefit. Otherwise, some regions would dominate the rest resulting in a lopsided development. As India was a country of diverse regions, each with

NSOU ? CC-ED-03 ? 77 a distinctive ethno-history i.e. the history of its various ethnic groups, it was imperative to coordinate the developments schemes for maintaining ecological balance. In sum, he stood for a balance between economic growth and ecological fitness. In achieving this end, many skills, such as weaving, engraving etc., were inherited by caste groups in India. These crafts could be well incorporated into the modern cooperatives. In other words, the modernization of Indian society should not neglect its traditional economic networks. Incidentally, in the post-Independent India, the traditional crafts have been organized into handloom cooperatives, etc. in Tamil Nadu and other states. Likewise, the Khadi Gramodyog has also used the traditional skills for modern production. Plea for conservation of forests Mukerjee wrote extensively on the danger of deforestation. The cutting of trees subjects the soil to the fury of floods and reduces the fertility of soil. The topsoil which is washed away by floods or excess rainfall cannot be replenished. Therefore, the forest and woods of India was an ecological asset. His plea for conservation has been taken up at present by a number of activists, voluntary organizations such as Chipko and Apko, which focus on halting the destruction of trees. Mukerjee also referred to the danger of mono-cultivation that is, raising a single cash crop (such as cotton or sugarcane) to the detriment of rotation of crops. Such practices as deforestation and mono-cultivation disturbed the fragile ecosystem and gave rise to severe environmental problems. Every year some parts of India especially in the north suffer either from floods or from droughts. Of course, cyclones of the coastal regions are beyond human control, but the manmade disasters, such as the depletion of natural resources through deforestation can be slowed down or prevented. Mukerjee advocated the integration of village, town and nation into a single, broad-based developmental process. Urban development at the expense of the village should be kept in check. Agriculture should be diversified and industries decentralized. A more equitable distribution of wealth and resources, not only between sections of people but also between regions, would bring about a more balanced development. An Ameliorative Approach to Urban Social Problems Mukerjee was also interested in the ameliorative approach to the problems of working class. The industrialization in India, which has been taking place during the last several decades, succeeded in bringing together people from diverse regions and languages. But the living conditions of workers in the urban centers such as Mumbai, Kanpur, Kolkata and Chennai were adversely affected by slum life. In the early days of industrialization, urban slums gave rise to vices such as prostitution, gambling and crime. It was, therefore, necessary to bring about drastic changes

NSOU ? CC-ED-03 ? 78 in the lives of workers to improve their economic and moral conditions. Therefore, Mukerjee's analysis of the working class is relevant even for the present industrial organisation in India. Theory of Values as noted previously, Radhakamal Mukerjee had a sustained interest in the impact of values on human society. In the middle of the twentieth century, the notion of a value-free social science became dominant in academic circles both in the West and in India. Mukerjee held that a separation between "fact" and "value" was arbitrary. The facts and values could not be separated from each other in human interactions. Even a simple transaction like taking food, wearing dress or greeting others was a value based or normatively conditioned behavior. Each society has a distinctive culture and its values and norms guide the behavior. Therefore, the positivistic tradition of the West which (on the analogy of sciences) wanted to separate facts from values was not tenable to R.K. Mukerjee, especially in the study of a society like India. R.K. Mukerjee underlined two basic points in relation to values. Firstly, values are not limited only to religion or ethics. Economics, politics and law also give rise to values. In other words, human needs are transformed into social values and are internalized in the minds of members of society. Older civilizations such as India and China were stable. Hence, values were formed and organized into a hierarchy of higher and lower levels. Secondly, values are not a product of subjective or individualistic aspirations. They are objectively grounded in humankind's social aspirations and desires. In other words, values are both general and objective i.e., measurable by empirical methods. In general, the great civilizations of the world have subordinated instrumental or materialistic goals to intrinsic or spiritual goals. To sum up, there are three salient points in Mukherjee's theory of values. Firstly, values satisfy the basic impulses of men and women in an orderly fashion. This means that the selfish desires and interests are modified by collective living, wherein people give and take from each other. Secondly, values are generic in scope and include both individual and social responses and attitudes. This means that the values are shared by all through their symbolization. The national flag, for example, is a common symbol for all individuals and groups who constitute a nation. Thirdly, in spite of diversities of human society, some universal values are discernible. The major religions of humankind are repositories of these universal values and norms. A dynamic approach to society will aim at an adaptation of inherited values to the needs of contemporary times.

NSOU ? CC-ED-03 ? 79 Indian Culture and Civilization: Mukerjee also wrote extensively on Indian art and architecture, history and culture. Mukerjee (1964) believed that Asiatic art aimed at collective developments and wrote, "Art in Asia became the torch-bearer of social and spiritual upheavals for millionsOriental art is most intensely charged with community feeling and is thus chiefly responsible for the historical continuity of Oriental Cultures". In contrast, such artistic endeavour in the West had been dominated either by individualism or the feeling that art was an end in itself. This was just not conducive to either social solidarity or spiritual development. Indian art was embedded in social or ethical sphere. R.K. Mukerjee wrote "The myriad temples, stupas and viharas of India bear witness to the link between art and ethics, religious and social values. Art in India is an enduring component of people's interaction with each other which shows in concrete forms the active relationship between people's aspirations and their artistic creativity". Indian art was constantly associated with religion. In his historical study of India Mukerjee was impressed by the non-aggressive nature of Indian religions such as Hinduism, Jainism, and Buddhism. The remarkable quality of Indian religions was their insistence on ultimate truth rather than on a particular set of beliefs or rituals. The Indian influences spread to many countries not through war or conquest but through friendship and goodwill. Right from the time of Ashoka, the peaceful "colonisation" of Sri Lanka, Cambodia, Tibet, and other countries of Outer India took place. Indian art and religion enriched the local cultures and by doing so gave rise to a new culture. For example, even today, different styles of Ramayana, the Hindu religious epic, are performed in these countries and several others like Indonesia, Sumatra, Trinidad. Thus, there was the harmony between foreign and indigenous elements. In India itself, the Hindu legal texts such as Dharmasastra are flexible codes to accommodate the ethnic diversities of India. Correctly interpreted, these texts provide a framework of values and norms for the orderly living of diverse groups. Thus, art and religion in India have been tolerant of diverse forms and styles. Mukerjee's Concept of Universal Civilization: Mukerjee's general theory of society sought to explain the values of a universal civilization. He used the term "civilization" in an inclusive sense; culture was part of it. He proposed that human civilization should be studied on three inter-related levels. These are: i) Biological Evolution: The biological evolution of human beings has facilitated the rise and development of

NSOU ? CC-ED-03 ? 80 civilization. They have the capacity to change the environment as an active agent. The animals can only adapt to an environment; but human beings can mould it in different ways. The human beings, as a biological species, are capable of overcoming competition and conflict and attain cooperation (symbiosis). ii) Psycho-social Dimension: There is a psycho-social dimension. In social psychology the people are often depicted within the framework of race, ethnicity or nationhood. Human beings are seen as prisoners of little selves or egos, whose attitude is parochial or ethnocentric. On the contrary, human beings have the potentiality to overcome the narrow feelings and attain universalisation that is, to identify oneself with the larger collectivity such as one's nation or even as a member of the universe itself. In the process, common values help to subordinate the particularistic values to universal values. According to Mukerjee, ethical relativism which means that values vary from society to society) is not helpful in the present times; there is need for ethical universalism which affirms the unity of the humankind. In the new perspective, men and women become free moral agents who are capable of recognizing the common strands binding the humanity. They are no longer dictated by divisiveness or relativity. iii) Spiritual Dimension: In Mukerjee's views, the civilization has a spiritual dimension. Human beings are gradually scaling transcendental heights. That is, they are moving up to the ladder of spirituality by overcoming the constraints of biogenic and existential levels i.e. the physical and material limitations. In this endeavour, art, myth and religion provide the "impulsion" or the force to move upward. As the social sciences have hitherto ignored these cultural elements, they are incapable of providing a spiritual perspective. Incidentally, a similar observation was made by Karl Mannheim, a German sociologist, who wrote on sociology of culture. Mannheim noted that the Western social sciences had neglected cultural dimensions (arts, myths, symbols, etc.) under the rigid code of positivism or structural functionalism. This resulted in a lopsided view of social reality. According to Mukerjee, humankind's search for unity, wholeness and transcendence highlight the spirituality of civilization. In this respect, he commended the Indian and Chinese civilizations which had endured as stable entities since sixth century B.C. Their strength is derived from their universal myths and values which foster spiritual quest. Mukerjee noted with satisfaction that the search for universality was embodied in the Declaration of Human Rights by the United Nations Organization (U.N.O.) in the twentieth century. These rights upheld liberty and dignity of people, in whichever country they might be living. Mukerjee's emphasis on spirituality was

NSOU ? CC-ED-03 ? 81 not an escapist dream. He stated that human progress (in the ultimate sense) was possible only if glaring disparities of wealth and power between countries were reduced. So long as poverty persisted or political oppression continued, further integral evolution of mankind was not a practical proposition. The persisting human awareness of misery in the world had stimulated the search for universal values and norms. Some Important Works of Radhakamal Mukerjee Important works in sociology are: i) The Regional Balance of Man (1938) ii) Indian Working Class (1940) iii) The Social Structure of Values (1955) iv) Philosophy of Social Sciences (1960) v) Flowering of Indian Art (1964) 4.4 Western Social Thinkers 4.4.1 Emile Durkheim Sociology as a Discipline and Social Facts Emile Durkheim (1858-1917) is considered one of the "fathers" of sociology because of his effort to establish sociology as a discipline distinct from philosophy and psychology. This effort is evident in the two main themes that permeate Durkheim's work: the priority of the social over the individual and the idea that society can be studied scientifically. Durkheim's concept of social facts, in particular, differentiates sociology from philosophy and psychology. Social facts are the social structures and cultural norms and values that are external to, and coercive over, individuals. Social facts are not attached to any particular individual; nor are they reducible to individual consciousness. Thus, social facts can be studied empirically. According to Durkheim, two different types of social facts exist: material and immaterial. Durkheim was most interested in studying the latter, particularly morality, collective conscience, collective representation, and social currents. The Division of Labor: In this work Durkheim discussed how modern society is held together by a division of labour that makes individuals dependent upon one another because they specialized in different types of work. Durkheim is particularly concerned about how the division of labour changes the way that individuals feel they are part of society as a whole. Societies

NSOU ? CC-ED-03 ? 82 with little division of labour (i.e., where people are self-sufficient) are unified by mechanical solidarity; all people engage in similar tasks and thus have similar responsibilities, which builds a strong collective conscience. Modern society, however, is held together by organic solidarity (the differences between people), which weakens collective conscience. Durkheim studied these different types of solidarity through laws. A society with mechanical solidarity is characterized by repressive law, while a society with organic solidarity is characterized by restitutive law. Suicide Durkheim's goal to differentiate sociology from psychology is perhaps best seen in this work on how social facts can be used to explain suicide rates. This work is also important because of the historical comparative method that Durkheim uses to show that suicide rates vary across societies and over time. According to Durkheim, suicide cannot simply be explained by individual psychological problems-otherwise suicide rates would be static. Durkheim argues that two social facts, in particular, influence suicide rates: integration, or the strength of attachment people feel to society, and regulation, or the degree of external constraint on people. Durkheim distinguished between four types of suicide that correlate to these two social facts. Egoistic suicide is a result of a lack of integration; altruistic suicide is a result of too much integration; anomic suicide is a result of too little regulation; and fatalistic suicide is a result of too much regulation. *Elementary Forms of Religious Life*: This is perhaps Durkheim's most complex work, as he attempted to provide both a sociology of religion and a theory of knowledge. In this work, Durkheim studied primitive society to demonstrate that an enduring quality of all religions, even the most modern, is the differentiation between the sacred and the profane. The sacred is created through rituals, and what is deemed sacred is what morally binds individuals to society. This moral bond then becomes, according to Durkheim, a cognitive bond that shapes the categories we use to understand the social world. The development of religion is not simply based on the differentiation between the sacred and the profane, but also on religious beliefs, rituals, and the church. The latter two conditions are particularly important to Durkheim because they connect the individual to the social; individuals learn about the sacred and religious beliefs through participating in rituals and the church. The most primitive form of religion is totemism, which is connected to the least complex form of social organization, the clan. The totem is the actual representation of the

NSOU ? CC-ED-03 ? 83 clan-it is the material representation of the nonmaterial, collective morality of the clan. Totemism is important to Durkheim's theory of knowledge in that it is one of his categories of understanding: classification. Other categories of understanding include time, space, force, causality, and totality. These six categories may be abstract concepts, but they are all derived from social experiences, particularly rituals. Durkheim acknowledged that it is possible for moral and cognitive categories to change or be created new through what he called collective effervescence, or periods of great collective exaltation. *Cult of the Individual*: Although Durkheim focused much of his attention on the social, he did not dismiss the idea of individualism. Indeed, he believed that in modern society the individual has become sacred, and he called the modern form of collective conscience the cult of the individual. According to Durkheim, humans are constituted by two beings or selves: one is based on the isolated individuality of the body, and the other is based on the social. These two beings may be in a continual state of tension, and they are connected in that individuality develops as society develops. For example, it is only in modern society, characterized by the division of labour, that people even come to understand themselves as distinct individuals. Durkheim argued that individuality has both positive and negative consequences. Egoism, or the selfish pursuit of individual interests, is at odds with moral individualism, the ability to sacrifice self interest for the rights of all other individual human beings. *Moral Education and Social Reform*: Durkheim believed that society is the source of morality; therefore, he also believed that society could be reformed, especially through moral education. According to Durkheim, morality is composed of three elements: discipline, attachment, and autonomy. Discipline constrains egoistic impulses; attachment is the voluntary willingness to be committed to groups; and autonomy is individual responsibility. Education provides children with these three moral tools needed to function in society. Adults can also acquire these moral tools by NPTEL (A project funded by MHRD) Humanities and Social Sciences - Introduction to Sociology Joint initiative of IITs and IISc - Funded by MHRD Page 3 of 6 joining occupational associations. According to Durkheim, these associations would include members of a particular occupation regardless of class position and could provide a level of integration and regulation, both of which tend to be weakened by the division of labour. Criticisms: Durkheim is often criticized for being a functionalist and a positivist. However, his

NSOU ? CC-ED-03 ? 84 historical comparative methodology puts him at odds with functionalists and positivists who believe that invariant social laws exist that can explain social phenomenon across all societies. Durkheim does tend to emphasize the objective nature of social facts; thus, he neglects the subjective interpretations that social actors may have of a particular social phenomenon and the agency of individuals in general to control social forces. Furthermore, Durkheim's basic assumption about human nature - that people are driven by their passion for gratification that can never be satisfied is not empirically substantiated in any of his work. Finally, Durkheim's understanding of the relationship between morality and sociology has been critiqued as being conservative.

4.4.2 Cooley as Western Social Thinker Charles Horton Cooley (August 17, 1864 - May 7, 1929) Charles Horton Cooley was an American sociologist and the son of Michigan Supreme Court Judge Thomas M. Cooley. He studied and went on to teach economics and sociology at the University of Michigan, was a founding member of the American Sociological Association in 1905 and became its eighth president in 1918. He is perhaps best known for his concept of the looking-glass self, which is the concept that a person's self grows out of society's interpersonal interactions and the perceptions of others. Cooley's health began to deteriorate in 1928. He was diagnosed with an unidentified form of cancer in March 1929 and died two months later.

Charles Horton Cooley was born in Ann Arbor, Michigan, on August 17, 1864, to Mary Elizabeth Horton and Thomas M. Cooley. Thomas Cooley was the Supreme Court Judge for the state of Michigan, and he was one of the first three faculty members to found the University of Michigan Law School in 1859. He served as dean of the law school from 1859-1884. Cooley's mother, Mary, took an active interest in public affairs and traveled with her husband to several cities around the United States in relation to the Interstate Commerce Commission. His father was a very successful political figure that stressed the importance of education to his six children. Nevertheless, Cooley had a difficult childhood, which exacerbated his feelings of detachment towards his father. The intimidation and alienation he felt towards his own father caused him to suffer from a variety of illnesses for fifteen years during his adolescence, some appearing to be psychosomatic. He developed a speech impediment, among other insecurities, due to his lack of interaction with other children. Cooley was a daydreamer and much of his "dreaming-life" had a substantial influence to his sociological works. As a child, he dealt with feelings of isolation and

NSOU ? CC-ED-03 ? 85 loneliness, which led him to develop an interest in reading and writing. At the age of sixteen, Cooley began attending the University of Michigan. Chronic constipation negatively affected his life in college since it constantly distracted him from his studies. Due to his medical condition, Cooley graduated from the University of Michigan seven years later in 1887, and continued with a year's training in mechanical engineering. Cooley returned to pursue a master's degree in political science and sociology in 1890. Following completion, he began teaching economics and sociology at UMich in the fall of 1892. Cooley went on to receive a Ph.D. in philosophy in 1894. At this time he was interested in the subject matter of sociology, but due to the University of Michigan not having a sociology department, he had to continue the examination of his Ph.D. through Columbia University. There, Cooley worked closely alongside American sociologist and economist, Franklin Henry Giddings and developed his doctoral thesis, *The Theory of Transportation in economics*. Since his father was honored nationwide, Cooley feared the idea of failure. He lacked direction in life and contemplated science, mathematics, social science, psychology or sociology as his field of study. He wished to write and think, and after reading philosopher Herbert Spencer's works, Cooley realized he had an interest in social problems. He shared his reflections of the works of Spencer in 1920, citing that while he brought many valuable viewpoints with the subject of Darwinian principles, he lacks sympathy and the appropriate usage of the sociological perspective. Cooley decided that he wanted to study sociology because it gave him the ability to analyze social discrepancies. He taught the University of Michigan's very first sociology class in 1899. He also played a prominent role in the development of symbolic interactionism, in which he worked heavily with another fellow staff member from the University of Michigan, psychologist John Dewey. Family life Cooley married Elsie Jones in 1890, who was the daughter of a professor of medicine at the University of Michigan. Mrs. Cooley differed from her husband in that she was outgoing, energetic, and capable of ordering their common lives in such a manner that mundane cares were not to weigh heavily on her husband. The couple had three children, a boy, and two girls, and lived quietly and fairly withdrawn in a house close to the campus. The children served Cooley as his own domestic laboratory subjects for his study of genesis and growth of the self. He would observe imitation behavior in his three children

NSOU ? CC-ED-03 ? 86 and analyzed their reactions based on age. Even when he was not engaged in the observation of his own self and wished to observe others, he did not need to leave the domestic circle. Cooley also found pleasure in amateur botany and bird-watching in spare time away from his research. Theory Cooley's methodology Cooley is noted for his displeasure at the divisions within the sociological community over methodology. He preferred an empirical, observational approach. While he appreciated the use of statistics after working as a statistician in the Interstate Commerce Commission and Census Bureau, he preferred case studies: often using his own children as the subjects on his observation. He also encouraged sociologists to use the method of sympathetic introspection when attempting to understand the consciousness of an individual. Cooley thought that the only practical method is to study the actual situation "closely" and "kindly" with other people involved, then gradually work out the evil from the mixture and replace it with good. Basically, the only way to understand a grotesque human being is to identify how and why his human nature has come to work that way. He felt it was necessary in order to truly understand the activities taken from the actor, effectively separating Cooley from a majority of sociologists who preferred more traditional, scientific techniques. Theory on transportation and the shift to sociology Cooley's first major work, *The Theory of Transportation* (1894), was his doctoral dissertation on economic theory. In his thesis, he discussed industrial growth and expansion during the nineteenth century. This piece was notable for its conclusion that towns and cities tend to be located at the confluence of transportation routes-the so-called "break" in transportation. Cooley soon shifted to a broader analysis of the interplay of individual and social processes. In *Human Nature and the Social Order* (1902) he foreshadowed George Herbert Mead's discussion of the symbolic ground of the self by detailing the way in which an individual's active participation in society affects the emergence of normal social participation. Cooley greatly extended this conception of the "looking-glass self" (I am, who I think you think, that I am) in his next book, *Social Organization* (1909), in which he sketched a comprehensive approach to society and its major processes. Social organization The first sixty pages of the *Social Organization* (1909) were a sociological antidote to

NSOU ? CC-ED-03 ? 87 Sigmund Freud. In that much-quoted segment, Cooley formulated the crucial role of primary groups (family, playgroups and community of elders) as the source of one's morals, sentiments, and ideals. Primary groups are the first groups of individuals one is introduced to and are also influenced in their ideas and beliefs. They are the result of intimate association and corporation, along with coinciding ideals and values. He argued that individuals have two different channels of life- one from heredity and the other from society. Heredity is biological and predisposed; it is the human nature that people are born with. Society is the human nature that is expressed in primary groups that we can find in all civilizations. But the impact of a primary group is so great that individuals cling to shared beliefs in more complex associations, and even create new primary groupings within formal organizations. In the *Social Organization*, Cooley asked what made up a society? He focused on the relationship between the individual and the larger unity of the society. He viewed society and the individual as one since they cannot exist without one another: where society has a strong impact on individual behavior and vice versa. He also concluded that the more industrialized a society becomes, the more individualistic its inhabitants are. Cooley viewed society as a constant experiment in enlarging social experience and in coordinating variety. He, therefore, analyzed the operation of such complex social forms as formal institutions and social class systems and the subtle controls of public opinion. Class differences reflect different contributions to society, as well as the phenomena of aggrandizement (the increase of power or reputation of individuals and values) and exploitation. Cooley and social subjectivity Cooley's theories regarding social subjectivity were described in a threefold necessity that had developed within the realm of society. The first of which was the necessity to create an understanding of social phenomena that highlighted the subjective mental processes of individuals. Yet, Cooley realized that these subjective processes were both the causes and effects of society's processes. The second necessity examined the development of a social dynamic conception that portrayed states of chaos as natural occurrences which could provide opportunities for "adaptive innovation." Finally, a need to manifest publics that were capable of exerting some form of "informed moral control" over current problems and future directions. In regards to these aforementioned dilemmas, Cooley responded by stating "society and individual denote not separable phenomena but different aspects of the same thing, for a separate individual is an abstraction unknown to experience, and so likewise is society

NSOU ? CC-ED-03 ? 88 when regarded as something apart from individuals." From this, he resolved to create a "Mental-Social" Complex of which he would term the "looking-glass self." The looking-glass self is created through the imagination of how one's self might be viewed through the eyes of another individual. This would later be termed "empathic introspection." This theory not only applied to the individual, but to the macro-level economic issues of society and macro-sociological conditions that develop over time. To the economy, Cooley presented a divergent view from the norm, stating that "...even economic institutions could not be understood solely as a result of impersonal market forces." With regard to the sociological perspective and its relevancy toward traditions he states that the dissolution of traditions may be positive, thus creating "the sort of virtues, as well as of vices, that we find on the frontier: plain dealing, love of character and force, kindness, hope, hospitality and courage." He believed that sociology continues to contribute to the "growing efficiency of the intellectual processes that would enlighten the larger public will." The "looking-glass self" The "looking-glass self" is undoubtedly Cooley's most famous concept, and is widely known and accepted by psychologists and sociologists today. It expanded William James's idea of self to include the capacity of reflection on its own behavior. Other people's views build, change and maintain our self-image; thus, there is an interaction between how we see ourselves and how others see us. Through these interactions, human beings develop an idea of who they are. He argued that when we feel shame or pride, it is due to what we think others view us as. He also mentioned that we do not always perceive someone's impressions correctly. For example, if a student incorrectly answers a question in class, they might later question their own intelligence or capacity to prepare sufficiently. The notion of the looking-glass self applies throughout an individual's life: interactions with new people time and again encourage self-evaluation based on a presumed impression given off. In other words, one's self-identity can be socially constructed. In his 1902 work, 'Human Nature and the Social Order', Cooley defined this concept as: "... a somewhat definite imagination of how one's self-that is, any idea he appropriates-appears in a particular mind, and the kind of self-feeling one has is determined by the attitude toward this attributed to that other mind... So in imagination, we perceive in another's mind some thought of our appearance,

NSOU ? CC-ED-03 ? 89 manners, aims, deeds, character, friends, and so on, and are variously affected by it." Thus, the three stages observed in the looking-glass self are outlines as: ? You imagine how you appear to the other person. ? You imagine the judgment of the other person. ? You feel some sense of pride, happiness, guilt, or shame. A self-idea of this sort seems to have three principal elements: the imagination of our appearance to the other person; the imagination of his judgment of that appearance, and some sort of self-feeling, such as pride or mortification. Social process Cooley's Social Process (1918) emphasized the non-rational, tentative nature of social organization and the significance of social competition. Social Process was an essay-based work that expressed Cooley's social theories. It was more philosophical than sociological. He interpreted modern difficulties as the clash of primary group values (love, ambition, loyalty) and institutional values (impersonal ideologies such as progress or Protestantism) (See also The Protestant Ethic and the Spirit of Capitalism). As societies try to cope with their difficulties, they adjust these two kinds of values to one another as best they can. Cooley also mentioned the idea of heroes and hero worship. He believed that heroes were an aide or a servant to the internalization of social norms because they represent and serve as an example to reinforce social values. The Social Process was Cooley's last major work, heavily influenced by Darwinian principles of natural selection and adaptation to collective (social) existence. 4.5 Theoretical Paradigms of Sociology 4.5.1 Symbolic Interactionist Perspective Symbolic Interactionism: Symbolic Interactionism is a social theory that focuses on the analysis of the patterns of communication, interpretation and adjustment between individuals. The theory outlines the understandings on how individuals interact with one another and inside the society by attaching meanings to various symbols. Both the verbal and nonverbal responses that a listener listens then delivers are likewise built up in anticipation of how the original narrator will respond.

NSOU ? CC-ED-03 ? 90 Here we have tried— ? To provide the meaning and explanation of the theory of symbolic interactionism; ? To let the reader know about the various exponents of the theory; ? To provide the basic premises and approach of the theory; ? To provide the key ideas of the theory among the various schools of thought in the discipline of Sociology. Symbolic Interactionism elucidates social behavior in terms of interactions between the people through symbols and it also views that the viable way to understand social structures are through such individual interactions. During the 20th century, thinkers like George Herbert Mead and Herbert Blumer developed this school of thought. They believed that such social interactions help in the development of one's self and the manner in which people communicate and interact with each other relies on their interpretation of the factors such as actions, language and statuses etc. It could be best defined as a synthesis of intellectual thought and rational method with realistic actions. The ongoing process of Symbolic Interaction is like the game of charades; only it is a full-fledged conversation. Even though there are quite many editions of interactionism thought, some deriving from phenomenological writings by philosophers, the following description offers a basic merger of these thoughts, engaged in points of union. The term "symbolic interaction" refers, of course, to the peculiar and distinctive character of interaction as it takes place between human beings. The peculiarity consists in the fact that human beings interpret or "define" each other's actions instead of merely reacting to each other's actions. Their "response" is not made directly to the actions of one another but instead is based on the meaning which they attach to such actions. Thus, human interaction is mediated by the use of symbols, by interpretation, or by ascertaining the meaning of one another's actions. This mediation is equivalent to inserting a process of interpretation between stimulus and response in the case of human behavior. Historical Background Conceivably the most significant sociological standpoint from North America has been that of Symbolic Interactionism which traces its roots in the pragmatist philosophers such as Peirce, Dewey, Cooley, and Mead. This sociological perspective has a stretched academic account, commencing with the German sociologist and economist, Max Weber (1864-1920) and the American philosopher, George H. Mead (1863-1931), both of whom highlighted the subjective meaning of human behavior, the social process and pragmatism.

NSOU ? CC-ED-03 ? 91 The early proponents of the theory of Symbolic Interactionism were George Herbert Mead and Charles Horton Cooley. G. H. Mead opined that the accurate analysis of any theory lies in the fact that it should be helpful in cracking the other intricate social problems. The impact of Mead's analysis of the Symbolic Interactionism was said to be so commanding that other sociologists considered him as the one "true founder" of Symbolic Interactionism school of thought. The term Symbolic Interactionism was coined by Blumer in 1937. He kept this sociological viewpoint animate through the early 1950s at Chicago, and then in California where he was a professor at the University of California in Berkeley. Though Holton and Cohen argue that Blumer took only certain ideas from Mead, but it was Blumer who developed specific aspects that formed the basis for later symbolic interaction approaches. Two other theorists who have influenced Symbolic Interactionism theory are Yrjö Engeström and David Middleton. Engeström and Middleton explained the usefulness of symbolic interactionism in the communication field in a "variety of work setting including, courts of law, health care, computer software design, scientific laboratory, telephone sales, control, repair, and maintenance of advance manufacturing system. Other scholars credited for their contribution to the theory are Thomas, Park, James, Horton, Cooley, Znaniecki, Baldwin, Redfield, and Wirth. In addition, these focuses on interaction and on the connotation of events to the participants in those events (the definition of the situation) drift the concentration of interactionists away from steady norms and values toward more unstable and repeatedly readjusting social processes. While for the functionalists socialization generates solidity in the social system, for interactionists, on the other hand, negotiation among members of society creates momentary, socially constructed relations which linger in invariable fluctuation, despite relative stability in the fundamental framework governing those relations. These stresses on negotiated reality, symbols and the social construction of society lead to an interest in the roles people play. To sum up, the characteristics of the symbolic interaction point of view are prominence on interactions among people, application of symbols in communication and interaction, interpretation as a fraction of action, self as constructed by others through communication and interaction, and flexible and adaptable social processes. It is primarily concerned with the interaction patterns of day to day life and experiences, rather than the structures associated with large scale and relatively fixed social forces and laws. There are five central ideas to Symbolic Interactionism according to Joel M. Charon, author of Symbolic Interactionism. 1. The human being must be understood as a social person. It is the constant search for social interaction that leads us to do what we do. Instead of focusing on the

NSOU ? CC-ED-03 ? 92 individual and his or her personality, or on how the society or social situation causes human behavior, symbolic interactionism focuses on the activities that take place between actors. Interaction is the basic unit of study. Individuals are created through interaction; society too is created through social interaction. What we do depends on interaction with others earlier in our lifetimes, and it depends on our interaction right now. Social interaction is central to what we do. If we want to understand cause, focus on social interaction. 2. The human being must be understood as a thinking being. Human action is not only interaction among individuals but also interaction within the individual. It is not our ideas or attitudes or values that are as important as the constant active ongoing process of thinking. We are not simply conditioned, we are not simply beings who are influenced by those around us, we are not simply products of society. We are, to our very core, thinking animals, always conversing with ourselves as we interact with others. If we want to understand cause, focus on human thinking. 3. Humans do not sense their environment directly, instead, humans define the situation they are in. An environment may actually exist, but it is our definition of it that is important. Definition does not simply randomly happen; instead, it results from ongoing social interaction and thinking. 4. The cause of human action is the result of what is occurring in our present situation. Cause unfolds in the present social interaction, present thinking, and present definition. It is not society's encounters with us in our past, that causes action nor is it our own past experience that does. It is, instead, social interaction, thinking, definition of the situation that takes place in the present. Our past enters into our actions primarily because we think about it and apply it to the definition of the present situation. 5. Human beings are described as active beings in relation to their environment. Words such as conditioning, responding, controlled, imprisoned, and formed are not used to describe the human being in symbolic interaction. In contrast to other social-scientific perspectives humans are not thought of as being passive in relation to their surroundings, but actively involved in what they do. 4.5.2 Functionalist Perspective The functional perspective has considered society as a complex system whose components work together to promote sustainable growth and stability. It is a micro level

NSOU ? CC-ED-03 ? 93 orientation which focuses on social structure as well as social functions. Functionalism addresses society in terms of function of its constituent components such as : norms, cultures, traditions, castes, creeds and institutions. Herbert spencer presents these parts of sociology as 'organs' which work together for the proper functioning of the body as a whole. For example, crime is dysfunctional in that it is associated with physical violence, loss of property and fear. According to Durkheim, crime is also a necessary part in society because it focuses on the awareness of sharing moral bonds and social cohesion. Again, the Government provides free education to the children and when the children become adult, they pay taxes and help the country to progress. Functionalists believe that society is held together by collectivism, in which members of the society agree upon and work together for the progress of the society. Functionalism draws its inspiration from the very concept of Durkheim. He was concerned with the question of how society maintains its stability and survives over time. He explains the stability of society using two coinages, such as: mechanical solidarity and organic solidarity. More primitive and traditional society were held together by mechanical solidarity. Members of primitive society lived in relatively small and undifferentiated groups, where they shared strong family ties and performed similar daily tasks by sharing common values and symbols. Where modern society relies on organic solidarity; because of the extensive division of labours, members of society are forced to interact and exchange with one another to provide the things they need. In the 1950, Robert Merton elaborated the functionalist perspective by proposing a distinction between manifest and latent functionalisms. Manifest functions are the intended functions of social institutions whereas latent functions are unintended functions which may have relations with dysfunctional activities. Crime in the Functionalist perspectives is viewed as the latent function of providing examples that demonstrate the boundaries of acceptable behaviour and the function of these boundaries to maintain social norms. 4.5.3 Conflict Perspective Third important sociological framework is the conflict theory which interprets society as a struggle for power between groups engaging in conflict for limited resources. Karl Marx, the founder of complex theory has categorized the people in two groups: the capitalist class and the social class. According to conflict theory, social problems are created when dominant groups exploit or oppress subordinate groups. Therefore, basic premise of conflict theory is that individuals and groups within the society will work to

NSOU ? CC-ED-03 ? 94 maximize their own wealth and power. Weber beliefs about conflict extend beyond Marx's because they suggest that some forms of social interaction, including, generate belief and solidarity between individual's reactions to inequality might be different depending on the groups with which they are associated. Conflict theorists of the later 20th and 21st centuries have continued to extend conflict theory beyond the strict economic classes posited by Marx, although economic relations remain a core feature of inequalities across groups in the various branches of conflict theory. Conflict theory is highly influential in modern and post modern theories of inequality, peace, conflict studies and the many varieties of identity studies that have arisen across Western academia in past several decades.

4.6 Summary In this unit we have learnt about two Indian sociologists Ghurye and Mukherjee and two western sociologists Durkheim and Cooley through their life sketches and works. We have tried to understand the different aspects of their sociological concepts. Ghurye explains the caste system in India, Indian tribes and Rural-urbanization. He also elaborates the idea of culture and civilization and about the Indian Sadhus in the context of sociology of religion. Radhakamal Mukherjee tells us about the social ecology and universal civilization. On the other hand Emile Durkheim explains about the suicide rate, the division of labour and the elementary forms of religious life. We have then learnt about Charles Horton Cooley and his theory of transportation. At last we have focused on the different theoretical paradigms of sociology like Symbolic Interactionism, Functionalist Perspective and Conflict Perspective.

4.7 Self-Assessment Questions

1. What are the distinctive characteristics of Indian Caste system according to Ghurye?
2. What are the five source of danger as identified by Ghurye as the threat for Indian national unity?
3. Why Ghurye is called the father of Indian Sociology?
4. What is process of acculturation?
5. Write two interrelated components of civilization according to Radhakamal Mukerjee?
6. What is the concept of ecology?
7. What is spiritual dimension?
8. Write about the suicide theory of Durkheim?
9. What is Totemism?
10. What is mechanical solidarity?
11. What is organic solidarity?
12. What is morality according to Durkheim?
13. Write about the cooley's theory of looking glass?
14. What is Social subjectivity?
15. What is 'transportation' according to Cooley?
16. What is symbolic interaction in communication?
17. Give one example of functionalist perspective?

4.8 References

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NSOU ? CC-ED-03 ? 96 Unit 5 ?? Social Change Structure

5.1 Objectives

5.2 Introduction

5.3 Social Change

5.3.1 Concept of Social Change

5.3.2 Scope of Social Change

5.3.3 Role of Education in Social Change

5.4 Social Change in India

5.4.1 Sanskritization

5.4.2 Westernization

5.4.3 Globalization

5.5 Social Communication

5.5.1 Formal Social Communication

5.5.2 Informal Social Communication

5.6 Summary

5.7 Self-Assessment Questions

5.8 References

5.1 Objectives

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After going through this unit, you will be able to— ? understand the

Concept, Scope of Social change and the Role of Education in social change; ? explain the concept of Modernization, Urbanization and Westernization with reference to Indian society; ? state the concept of Social Communication namely Formal and Informal.

NSOU ? CC-ED-03 ? 97 5.2 Introduction Change is the permanent quality of nature, hardly anything in our nature is static, time and world do not stand still. Change is the law of life. And who look only to the past or the Present are certain to miss the future. Society is dynamic, man always looks forward to the future in order to adjust himself with the environment, and interaction occurs and whenever there is an interaction there is a change. Sometimes changes are so slow people do not realize them, and some time they are so rapid and drastic. Each society developed gradually some customs, traditions, values, and style of living we call this as culture of society, different type of culture flourished in the world in the course of time. Culture of some societies prospered and some lagged behind. There are changes from time to time in features of a society that makes society mobile. Each society is subject to change. The change that occurs in customs, activities of people, structure of society, style of living in any society are called social changes. Education is considered the most power full instrument of social change. The social changes to a great extent are brought about through the process of education. In the words of secondary education commission report "Education is expected to change the attitudes and values among people and create in them desirable progress". Some thinkers identify social change with cultural change which in the narrow sense refers to Changes in custom, speech and literary forms, language, dress or hair styles. Cultural change is an important aspect of social change and occurs in a seizes influences by others forms of culture. Social change is a continuous process. Social change implies change in the social structure and functions of various aspects which form society. Social structure includes family, the marriage system, caste system, educational institutions, customs etc. 5.3 Social change: Concept, Scope and Role of Education Change in the composition of society is the basic meaning of social change- View of Dr. Henry. Social change means variation or modifications in any aspect of social process, pattern or form—View of Fairchild. Society is a complex network of patterned relationship in which all the members participating in varying degree. These relationship change and the behavior changes at the same time. These changes we refer to as social changes—View of Merrill. "Social change refers to pattern of social relationship in a given setting"—Miller.

NSOU ? CC-ED-03 ? 98 "Social change refers to the modifications in the organization and behavior of the group as expressed in its laws, customs, modes and beliefs"—B.B.Mathur. "Social change is a process responsive to many types of changes - changes in the manmade conditions of living, changes in the attitude of man and changes that go beyond human control to the biological and physical nature"—MacIver & Page Thus, we can say that when change involves an alteration in the structure and functioning of social process, modifying or replacing the old in the life of people, and changes in relationship, behaviour pattern, then we can speak it as social change. 5.3.1 Concept of Social Change: The International Encyclopedia of the Social Science (IESS 1972) looks at change as the important alterations that occur in the social structure, or in the pattern of action and interaction in societies. Alterations may occur in norms, values, cultural products and symbols in a society. Other definitions of change also point out that change implies, above all other things, alteration in the structure and function of a social system. Institutions, patterns of interaction, work, leisure activities, roles, norms and other aspects of society can be altered over time as a result of the process of social change. Social change is essentially a process of alteration with no reference to the quality of change. A change in societies is related/linked to changes in culture, so that it would be sometimes useful to talk about 'socio-cultural change. Some sociologists, however, differentiate between social change and cultural change. Social change is defined as alterations in the social structure, (including the changes in the size of society) or in particular social institutions, or in the relationship between institutions. They feel that social change refers mainly to actual human behaviour. Cultural change, on the other hand, refers to variation in cultural phenomena such as knowledge and ideas, art, religion moral doctrines, values, beliefs, symbol systems and so on. This distinction is abstract, because in many situations it is difficult, or nearly impossible to decide which type of change is occurring. For instance, growth of modern technology as part of the culture has been closely associated with alterations in the economic structures, on important part of the society. Social change can vary in its scope and in speed. We can talk of small scale or large scale changes. Changes can take a cyclical pattern, e.g. when there is the recurrence of centralization and decentralization in administrative organizations. It can also be revolutionary. Revolutionary change can be seen when there is an overthrow of government in a particular nation. Change can also include short term changes (e.g. in migration rates) as well as long

NSOU ? CC-ED-03 ? 99 term changes in economic structures. We can include in social change, both growth and decline in membership and size of social institutions. Change may include continuous processes like specialization, and also include discontinuous processes such as a particular technical or social invention which appears at some point of time.

5.3.2 Scope of Social Change The process of social change is continuous and slow process. There is need of social change in society. Society cannot stop a social change. Change is the essential part of society. Social change can be associated with either the whole structure of a society or part of the structure. The speed of social change varies society to society or in different period of time in society. Change in one society encourages other society. Change is a deviation from traditions as some retained while the undesirable ones is dropped. Social change involves not only economic, political, scientific changes but it also involves changes in mode of socialization of individual and a basic change in personality structure of the individual. Social change can be brought about by intelligence and with certain determination. Every individual has certain goal and he want to achieve them. In attempt to achieve goal, he bring about certain social changes. This indicates that there is definite purpose behind the process of social change. When individuals are concern with the modification in status and role, the stress and strain are produced in them and thereby social change takes place. Social change can be brought by any factor like technology, industrialization, religion and ideology, Change begins with the process of innovation. Innovations involve variation, invention in social customs, conventions, traditions character and conduct of the individual. But we cannot say that any one is prominent than the other. It is difficult to tell about the possible changes in future. Change is the law of nature social change is inevitable, social change means discarding some old thing or elements or addition of new things. Social change may be for the good of society or otherwise. It is possible to know that there will be some changes in our tradition though it is difficult to pin point social change.

5.3.3 Role of Education in Social Change Education has brought about phenomenal changes in every aspects of human life. Education can be used to empower the individual. Societal change comes from the collective transformation of the individuals inside a society. Education being the chief instrument for the development of science and technology is the most vital forces which can change a society positively or negatively depending on the inner structure of that society. Francis J. Brown remarks that Education is a process which brings about changes in

NSOU ? CC-ED-03 ? 100 the behaviour of society. It is a process which enables every individual to effectively participate in the activities of society and to make positive contribution to the progress of society. Education has been accepted as one major agency of socialization, and teachers and educational institutions as socializing agents. In describing education as an instrument of social change, three things are important: the agents of change, the content of change, and the social background of those who are sought to be changed, i.e. students. Educational institutions under the control of different cultural groups reflect the values of those groups which support and control education. According to this situation the teachers Impart specific values, aspirations and to the children. The educated Social reformers emphasized values like removal of caste restrictions, equality of women, doing away with social evil social customs and practices, voice in the governance of the country, establishing democratic institutions and so on. They, thus, wanted to teach liberal philosophy through education for changing society. In other words they regarded education as a flame or light of knowledge which dispelled the darkness of ignorance. In a static society, the main function of the educational system is to transmit the cultural heritage to the new generations. But in a changing society, these keep on changing from generation to generation and the educational system in such a society must not only transmit the cultural heritage, but also aid in preparing the young for adjustment to any changes in them that may have occurred or are likely to occur in future. In contemporary societies, "The proportion of change that is either planned or issues from the secondary consequences of deliberate innovations is much higher than in former times." This is more so in societies that has newly become independent and are in a developing stage. Thus, the relationship between educational system and society is mutual; sometimes the society influences changes in educational system and at other times the educational system influences changes in the society.

5.4 Social Change in India: Sanskritization, Westernization, and Globalazitaion Today's world is like an interconnected world. Any incidents somewhere in the world impact the other parts of the world. The traditional ideas everywhere are being replaced by more modern ideas. However, some people are trying it hard to reserve their traditional way of living. But the powerful countries having their impact felt on the relatively less powerful nations making the world a cultural colony. In this respect we will now discuss about Sanskritization, Westernization and Globalization.

NSOU ? CC-ED-03 ? 101 5.4.1 Sanskritization As a social process Sanskritization is unique to Indian subcontinent. Sanskritization is a theory of social change advanced by the sociologist M.N. Srinivas in 1952 to describe how upward mobility occurs in India's caste society, previously thought to be static. It is the process by which lower caste groups attempt to raise their status and position within the caste hierarchy by emulating upper caste social norms, such as the adoption of vegetarianism and the worship of Brahminical Gods. The theory of Sanskritization recognizes the great regional variation of caste groups across linguistic, ethnic, and geographical boundaries, and the local power struggles that may shift a sub caste group's position in the hierarchy, even if it does not lead to any structural change in the overarching caste schema. The theory also reinforces the idea of a Brahmin-centric society that relegates the lower castes to the role of imitators, thereby making it out of step with contemporary caste politics. Sanskritization is the process by which lower caste groups attempt to raise their status and position within the overarching caste hierarchy by emulating upper caste social norms. The classical delineation of caste comes from the Sanskrit Vedic period (1200-500 bce) and is embodied in the concept of varna, which literally means "color." There are four varnas in descending order of supposed ritual purity: (1) Brahmins (priests and scholars), (2) Kshatriyas (rulers and warriors), and (3) Vaishyas (merchants and traders), who represent the "twice-born" upper castes and whose male members have donned the sacred thread after going through a ritual "second" birth; followed by (4) Shudras (laborers and servants) and Dalits (formerly "untouchables" or "harijans"), the latter of whom are technically considered to be outside the varna schema. But if one considers the Dalit movement in India today, it is clear that Sanskritization is not the sole motor of social change. Rather, Dalit and other lower caste groups are working toward social mobility and uplift in legal and other systems that would allow for better and more equitable access to education, including the study of English, health care, clean water, and jobs, to name a few areas. Models of Sanskritization: 1. Cultural Model Castes have been assigned high or low status according to the cultural characteristics of Hindus. The wearing of sacred thread, shunning the use of meat and liquor, observing endogamy, prohibition of widow-marriage, observing the restrictions imposed by caste NSOU ? CC-ED-03 ? 102 system, worship according to the modes and methods described in the religious text books daily, an inclination and respect for religious texts and mythological stories, giving alms and gifts, use of incense, lamp, flowers, grains and oblation at the time of worship, going to temples and on pilgrimages etc. have been given sanctity in traditional culture. They are considered to be the measuring standards of sacredness and purity. Therefore adopting in one's life style the way of higher castes and accepting the mandates of Varnas, Ashramas, Karma and Rebirth etc. and showing faith in the thoughts given in Sanskrit literature regarding religion, vice and virtue, salvation, maya and Brahma are a form of Sanskritization. In short accepting the behaviour and code of highness and purity as described in religious texts is a form of Sanskritization. 2. Varna Model: In the Varna system the highest status is that of a Brahman followed by Kshatriya, Vaishya and Shudra. Antyaja (or the lowest) is the fifth varna which is the lowest and untouchable. At different places Brahmins, Kshatriyas or Vaishyas acquire high respect in the society. The lower castes copy the ideals and life styles of the superior class, where Kshatriyas enjoy of 'superiority' their ideals are copied. Similarly where Vaishyas enjoy superiority the lower castes copy their life-style and ideals. Only the lowest castes (Antyaja) copy the Shudras. There is to say emulating the life-style or ideals of a varna on the basis of honour and superiority enjoyed by that class is called the varna model of Sanskritization. 3. Local Model: In every community, some castes are considered to be more respectful than others on account of their numerical or economic power. Not caring for the caste hierarchy, people rest of the community as superior or higher. This caste may be called the "master-class" or in the language of Srinivas "the dominant caste". In a village community, agriculturists castes get the dominance. The lower castes copy the life style of this Dominant-caste and try to rise in status. The local dominant castes serve as the reference group model for the aspirant caste. If the locally dominant caste is a Rajput or a Baniya it will transmit the Kshatriya or Vaishya model. Thus, models of Sanskritization vary according to the dominant caste. Dominant castes play an important role either advancing or retarding the process of Sanskritization. For a caste to be dominant, it should own a sizeable amount of arable land locally available, have strength of number and occupy a high place in the local hierarchy. New factors of dominance include western education, jobs in administration and urban source of income. These dominant castes stimulate in the lower castes a desire to imitate their prestigious style of life and thereby improve upon their social status. In some places

NSOU ? CC-ED-03 ? 103 the dominant castes were reported to have harassed the lower castes and dissuaded them from following their life styles by means of force and threat. Motivation for Sanskritization: One of the motivating factors behind the process of Sanskritization is the raising of one's social status in the local caste hierarchy and enjoyment of the same political and economic power which the higher castes used to enjoy. This motivation to raise one's own standard comes from a sense of relative deprivation, because the Hindu society has been rigidly stratified by caste system. Life-chances, social opportunities, economic positions and political privileges everything was determined by caste system. Rigid caste norms created a wide distance between castes. The higher castes used to enjoy all kinds of social privilege whereas the lower castes were deprived of getting the same; it therefore, was considered the best way of increasing one's social position by taking to the customs and ways of life of a higher caste. Another motive behind Sanskritization is the manifestation of suppressed inter-class hostility. The victims wish to have control over caste system and thereby expiate their frustration on the same battlefield where they acquired them. Factors facilitating Sanskritization: Some factors have been singled out as contributory to the process of Sanskritization in modern India. Some of them are discussed below: 1.

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British Rule: With the establishment of the British rule in India, the

lower castes got more opportunities to Sanskritize themselves and subsequently raise their status as the Britishers were unmindful to this phenomenon and were least involved in the dynamic of caste system. 2. Development of Communication: Development of road and transportation in the areas previously inaccessible accelerated the process of Sanskritization. The railways and other improved means of communication enabled people to visit religious centres like Mathura, Dwaraka, Gaya, Kashi, Puri etc. 3. Development of the Mass Media of Communication: The radio, the cinema, the microphone, newspaper, religious journals have been contributing to the popularization of Sanskritic values and ideologies. 4. Political Factors: The political institution of parliamentary democracy in free India has contributed to increased Sanskritization. Prohibition, a Sanskritic value, has been endorsed in our constitution. The ideal of equality of all men before the law and the abolition of

NSOU ? CC-ED-03 ? 104 untouchability have spring up a culture which was the monopoly of the higher castes beforehand. 5. Educational Factor: As a result of western education, socio-religious movements like the Arya Samaj, the Brahma Samaj and the Prathana Samaj came into being and which, in turn, contributed much to the process of Sanskritization. Besides, spread of literacy among the low caste groups made Sanskritization feasible. 6. Cultural Institution: Every temple and pilgrim centre also acts as a source of Sanskritization. During the periodic festivals and other occasions when pilgrims gather at the centre they get opportunity for the spread of Sanskritic ideas and beliefs. Several other cultural institutions such as the sanyasis and other religious mendicants also help spread ideas and beliefs of sanskritic Hinduism. 7. Economic Factor: Better economic conditions also facilitate enhancement of the status of a caste in the local caste hierarchy. But acquisition of wealth is not always a necessary pre-condition to Sanskritization. Srinivas has rightly cited the case of untouchable caste of Mysore who got itself sanskritized even though its economic position remained almost fixed. However, the fact is that Sanskritization becomes easy if economic power is acquired. 8. Sectarian Movements: Sectarian movements also acted as agents of Sanskritization and when they attracted members from the low castes, they helped raise their status. For example the Bhakti movement geared by the saints embraced all people into its fold ignoring diversities of cults and castes and thereby proved a great sanskritizing force. Effects of Sanskritization on Social Change: If Indian culture is chiefly confined to the cultural ideals of twice-born Varnas (Brahmans, Kshatriya and Vaishyas), then we may say that the process of Sanskritization is going on for a thousand years, because foreign invaders instead of spreading their own culture adopted the twice-born culture of India. That is the reason that there is no sign of Salukas who was the successor of Sikander the Great coming from Greece. The Shuk and Huns foreigners who were considered to be low caste or class either by religion or by culture, adopted Indian culture and become Sanskritized. Muslims and Britishers got political hold hence they had no need to Sanskritize. Sanskritization in Religious field: Lower castes have erected their own temples like twice born castes they have put the

NSOU ? CC-ED-03 ? 105 status of their own Great men along with the idols of God and Goddess. Many of them put on sacred thread. They go to their temples regularly and perform Arti and Bhajan. They have engaged priests of their own caste. In temples belonging to the middle castes, even Brahman priests are engaged. They perform ceremonies like twice-born castes. Sacrifices and Hawan are performed on the naming ceremony of children. The custom of observing fast has increased. They celebrate all festivals like twice-born varnas. They are advancing towards cleanliness. They have left prohibited food. They also do not like dirty occupations. They take care of the cleanliness of their clothes and utensils. The Hinduization of Tribal castes is an example of religious Sanskritization. The members of middle castes have become office holders of different religious institutions. They have specialized in performing ceremonies like Brahmins. Sanskritization in Social field: The social aspect of Sanskritization is more important from the viewpoint of change. Sanskritization appears to be more closely related to religious system but the chief aim of Sanskritization is social. The low caste individuals are inclined towards Sanskritization because that way they can elevate their social status and get higher up and caste-hierarchy. They want a place equal to that of Brahmins and Kshatriyas. Not only that some castes claim to be twice-born but some of them have practically acquired that status. Sanskritization in Economic field: Sanskritization can be observed in the change of occupations also. Clean trades are a symbol of social height. In the cities of west Uttar Pradesh, Bhangis are working as vegetable and chat hawkers. Members of backward classes are entering into higher posts. Scheduled castes and scheduled tribes get reservation in services. Twice-born or Brahmin clerks and peons work under officers belonging to scheduled castes. Sanskritization in Living: The conditions of living have also been sanskritized. Lower castes get Pucca houses built for them. They have got a drawing room like twice born castes. They are attracted towards chair. Now they sit along with higher castes on the cots without is a sense of fear or hesitation. They also keep their houses clean. They put the pictures of leaders and Hindu gods and goddesses on the walls. They take regular bath and put on clean clothes. Formerly they remained semi-naked due to poverty or were compelled to remain so. Now they put on dresses like higher caste and talk in the same language.

NSOU ? CC-ED-03 ? 106 Other Effects of Sanskritization: Sanskritization has brought hardship for the lower caste women. Prior to Sanskritization, they were following the caste codes which were not so much rigid. But as they got sanskritized they imitated the sex and marriage codes of the Brahmins which were harassing. For example, pre puberty marriage, ban on widow remarriage, shaving the hair of widow etc. were copied from the Brahmins by the ambitious lower castes. Second, Sanskritization has significant effects on conjugal relation. At times a wife is enjoined to practice the ideal of Pativrata and show extreme fidelity to the husband. Third, Sanskritization has prompted the untouchable castes to give up the consumption of liquor, beef, domestic pork or toddy. On this basis Srinivas predicts that "in the next twenty or thirty years the culture of untouchables all over the country will have undergone profound changes."

Criticisms: Sanskritization as a concept of cultural change has been criticized by many on several grounds. First, it has been alleged that Sanskritization is an extremely complex and heterogenous concept. Srinivas himself admits that Sanskritization is not a single concept but a bundle of concepts. Second, Sanskritization is a theoretically loose term. Third, Sanskritization, in legal sense, is a truth-asserting concept which oscillates between the logics of ideal-typical and nominal definitions of phenomena. Fourth, Sanskritization fails to account for many aspects of the cultural changes in the past and contemporary India as it neglects many non-sanskritic traditions. Fifth, D.N.Majumdar in his study of Mohana village has shown that there is no tendency among the low castes to adopt the customs and manners of the higher castes nor do these help in elevating the status of any caste. Sixth, Lynch comments that Sanskritization is culture-bound and is not that much useful to explaining all movements for social mobility in the post-independent India. Seventh, Chauhan prefers the use of another concept enhanced ritualization to Sanskritization. Because the former concept can take care of the non-sanskritic elements which can not be accommodated by the concept of Sanskritization. Eighth, Prasand criticizes the concept of Sanskritization on linguistic ground and suggests

NSOU ? CC-ED-03 ? 107 Kulinization in place of Sanskritization. Kulinization is the process by which the lower status Brahmins acquired higher status by marrying Kulin Brahmins. Ninth, Patel and Singh, while describing the changing portrait of the Lewa Patidar caste of North Gujarat, mention that Sanskritization as well as contra-Sanskritization is operative in the case of Lewa Patidars and certain western factors are responsible for this contra-Sanskritization process. Tenth, K.L.Sharma, prefers the concept of reference group to Sanskritization to explain mobility; because in his views, Sanskritization is of ad-hoc nature, it lacks refinement at the conceptual level. Mobility at the individual level can be better understood with the help of reference group behaviour. 5.4.2. Westernization Quite like sanskritisation the concept of westernization is also employed for evaluating social change in rural India and elsewhere in the country. The concept was also constructed by M.N. Srinivas to describe the process of social and cultural mobility in the traditional social structure of India. It has also emerged, in Srinivas' study of the Coorgs of south India. The author has defined westernization as:...

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the change brought about in Indian society and culture as a result of over 150 years of British rule,

the term subsuming changes occurring at different levels of technology. The emphasis was given by Srinivas on westernization basically included

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humanitarianism and rationalism. Commenting on the broader dimensions of westernization, Yogendra Singh (1994) writes: Emphasis on humanitarianism and rationalism is a part of westernization which led to a series of institutional and social reforms in India. Establishment of scientific, technological and educational institutions, rise of nationalism, new political culture and leadership in the country, are all by-products of westernization.

Srinivas argues that the acceleration in westernization does not slow down the process of sanskritisation. As a matter of fact, both the processes go hand in hand. It is found that sometimes increase in westernization also boosts the process of sanskritisation. A cursory view of the impact of westernization including communication and transport facilities has modernized the sanskritic institutions, such as pilgrimages and caste associations. It is a common observation that in the last three or four decade's new religious celebrations have emerged. The deities which were oblivious have now become target of

NSOU ? CC-ED-03 ? 108 popular celebrations. The caste associations have received better organization. At empirical plane it is found that with the increase in westernization sanskritic ties have also got solidarity. Origin: Srinivas has given details about the development of westernization in India. He traces it from the period of British Raj. Surely, the colonial rule brought with it exploitation and suppression of the masses of people both at the rural and urban levels. At the same time, it also brought certain radical changes in Indian society and culture. The British rule initiated a period of new technology, institutions, knowledge, beliefs and values. The colonial rule, thus, integrated the different segments of Indian society. The modern state actually got its beginning from this period. The land was surveyed, revenue was settled, a new bureaucracy emerged, and army, police and law courts were established. The British rule also developed communications, railways, post and telegraph and also started schools and colleges. "One obvious result was that books and journals, along with schools, made possible the transmission of modern, as well as traditional knowledge to large numbers of Indians-knowledge which could no longer be the privilege of a few hereditary groups-while the newspapers made people in different parts of the far-flung country realise that they had common bonds, and the events happening in the world outside, influenced their lives for good or ill." Yet another force released by the British rule was the working of Christian missionary. The Christian missionaries worked in the different parts of the country, particularly in those which were backward and inhabited by tribals and untouchables. This brought the weaker sections closer to westernization. In contemporary India, when we talk about westernization, a tremendous change has come in rural India. The impact of five year plans has brought the village people in the wider network of communication and modernization. The democratic institutions such as Panchayati Raj and massive spread of education have brought the villagers to come closer to westernization. What is interesting in the concepts of sanskritisation and westernization is that in the former, is observed within the caste structure while in the latter, is observed beyond the caste system.

NSOU ? CC-ED-03 ? 109 Characteristics: Srinivas has commented on westernization from time to time. These comments have come as a result of the academic responses given by other Indian and foreign some of the important characteristics of westernization included by Srinivas are discussed below: 1. Humanitarianism: Westernization is loaded with certain value preferences. "A most important value, which in turn subsumes several other values, is what may be broadly characterised as humanitarianism, by which is meant an active concern for the welfare of all human beings, irrespective of caste, economic position, religion, age and sex." Srinivas has argued that the term 'humanitarianism' is quite comprehensive. It is inclusive of a large number of other values, the important being the welfare of all. 2. Equalitarianism: Westernization has another value of equalitarianism. It is a democratic value and stands for minimizing inequality, removal of poverty and liberty to all. The humanitarianism, as a characteristic of westernization, stands for a society which could be called as a socialist society in the long run. 3. Secularization: Both the British rule and at a later stage the Constitution of India introduced a new value of secularization. Secular India is conceived as a nation charged by the idiom of a rational and bureaucratic society. Accordingly, the state is required to have respect for all the religions of the society. It also includes the value of scientific ethics. 4. Initiation of social reforms: The idea of westernization which was propagated by the British rule struck hard on social evils which eroded the Indian society. The introduction of British law put an end to certain inequalities that were part of Hindu and Islamic jurisprudence. The evil institutions of sati, untouchability and purdah got condemnation from the spread of the notions of equalitarianism and secularisation. 5. Predominance of science and technology: The British rule also introduced science and technology in Indian society. This brought railways, steam engines and technology. As a result of this, the Indian society moved towards industrialization. Though, science and technology came as a setback to village

NSOU ? CC-ED-03 ? 110 industries and local arts and artifacts, the industrial growth increased. This also gave encouragement to urban development. Migration from village to town and city also increased. There was a take-off from tradition to modernity during this period. Industrialization and urbanisation also introduced new values in society. Many of the traditional institutions like untouchability and caste received new interpretation. Clearly, the concept of westernization introduced by M.N. Srinivas is meant to measure the social change which came in India during the British period. In post-independent India westernisation got accelerated. The Indian society came in contact with other countries also. The United States had a profound impact on our society. At a later stage Srinivas was suggested to review the concept looking to the new impact of modernization. For instance, Daniel Lerner, after considering the suitability of 'westernization' as well as 'modernization', has opted for the later. Modernization also includes urbanization. It also enhances media exposure and wider economic participation. "Modernization also implies social mobility. A mobile society has to encourage rationality for the calculus of choice which shapes individual behaviour and conditions its rewards. People come to see the social future as manipulable rather than ordained and their prospects in terms of achievement rather than heritage." If we examine M.N. Srinivas' concepts of sanskritisation and westernization, we will be able to find out that in the assessment of rural change westernization is not much significant. Both the concepts are loaded with sanskritic and western values. The concepts also carry certain ideologies. Yogendra Singh argues that the use of the term 'westernization' is pejorative for Indian elites. In place of westernization, modernization appears to be a better term. He observes: "...modernization in India cannot be adequately accounted for by a term like westernization. Moreover, for many new elite in India as also in the new states of Asia, the term westernization has a pejorative connotation because of its association with former colonial domination of these countries by the West. It is, therefore, more value-loaded than the term modernization, which to us appears as a better substitute. 5.4.3 Globalization The term "Globalization" has got extensive treatment in the hands of many sociologists. The sociologists perceive that though economic in origin, the term has enormous social

NSOU ? CC-ED-03 ? 111 implications. To cite some examples, to George Ritzer globalization refers to the rapidly increasing worldwide integration and interdependence of societies and cultures. Scholte defines globalization as deterritorialization or the growth of 'supraterritorial' relations between people. Globalization refers to a far reaching change in the nature of "social space". To quote Albrow globalization includes "all those processes by which the peoples of the world are incorporated into a single society, global society". In the languages of Ronald Robertson "Globalization as a concept refers both to the compression of the world and the intensification of consciousness of the world as a whole." To Anthony Giddens, "Globalization can thus be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa". Water defines globalization as "a social process in which the constraints of geography on economic, political, social and cultural arrangements recede, in which people become increasingly aware that they are receding and in which people act accordingly". To quote Held et al, "Globalization can be thought of a process (or set of processes) which embodies a transformation in the spatial organization of social relations and transactions - assessed in terms of their extensity, intensity, velocity and impact - generating transcontinental or interregional flows and networks of activity, interaction, and the exercise of power". U. Beck has underlined the differences among 'globality,' 'globalism' and 'globalization.'

According to him, "'globality' refers to the fact that individuals are increasingly living in a 'world society' in the sense that 'the notion of closed spaces has become illusory. Meanwhile, 'globalism' is the view that the 'world market' is now powerful enough to supplant (local and national) political action;" and "'globalization' is the blanket term to describe 'the processes through which sovereign national states are criss-crossed and undermined by transnational actors and varying prospects of power, orientation, identities and networks'.

Distinctive Characteristics of Globalization

- 1. Borderless world:** The most outstanding economic characteristic of globalization is the introduction and practice of a borderless world. Notions of a "borderless world" simply mean political "deterritorialization". "Deterritorialization" concept implies territorial component in world affairs is of much reduced significance. The territorial structures and compartments which have, for the past few hundred years, formed a basic component of the state system experience structural change under the process of globalisation. It evokes images of a world in which goods, services, capital, and information flow across national borders. In this world, the choices over where to produce, where to establish shop, invest, and save are no longer confined within national borders. They have taken on a decidedly
- 2. Liberalisation:** Globalization and liberalization are concepts closely related to one another. Globalisation can occur only under the situation of liberalisation. Liberalization refers to the relaxing social and economic policies which results in better integration of an economy with the global economy. Globalization and liberalization both occur as a result of modernization. Liberalisation is a process of liberalising the economic, industrial, investment, financial and business policies to enhance the business, export, per capita of a particular region. In general, it refers to the removal of restrictions; usually government rules and regulations imposed on social, economic, or political matters. Liberalization may be trade, economic, or capital market related. Trade liberalization may be with regard to reducing restrictions on imports or exports and facilitating free trade. Economic liberalization generally refers to allowing more private entities participate in economic activity, and capital market liberalization refers to reducing restrictions imposed on debt and equity markets. Thus, liberalisation provides ample freedom to the industrialist/businessman to establish industry, trade or commerce either in his country or abroad; free exchange of capital, goods, service and technologies between countries. Globalisation cannot take place without liberalisation.
- 3. Free Trade:** Free trade symbolises a liberal economic order that prevents protectionism and isolation. Simply speaking, globalization is the process of changing to the world into an integrated world from an isolated one. Globalization is a long-term process of change towards greater international cooperation in economics, politics, idea, cultural values, and the exchange of knowledge. The core features of globalization are increased free trade between nations, easier movement of capital between borders, and a massive increase in foreign investment. This results in growth for both small businesses and multinational companies, which can access new markets across the world. It also results in increased transport and communication between countries and continents.
- 4. Globalization of Economic Activities:** Globalization as a process widens, intensifies speeds up, and increases world-wide interconnectedness. It is characterized by four types of change. First, it involves a stretching of social, political and economic activities across frontiers,

NSOU ? CC-ED-03 ? 113 regions and continents. Second, it is marked by the intensification, or the growing magnitude, of interconnectedness and flows of trade, investment, finance, migration, culture, etc. Third, it can be linked to a speeding up of global interactions and processes, as the development of world-wide systems of transport and communication increases the velocity of the diffusion of ideas, goods, information, capital and people. And, fourth, it results in the growing extensity, intensity and velocity of global interactions. In this sense, the boundaries between domestic matters and global affairs become increasingly fluid. Globalization refers to the increasing interdependence of world economies as a result of the growing scale of cross-border trade of commodities and services, flow of international capital and wide and rapid spread of technologies. It reflects the continuing expansion and mutual integration of market frontiers, and is an irreversible trend for the economic development in the whole world at the turn of the millennium. The general characteristics of globalization go beyond their economic characteristics and include the following. 1. Globalisation is a universal process, but not uniform in its result. Globalisation is a historical process, 2. Globalization is both developmental and detrimental for the society, 3. Globalization is a long term process, 4. Globalization is an irreversible process, 5. Globalization leads to hybridisation, homogenisation and harmonisation, 6. Globalisation leads to dispersion and diffusion, 7. Globalization is a multidimensional process, 8. Globalization is a top down process, 9. Globalization results in deterritorialisation. Dimensions of Globalization: 1. Economic Dimension of globalization. 2. Social Dimension of globalization. 3. Political Dimensions of globalization. NSOU ? CC-ED-03 ? 114 4. Cultural Dimension of globalization. 5. Technological Dimension of globalization. 6. Environmental Dimension of globalization. Arguments in favour of globalization Include: ? The economies of countries that are more engaged with the global economy have consistently grown much faster than those that have maintained closed economies - on average by about 2.5 percent. Faster economic growth resulting from globalization, usually leads to increases in peoples' living standards. Improved wealth leads to better health care and cleaner water, increasing peoples' life expectancy under globalization. ? Increased foreign direct investment in countries due to the reduction in investment barriers has also fuelled growth, development and progress. ? Globalization has resulted in improved environmental awareness as the internet has increased access to information and helped for diffusion of safe environment related knowledge. ? Increased trade integration has brought integrity, interdependence among nations. It has reduced hegemonic attitude of the supposed rich nations and has reduced the threat of war and promoted peace. ? Improved technology has reduced costs and changed the way the world communicates. It has connected the people and parts of the planet. ? Adult illiteracy rates are falling in developing countries. ? Democracy is making headway. Modern communications and the global spread of information have led to the toppling of undemocratic regimes. ? Multinational companies have adopted improved standards for workplaces and wages - usually paying more than local companies in developing countries. ? International migration has led to greater recognition of diversity and respect for cultural identities, which is improving democracy and access to human rights. Arguments against globalization include: The social and economic costs of globalisation are very high. This causes people to suffer hardship. Countries unable to take advantage of globalisation fall further behind.

NSOU ? CC-ED-03 ? 115 ? Global rich poor divide grows. ? Increased trade and travel have increased the spread of human, animal and plant diseases, like AIDS. ? Increased interdependence of countries has greater vulnerability to economic problems - like the recent global recession. ? It also reduces the self sufficiency of the nations. ? The environmental costs of globalisation are very high. Multinational companies defeat the environmental codes in developing countries. The hitherto safe planet becomes an unsafe habitation for humanity. ? Major economic powers control the international economic bodies which become hegemonic over the developing world. This leads to economic colonization. They treat the developing countries not as their partners, but parasites. ? Trade liberalisation and technological improvements change economies and can lead to unemployment. Modern communications have spread an awareness of the differences between countries and increased demand for migration to richer countries. Barriers to migration have been increased in richer countries leading to more people smuggling. ? Globalisation has caused a brain drain to richer countries making the poor countries drained off their talents. ? Indigenous and national culture and languages are eroded by the modern globalised culture. ? Globalization has heightened cross border terrorism, trafficking which are putting the lives of millions in misery. 5.5 Social communication : Formal and Informal Social communication refers to the emergence of verbal and non-verbal skills, social interaction and social cognition. Social communication is important in order to be able to build social relationships with other people. Social communication is a social exchange between two or more individuals. These communications build the basis for social structure and culture. By communication, society designs rules, institutions and systems within which we seek to live. Thus communication is the basic ingredients of social relationships. Society is rooted in communication. Social communication produces some definite influence upon

NSOU ? CC-ED-03 ? 116 social relations that exist among human beings. It establishes mental relations among persons. It is the reciprocal influence mutually exerted by human beings through their stimulation and mutual response.

Communication could be verbal, or non verbal i.e using sign language, body movements, facial expressions, gestures, eye contact or even with the tone of voice. There are two types of communication - formal communication and informal communication. 5.5.1 Formal Social Communication Formal communication refers to the flow of official information through proper, predefined channels and routes. The flow of information is controlled and needs deliberate effort to be properly communicated. Formal communication follows a hierarchical structure and chain of command. The structure is typically top down, from leaders in various departments and senior staff in the organization, which funnel down to lower level employees. Employees are bound to follow formal communication channels while performing their duties. Formal communication is considered effective as it is a timely and systematic flow of communication. 5.5.2 Informal Social Communication In comparison, informal social communication refers to communication which is multi-dimensional. Informal communication moves freely within the organization and is not bound by pre-defined channels and communication routes. Informal communication is particularly quick. Informal communication is far more relational than formal communication and is by nature, a very natural form of communication as people interact with each other freely and can talk about a diverse range of topics, often extending outside of their work duties. Due to the inherent nature of informal communication, it moves a lot faster and does not have a paper trail. Informal communication in the workplace is often called the 'grapevine' and generally begins with employees through social relations. In many cases informal communications can turn to formal communication if they are added in to the formal communication information flow of a company. Informal communication is considered effective as employees can discuss work-related issues which save the organization time and money. It also helps to build more productive and healthy relationships in the workforce.

NSOU ? CC-ED-03 ? 117 Key differences between Formal and Informal communication Here's a brief list of some of the key differences between formal and informal communication: ? Formal communication is the more reliable form, as there is a paper trail. Compared to informal communication which has comparatively less reliability, and is very unlikely to have a paper trail. ? Formal communication is slower, sometimes feeling unbearably slow due to bureaucracy. On the other hand, informal communication is very quick, often being instantaneous. ? Formal communication requires a number of different processes before the whole communication flow is complete, whereas informal communication requires very little process time. ? Information through formal communication is only through predefined channels, whereas information through informal communication moves freely. ? Secrecy is maintained with formal communication, whereas informal communication makes it hard to maintain full secrecy due to its reliance on individuals. Types of Formal Communication ? Memos ? Intranet ? Meetings ? Conferences ? Formal One-on-Ones ? Bulletin Boards ? Handouts ? Letters ? Presentations ? Speeches ? Notice Boards

NSOU ? CC-ED-03 ? 118 ? Organizational blogs ? Emails from managers and leaders Types of Informal Communication ? Gossip ? Single Strand - a form of informal communication wherein each person communicates with the next in a single sequence. ? Cluster - a very common form of informal communication, in cluster networks a person will receive information and choose to pass it on to their cluster network or keep the information to them. Each individual will pass on the information to the next cluster network ? Probability Chain - each individual randomly tells another individual the same piece of information. 5.6 Summary In the above unit we have discussed about the concept, nature and the scope of social change as well as the role of education in the process of social change. This unit has also tried to discuss the issues of Sanskritization, Westernization and Globalization and their role in the process of social change. At the end of the unit, the concept, importance and the types of social communication have been discussed. 5.7 Self-Assessment Questions 1. What is social change? 2. What are the causes of social change? 3. What is the role of education in the process of social change? 4. The concept Sanskritization was developed by whom? 5. What is Sanskritization? 6. What is the impact of sanskritization on social change? 7. Write any two effect of Sanskritization. 8. What is Globalization?

NSOU ? CC-ED-03 ? 119 9. What are causes of globalization? 10. What is the effect of globalization on social change? 11. Write two dimensions of globalization. 12. What is Social Communication? 13. What do you mean by formal communication? 14. What is meant by informal communication? 15. Mention any two differences of formal and informal communication. 5.8 References Bhattacharyya, D.C. (1996). Sociology (6th ed.). Calcutta: Vijaya Publishing House. Garvey, J (2019). Blog Employees (Web Blog post). Retrieved from [https:// www.peoplegoal.com/blog/what-is-formal-and-informal-communication](https://www.peoplegoal.com/blog/what-is-formal-and-informal-communication). Mondal, P. (Year?) Westernization: Origin and Characteristic of Westernization Retrieved from <http://www.yourarticlelibrary.com/sociology/rural sociology/westernisation-origin-and-characteristic-of-westernisation/31941>. Rao Shakar, C.N. (2012). Sociology (7th ed.). Mangalore, Karnataka: S Chand & Cmppany Pvt. Ltd. Ravi, S.S. (2015). A Comprehensive study of education (2nd ed.). Delhi: PHI Learning. Sharma, Y.K. (2016). Foundation in sociology of education. Delhi: Kanishka Publishers.

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After going through this unit, you will be able to - ?

understand what a pluralistic society is; ? explain the concept of diversity and inclusion; ? recognize and apprehend the contemporary social issues and understand the impact of education on these issues. 6.2 Introduction From the ancient past India has been a real plural society. It is rightly characterized by its unity in diversity and an open minded acceptance for vivid opinions. A grand synthesis of cultures, religions and languages of the people belonging to different castes and communities has upheld its unity and cohesiveness. Inspite of several foreign invasions, NSOU ? CC-ED-03 ? 121 Mughal rule and the British rule, national unity and integrity have been maintained. It is this synthesis which has made India a unique mosaic of cultures. India fought against the British Raj as one unified entity. Foreign invasions, immigration from other parts of the world, and the existence of diverse languages, cultures and religions have made India's culture tolerant, on the one hand, and a unique continuing and living culture, with its specificity and historicity, on the other. Hinduism, Jainism, Buddhism, Islam, Sikhism and Christianity are the major religions. There is diversity not only in regard to racial compositions, religious and linguistic distinction but also in patterns of living, life styles, land tenure systems, occupational pursuits, inheritance and succession law, and practices and rites related to birth, marriage death etc. Post-Independent India is a nation united against several odds and obstacles. The idea of unity of India is inherent in all its historical and socio-cultural facts as well as in its cultural heritage. India is a secular state. It has one Constitution providing guarantees for people belonging to diverse regions, religions, cultures and languages. It covers people belonging to all socioeconomic strata. The Five Year Plans and several other developmental schemes are geared to the upliftment of the poor and weaker sections of society. Hence, in this unit we will discuss about this unique characteristic of India in details. 6.3 India as a Pluralistic Society Plural society is simple words mean the integration of different communities who practice different culture, languages, and beliefs. For example, in any school, it is not mandatory to collect students from the same language or culture. Different students belonging to different class study altogether and it can be seen as the very basis of teaching everybody values regarding respect and humbleness. Many sociologists suggested plural society was a balance between economy and ecology but R.T. Smith in 1958 criticized this system because according to him it highlighted the differences and does not contribute to unity in diversity. In 1967 Dahl presented his ideation of plural society where he mentioned that it could better be understood as the division of power fairly. The major advantage of plural society was that everybody's opinion was heard and there was not an inequality unlike another system of stratification. From the earlier times, the debate was on about the class division being same only. But differences were there as one hand class division saw economic differences and on the other hand plural society consisted of groups which were together irrespective of economic, class or any barrier. Plural society effect can be seen in India; in fact, the country is called by unity in diversity. There are more than 2400 castes, many religions but people meet each other as

NSOU ? CC-ED-03 ? 122 an individual. For example in any shop, there can be many people of different religion working under the same roof. Another example is Lebanon where there are two major Muslim segments Shia and Sunni with Christian community as a minority. This builds up a peaceful environment in the society. It emphasized on multiculturalism. Although it is impossible to build up an egalitarian society, still Plural society comes to an aid for erasing the differences.

6.4 Social Diversity and Inclusion Social diversity is a feature of a society which is determined by caste, class, religion, occupational pattern in a given territory. In the social sphere, the general customs and manners of the people greatly differ. People of different regions use different types of dresses, their eating habits and customs differ. Certain people are quite civilized while others are very backward in their customs. India has been considered as perhaps the largest and most plural society in the world. In India, people speak an array of languages and use a wide range of scripts. As a country, India has major religions - Buddhism, Christianity, Hinduism, Islam, Sikhism, and Zoroastrianism - living side by side. India is the world's most complex and comprehensively pluralistic society, home to a vast variety of castes, tribes, communities, religions, languages, customs and living styles. It was estimated by the Anthropological Survey of India that there are nearly 4,599 separate communities in India with as many as 325 languages and dialects in 12 distinct language families and some 24 scripts. The mosaic of identities that constitute the meaning of Indianness has been on display on Republic Day every year. Moreover the National Anthem emphasizes diversity in a similar manner with the first verse being a series of names of different geographic regions, ethnicities and cultures.

Meaning and Nature of Social Diversity By 'social diversity', we mean co-existence of different social groups within a given geo-political setting or in simpler terms, differentiation of society into groups. Other terms such as, 'plurality', 'multiculturalism', 'social differentiation' etc. are also interchangeably used to explain this feature. The diversity may be both functional and dysfunctional for a society depending on its composition. The question that may arise at this stage is 'how much pluralist a society can become without losing its organic unity?' Despite divisions of groups, an underlying unity runs through the whole Indian social system. In order to understand the nature of social diversity in India, it is important to understand the nature of group identities that form the diversity.

NSOU ? CC-ED-03 ? 123 **Types of Social Diversity** The main sources of social diversity are ethnic origins, religions and languages. According to Sorokin, the social differentiation can be classified into two types: a) intra-group (i.e. differentiation within a group and b) inter-group differentiation (i.e. differentiation among the groups). Further groups may also be classified as: a) unibound (i.e. groups whose members are bound into a solidarity system by one main value or interest such as, race, sex and age; b) multibound (i.e. groups formed by the coalescence one of two or more unibound values such as castes, tribes, classes etc. Intra-group differentiation means a division of the group into subgroups that perform different functions and are not graded superior or inferior to each other. However, when subgroups are ranked 'superior and inferior' or 'higher and lower', intergroup differentiation becomes intergroup stratification such as castes in the Indian Caste System.

Language Language is one of the main markers of group solidarity in any society. The social categorization in terms of languages is much stronger than any other social markers such as religion, class, caste, tribe etc. Group identities are expressed in stronger terms when language identities are combined with other types. India is highly diversified in terms of languages. Despite language based reorganisation of states, India has not been able to solve many language related problems. Under the state reorganisation, only a few major languages have been given official recognition and resource support. The following issues need to be looked into: Language nationalism operates at the regional level rather than at the national level; Three-language formula devised for imparting education at different levels is still not fully implemented; The states have not devised their policy for protecting the educational, cultural and economic interests of the language minority groups who inadvertently have fallen in particular state territory. Educational implication of the language diversification has not been worked out and incorporated into the education system. Unity at the national level should have national language component in the policy framework. The Indian constitution lists 15 languages as major languages. All major languages have regional and dialectal variations. Besides these, 227 languages/dialects have also been recognized as mother tongues making the task of language planning and promotion more difficult. Furthermore, diversification of tribal groups in terms of languages make the situation that much more complicated.

Religion Religion is an important binding force of social integration among individuals and groups. By religion, we generally mean belief in supernatural being or entities. Religion has

NSOU ? CC-ED-03 ? 124 been playing an important role in Indian society from the very evolution of human society. It has never been static. India is a multi-religious society. Changes have taken place in religions from time to time. Religious reform movements have been integral parts of India's sociocultural life. The 1961 Census of India listed 7 religious categories, Hindus, Muslims, Christians, Jains, Buddhists, Sikhs and other religions and persuasions. However, there are other religious groups such as, Jews, Zorastrians and tribals which find mention in the 1931 Census. Religion is a complex phenomenon in India. Conservative and progressive elements are found among different groups highlighting intra-religious differentiation. Religious conversion has been a controversial issue throughout the Indian history. It still draws attention even in the contemporary situation. In recent years, religious conversion of tribals has generated a considerable antipathy and conflict. Religion also brings out internal cohesion by cementing internal class, language and other divisions. Even the introduced religions such as, Islam, Christianity, Zorastrian etc. have developed Indian character. Hinduism, the main religion has allowed other religions to grow alongside. It not only affected other religions, but has also been affected by other religions. The Bhakti movement and the Sufi tradition are a testimony to this give-and-take situation. The Constitution of India considering the country as secular has treated all religious groups on equal terms. It has made provision for freedom to all religious groups to hold and practise their beliefs and rituals. Secularism has been ingrained in the national policies and planning of education and development. Caste Caste is a system of social relations. It is an important feature of Indian society based on endogamy, hierarchy, occupational association, purity and pollution, and inscriptive status. Although caste seeks ideological roots in the varna scheme of Hinduism, it is an all pervasive and a very complex phenomenon which holds its sway till today. It has provided internal structure and social base to Indian Society sometimes cutting across religious barriers. The social system that emerged out of social division of labour has received perpetual religious sanction. The caste system has been responding to empirical realities and has been changing. The four fold varnas have given ways to several castes often addressed as jatis. The inscriptive status (i.e. caste ranking based on birth) has made the caste system a bit inflexible. However despite the inscriptive nature of caste ranking, the caste has never been static. The prevalence of thousands of subcastes, clans and subclans within a caste is a testimony of diversification, differentiation and change in the caste system. The Indian caste system has also been analyzed from the class point of view by several social scientists. The caste and class debate has arisen to analyze social differentiation within the caste system.

NSOU ? CC-ED-03 ? 125 According to some sociologists, caste and class are two different forms of social stratification; and changes are taking place from caste (ranking of groups) to class (ranking of individuals). The following need to be taken into account: Despite transformation and changes, the caste system has persisted as an ideology, social structure and practices; The caste system inherits problems related to economic, political and social domination and privileges, subjugation and deprivation etc; The Constitution of India has made special provisions for protection of the deprived castes mainly the Scheduled Castes (SC) and Other Backward Castes (OBC). Tribe Tribal people are other important sociocultural groups in India, constituting over 8 per cent of the Indian population (2001 Census). However, given the current classification of tribal groups in India, it is difficult to define the term 'tribe'. In the Imperial Gazetteer, the word 'tribe' has been defined as 'a collection of families which have a common name and a common dialect and which occupy or profess to occupy a common territory and which have been endogamous'. In fact, with regard to tribal groups, the task has often been to identify the tribal groups, rather than to define them. The academic considerations have not been given due attention in identifying these groups (Beteille, 1986). According to Singh (1994). 'tribe' is an administrative and political concept in India. The categorization of tribal groups has been done state-wise and has not been uniform. There are cases of the groups that have been classified, as scheduled tribes in one state, have not been categorized as the tribes in other states. The tribal groups are much behind their non-tribal counterparts in terms of their educational attainment. With regard to tribal's, the following issues need to be looked at: The tribal groups differ from other disadvantaged groups in terms of their cultural specificities. The tribal people in themselves are highly diversified groups. The degree of tribalism varies from the extremely primitive isolated tribal groups located in the Andaman Islands to the modern developed tribal groups such as the Meena in Rajasthan. The tribal groups are further differentiated in terms of size, territorial locality, racial features, marriage and kinship patterns, languages/dialects, economy, religious beliefs and practices, development and educational attainment etc. The tribes being a local community perceive their identity largely at the regional and local levels than at the national level. The problems faced by the tribal groups vary from region to region, state to state, and from one tribal group to another. Gender Gender is a form of socio-biological difference between man and woman. The sexual

NSOU ? CC-ED-03 ? 126 difference is socially constructed contrasting characteristics labeled as masculine and feminine. Conceptually the term 'gender' differs from 'sex', as the latter refers mainly to bimodal distribution of biological and demographic characteristics between male and female. In the case of gender differences, it is the socio-biological differences that have been historically conditioned and are accepted as part of the social institutions. The elements of power and control are embedded in the gender difference. Although both sex and gender differences are universal, the nature and degree of difference varies from one social group to another. The educational development in India is characterized by widening gender gap in education. The picture is dismal, as the female literacy is 54.16 per cent as against 75.85 per cent for males (2001 Census). The gender disparities exist at all levels of education. For example, the gender gap at the primary enrolment level was 22 per cent (Haq and Haq, 1998). The gender gap in education needs to be understood in terms of disadvantaged position of women in Indian society. Although the Indian women suffer from biases in almost all spheres of their social life, the nature and intensity of this biasness may however vary across different social groups. The problem is intensified further, when gender disadvantage is combined with class, caste, religious and other disadvantages. For instance, the dropout rate at the elementary schooling stage is the highest among rural ST female children social diversity resulting from social differentiation is characterized by the problems of disparities and disadvantages. Very often, these group disparities get reflected in regional imbalances, if there is concentration of disadvantaged groups in certain pockets or regions. So 'region' although not a social category, shows a certain pattern indicating a particular socioeconomic status, because of certain categories of social groups inhabiting the region. For instance, the northern and eastern regions are backward in terms of educational and economic development, as the regions have higher proportions of the disadvantaged groups. Disparities within and among different groups need to be studied from different angles. The following section deals with the impact of social diversity on education.

Disabilities There are many types of disabilities which can be recognized as an instrument to form diversity among the mass. There are various types of disabilities or special abilities such as physical, mental or situational. We should consider these especially abled people as socially diverse people and on the basis of their disabilities they should be accommodated in our society. In addition to the above described major forms of diversity, we have diversity of many other sorts like settlement patterns - rural, urban; marriage and kinship pattern along religious and regional lines and so on.

NSOU ? CC-ED-03 ? 127 In this way diversity pervades on the whole of Indian subcontinent. And such diversities are not the hallmarks of Indian culture. The main theme of Indian culture is unity which absorbs all these diversities. Social Inclusion In every country, certain groups confront barriers that prevent them from fully participating in their nation's political, economic, and social life. These groups may be excluded not only through legal systems, land and labor markets, but also through attitudes, beliefs, or perceptions. Disadvantage is often based on social identity, which may be derived from gender, age, location, occupation, race, ethnicity, religion, citizenship status, disability, and sexual orientation and gender identity (SOGI), among other factors. Exclusion can rob individuals of dignity, security, and the opportunity to lead a better life. Acknowledging this, the United Nations has committed to "leaving no one behind" in an effort to help countries promote inclusive growth and achieve the Sustainable Development Goals (SDGs). Social inclusion is also an integral part of it. The World Bank Group defines social inclusion as: 1. The process of improving the terms for individuals and groups to take part in society, and 2. The process of improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity to take part in society. Socially an inclusive society is that society which can accommodate everyone without any discrimination. In human history, social inclusion as a policy instrument comes up only in recent times with the advancement of democracy and new phase of capitalism. It has otherwise been rare that the political ruling groups would adopt a policy of social inclusion. It would sound strange as most political system were based on social division and the ruling groups thrived on divided social fabric. On the other hand, however, there have been attempts from within the societies to usher new ways and principles of accommodating individuals, communities and groups. This accommodation proceeded both horizontally as well as vertically. New groups, or foreign elements either migrating from other locale required horizontal inclusion into societies. Indian society has been a very good example where principles and processes to assimilate, or include and accommodate groups or people have been in operation for centuries. Many tribal groups, for example, Sakas and Hunas, from central and west Asia and beyond came and settled in different parts of India. Society, over the time, absorbed

NSOU ? CC-ED-03 ? 128 them through different mechanisms. There were new terms coined to regulate the social interaction with these new groups. Mlecchas was not only the term for the foreign elements but also signified the code of relationship that was designed between the native and the foreign elements. In the course of time, the foreign elements lose their traces and become part of the local community. The medieval history too witnessed such incorporations by different groups. In the nineteenth century the British writers and administrators thought that the Indian society was immobile and non-change was its defining characteristic. The 'unchanging village community' with its 'self-sufficient economy' was thought to be the example par excellent of this. Theories about caste, religion, etc., by many foreign scholars were based on these assumptions. In reality, however, there were very dynamic interactions between institutions and human groups and this relationship transcended villages, regions and quite often had continental dimensions. Pilgrimage sites were of such interesting networks. Many groups and ideas and values had their entry into the societies in this horizontal interaction. What, however, is more intricate is the basis and processes of inclusion vertically. Historians, for example, pointed out that in modern times colonialism produced the most intense unequal relationship between societies, between the one which was colonial and exploited the resources of the colonized societies through various instruments. The colonial system, in its turn, legitimized this unequal relationship on the basis of race, technology or civilizing mission. Delving deeper into the working of both the colonial and colonized societies, one soon discovers that the unequal relationship was based on the unequal ownership of the factors of production which historian Bipan Chandra had first pointed out as 'colonial mode of production'. It was further argued that this inequality characterized even the pre-colonial social order in the colonized societies. Historian Irfan Habib, for example, showed how the Mughal Empire and economy was an exploitative economy so far as the poor were concerned. Later day historians showed how the contemporary society remained anchored on unequal relationship and perpetuated this unequal economic order, locally, regionally, nationally and globally. It is generally argued that it was very significant that bases of this unequal order be understood properly so that appropriate response can be created. Forms of Inclusion As we know the process and the basis of exclusion, we understand the way inclusion principle works. Interestingly, there has always been very powerful movement to protest the state of exclusion, thereby making the society more inclusive of the diverse communities, and groups. However, in a society defined and divided by caste, it was always very difficult to include people without defining their exact location. In 1941, N.K.Bose talked about the NSOU ? CC-ED-03 ? 129 Hindu ways of absorption and how different tribes have been absorbed within Hindu society by accommodating them as a group practising the particular specialised crafts. This was a significant mode of inclusion that was historically obtained. Historians have pointed out that the most significant process of inclusion, both vertically and horizontally, for centuries, had been through assumption of particular jati name and become part of the large pantheon of Indian society. Many have suggested that with Conversion to another religion one has introduced a new element and organisation principle but a careful observation would suggest that even after conversion many groups have retained their previous jati identity to preserve its domain and space in the larger social frame. With the widening of the Indian national and social horizon, new elements like, for example, Naga, Mizos, or other tribes from extreme East came under the national rubric who were socially not part of the erstwhile socio-cultural setting based either on jati or dharma. The ethnic variety from north-eastern part brought a fresh new component and was to be accommodated in the social horizon. It remains an extremely significant issue as to what facilitates inclusion of the new groups into a new national space coming to life during the last 100 years or so. The idea of a nation in India, with its distinctive inclusive appeal, has helped to bring many groups and people to a common world of economy, polity and in many cases a cultural dialogue. The democratic template provides this new nation with its distinct inclusiveness. The modern base of the nation in the Indian setting in fact allows one to avoid two particular extremes, i.e, identity-based exclusive nation and second, the exacerbation of the primordial identity to the exclusion of all others. Historically, religious movements like Bhakti movement in the 8th to 12th and later during 15- 17th centuries provided strong critique of the principle of exclusive and orthodox social order. The Veersaiva movement in the South and Nanak, Kabir, Ravi Das, provided strong indictment of the existing social order and brought a new social philosophy of openness. Coming of Islam, with its strong emphasis on a new social order based on equality, too brought openness which was further advanced by the Sufi orders which went far and beyond to bring many groups into close proximity a prerequisite for a sense of togetherness. Social reforms were integrally connected with religious reforms. That is why when in the nineteenth century social reform movement phase came, the reformers clearly attacked the religious core of the legitimizing principles inherent in social inequalities. It is significant here that the attack on the Hindu social order and its practice of exclusion of lower castes by the Christian missionaries since the nineteenth century, an attack which is continued even today by the evangelists, provided one of the major thrust for the religious and social

NSOU ? CC-ED-03 ? 130 reformers to work for removing inequalities from the Hindu social order. It is no wonder that from 1820s onwards, many intellectuals and social leaders like Raja Rammohun Roy, Jyotiba Phule, Sri Narayan Guru, Ayothiadas, Dayananad Saraswati, Dadabhai Naoroji and others saw the urgency of changing the existing social order. In this they all attacked caste system and practices like untouchability prevalent in India. Raja Rammohun Roy, for example, attacked the prevailing social division based on caste as antagonistic to any new vision of a new world. It was later when the Indian Social Conference was set up with the efforts of the great reformer of India, M.G.Ranade, N.G. Chandravarkar, etc., that a dedicated modern movement to change such practices came into mainstream. In the meantime, however, individual efforts to empower groups and communities were carried on by individuals and groups with tremendous zeal and sacrifice. Jyotiba Phule in Maharashtra, for example, opened school for women and through his writings, carried on campaign to attack the basis of inequality. The Indian national movement was the largest mass movement and this led to its acquiring its democratic, open and inclusive character. In a mass movement people join the movement breaking all boundaries of class, caste, region etc. As Visalakshi Menon opines, during the non-cooperation movement and civil disobedience movement a large number of women had come out in public breaking the gender prejudice and went to jail. Similarly, different shades of the communist and socialists who tried to mobilize the peasants, the working class during the national movement helped in bringing large sections of the marginalized people into the democratic mainstream of the nation. Gandhi's intervention has been truly phenomenon in the realm of social inclusion. His success in bringing people of all hues to the national movement and thereby enlarging the space of further extending the frontiers of freedom was enormous. By bringing up the social issues to the centre of his movement, he provided that space with a social conscience. This defined the democratic order later. He brought issues of untouchability and Hindu-Muslim divide at the highest priority level and did not prioritise freedom from colonial rule at the cost of these issues. He argued that freedom from foreign rule is meaningless unless accompanied by freedom from our own ills. The Anti-caste movement led by Gandhi can be said to be unique in the history of movement for a human society based on the principle of non-hierarchical arrangement. Gandhi personally led the movement to mobilize public opinion for such a society and particularly against the prevailing practice of untouchability. In 1924-25 and again in 1934-35 he toured the whole country to mobilise opinion against untouchability- a practice which saw a major chunk of humanity being treated as beyond sub-human level.

NSOU ? CC-ED-03 ? 131 The thrust of Gandhi was that the savarnas or the upper caste who perpetrated the treatment should own up the responsibility for their acts of omission and commission and take initiative to end the practice in such a way that the fundamental principle behind the exclusion is wiped out. He argued that it was the idea of hierarchy that underlies the practice of untouchability. Once this principle is wiped out of existence, the caste system can be said to have purged of this principle. He therefore considered other practices as a symbol or symptom of the disease while the disease was the idea of hierarchy. One of the areas that symbolically attacked was the temple entry movement in Guruvayur and Vaikom. Gandhi wanted the upper caste who practised discrimination to change and invite those who were denied admission. Thus he wanted the social inclusion to take place not on the basis of the right but of acceptance because he felt that right-based approach does not endure but the change of heart and mind would. Gandhi made the Hindu Muslim divide a major political plank and advocated that the divide needs to be broken and both begin to respect each other's religion and live like brothers. In Noakhali, which was affected by riots, he asked the Hindu women to make the Muslim women literate as this not only brings education but also brings down the walls of separation. He negotiated with Jinnah and resigned to the fact of partition, which he felt, was not to be based on the Two-Nations theory as that would have been exclusionary. On the issue of the dalits being converted to Christianity, he attacked the idea of conversion as he thought that was a wrong way to address the issue. He argued that it shows disrespect to other religion as it privileges one religion over the other. It does not address the question of correcting the aberration if any that has crept in any religious practice. In practice too, one found that conversion- instead of creating a more inclusive principle- brings a new exclusionary base to come into operation. This also meant that the process of inclusion should be without violence. However, what is unique in the Gandhian approach was the attack of the very foundation of the principle of exclusion. Mandela adopted this approach during the anti-apartheid struggle. Martin Luther King had approached the issue of blacks in the US similarly Democratic inclusion Gandhi's idea of inclusion through non-violent means also foresees a democratic system to operationalise it. He was in favour of broad-based democratic order reaching up to the villages. Non-violent inclusion was in some way coterminous with the democratic ways of inclusion. This interestingly was also the basis on which most of the Indian leaders fought for inclusion, including Nehru who wanted a socialistic order, Ambedkar who wanted the current caste-based exclusion to be eliminated, and many others. Democracy and

NSOU ? CC-ED-03 ? 132 development seemed to all of them to be the guaranteed way to bring inclusion without violence and in the most effective way. The idea of justice and equity was to be prioritised over anything else. Therefore, from the beginning, at the international level, it argued for nonracial organization of the world institutions and polity. India was the first country to raise the voice of anti-racial and anti-colonial world. A very critical component was the tradition and traditional institutions like community, caste etc. were found to be legitimising the social order based on discrimination. It is here the role of the education and educational institution was most critical. The public institution has done the most effective inclusion throughout the world and the independent India tried to imbibe socially inclusive educational policy. There are heavy roadblocks as nearly 40% of Indian school going children do not go to school. Experiments involving millions of children by groups like MV Foundation in Andhra Pradesh have found that it is not poverty but wrong policy that prevents children from going to school. Thus education remains the most significant inclusive agenda as it not only brings different social groups onto a single platform but it also fosters modern ideas of democracy, gender equality, justice which would sustain the inclusive ideas for the generation. Ambedkar for example argued that Hindu religion legitimized castes and untouchability; the communists argued that communities based on religion hide the fact of internal exploitation based on gender or class. The template of modernization was adopted along with development so that the idea of citizenship is developed and idea of justice and democracy takes deep root.

6.5 Education and Contemporary Social Issues 6.5.1 Population Explosion The relationship between education and population has attracted the attention of both scholars and policymakers, especially since the mid-1970s. The rate of population growth and the number of people living on earth have both increased spectacularly since the beginning of the nineteenth century. During the twentieth century, the human population increased at an average annual rate that was about fifty times as fast as the rate over the previous 10,000 years. Between 1800 and 2000, the number of people alive increased nearly seven-fold. Following World War II, the rate of population growth exploded-during the 1970s it was about four times as great as it had been a century earlier. By 2000, the living population exceeded the entire population born between the beginning of settled agriculture and the year 1900-a period of 10,000 years. The implications of this explosive growth for both the physical environment and human wellbeing alarmed many observers and prompted an intense public policy debate. Many scholars and policymakers noted that high levels of educational achievement were associated with more

NSOU ? CC-ED-03 ? 133 moderate rates of population growth, suggesting that important opportunities for alleviating population pressures might be found in ensuring greater access to education, particularly for females. The ensuing public policy debate has prompted an examination of how education affects the birth rate. The explosive growth of the human population in the nineteenth and twentieth centuries was the result of a historically unprecedented decline in the rate of mortality, rather than an increase in the birth rate. The proportion of children dying before reaching the age of five fell from nearly one in three in most of the world to less than one in one hundred in the most advanced societies over this period, and to one in ten in low-income countries. In the wealthiest countries, birth rates adjusted quickly to restore a balance between births and deaths and establish a rate of population growth of less than 1 percent a year. In economically advanced societies, the average number of children born to each woman over her reproductive life has fallen from about seven to less than two. However, in the poorest countries, a sharp drop in death rates has not been accompanied by a corresponding fall in birth rates. As a result, the rate of population growth-the difference between the average birth rate and the average mortality rate-has increased dramatically in most of the world. The growth of population has been greatest in countries that are both poorest and least able to invest in social and educational services. The combined effects of these forces seem to imply that the gulf between rich and poor is likely to widen over the foreseeable future if aggressive policy measures are not introduced. These facts suggest that the key to ensuring a sustainable rate of population growth lies in reducing the fertility rate. However, in a highly influential 1979 review of the research literature on the relationship between education and fertility, the economist Susan Hill Cochrane concluded that too little was known about the mechanisms through which education affects population growth to allow policymakers to rely on improvements in educational opportunities to slow the rate of population growth. Since 1976 a large number of scholars have focused on the impact of education-especially the education of the girl child-on fertility, mortality, and population growth. The central purpose of these studies has been to determine whether the nearly universal association of low fertility and high levels of educational attainment are causally linked or merely the result of their association with other forces that directly affect fertility. For example, the inverse relationship between female literacy and fertility might have nothing to do with education as such, but might instead simply reveal that societies that seriously attempt to educate females also care about the welfare of women and therefore seek to control fertility in order to protect their health.

NSOU ? CC-ED-03 ? 134 6.5.2 Unemployment A high level of unemployment is a key social problem in many countries. For individuals, unemployment is usually an undesirable state that increases economic insecurity and, when prolonged, has negative effects on a wide variety of life opportunities and living conditions. Unemployment is a serious problem that India has been facing since Independence. The unemployment problem is also severe in India because of growing population and demands of job. Slow economic growth, seasonal occupation, slow growth of economic sectors, fall of cottage industry etc are the reasons which work behind as reasons. The situation has become so drastic that highly educated people are ready to do the job of sweeper. A large portion of population is engaged in the agriculture sector and the sector only provides employment in harvest and plantation time. Unemployment gives raises a number of social issues: an increase in crime rate, exploitation of labour, political instability, and loss of skills which eventually lead to the demise of the nation. 6.5.3 Poverty Poverty is a social condition that is characterized by the lack of resources necessary for basic survival or necessary to meet a certain minimum level of living standards expected for the place where one lives. People in poverty typically experience persistent hunger or starvation, inadequate or absent education and health care, and usually alienated from mainstream society. Poverty is a consequence of the uneven distribution of material resources and wealth, of the deindustrialization of Western societies and the exploitative effects of global capitalism. Poverty may correspond not only the lack of opportunity to improve one's standard of living and acquire resources. Economic measures of poverty include access to material needs, typically necessities such as food, clothing, shelter, safe drinking water, measures of income. Social measures of poverty include access to information, education, health care and political power. Roles of culture, power, social structure and other factors largely out of control of the individuals are the main forces which sociologist uses to explain poverty. In India, about two third of people live under poverty. Sociologist generally recognizes two definition of poverty: a) Absolute Poverty: Absolute poverty is grounded in the idea of material subsistence-the basic needs which must be in order to sustain a reasonably healthy existence, mainly food, shelter and clothing. Absolute poverty is also known as 'subsistence poverty' for it is based on assessments of minimum subsistence requirements or basic 'physical needs'.

NSOU ? CC-ED-03 ? 135 b) Relative Poverty: Most sociologists today use the concept of relative poverty, which relates poverty to the standards of living in a particular society. The main reason for using relative poverty as a measurement is that as societies 'develop', people tend to adjust their ideas of what count as a necessity upwards-for example in poor areas of less developed countries, running water and flush toilets are not generally regarded as necessities, while in more developed countries refrigerators and telephones may be regarded as necessities. 6.5.4 Illiteracy Illiteracy is the quality or condition of being unable to read and write. Illiteracy is a major problem throughout the world. Illiteracy in individuals' stems from different generally inter related causes which together create a series of often insurmountable barriers for those concerned. For instance, for someone born into an under privileged milieu to parents with little formal schooling, the likelihood of illiterate or experiencing serious learning difficulties will be higher. This is known as intergenerational transmission of illiteracy. Illiteracy in India is more or less concerned with different forms of disparities that exist in the country. There are gender imbalances, income imbalances, caste imbalances, technological barriers which shape the literacy rates that exist in the country. 6.6 Summary In the above unit we have tried to understand what a pluralistic society is and how India is the best example of it. We have learned about social diversity and its various markers like language, religion, caste, tribe, gender, and disabilities that categorize society and brings in plurality and diversity. Then we have learned about social inclusion and its various forms. After that we have focussed on the various contemporary social issues like- population explosion, unemployment, poverty, illiteracy etc. and their impact on education. 6.7 Self-Assessment Questions 1. Define Indian society as a pluralist. 2. What is social diversity? 3. Write names of the type of social diversity. 4. Write your opinion about gender inequality?

NSOU ? CC-ED-03 ? 136 5. What is the role of language in Indian social perspective? 6. What role does religion play in Indian society? 7. What is social inclusion? 8. What is the adverse effect of social exclusion? 9. What do you understand by democratic inclusion? 10. What is population explosion? 11. Mention any two problems created due to over population. 12. Is there any adverse affect on education due to population explosion? Discuss. 13. What do you mean by unemployment? 14. What is absolute poverty? 15. What is meant by illiteracy? 6.8 References Bhattacharyya, D.C. (1996). Sociology (6th ed.). Calcutta: Vijaya Publishing House. Choudhury, R.K. (year?). Society and Culture: Plurality of Culture in India Retrieved from:<http://www.ignou.ac.in/upload/Unit%2016.pdf>. Jayaswal, S. (1996). Caste in India, New Delhi. Prena, (2017). Sociology Group (Web Blog) Retrieved from:[https:// www.sociologygroup.com/plural-society-meaning](https://www.sociologygroup.com/plural-society-meaning). Rao, Shakar. C.N. (2012). Sociology (7th ed.).Mangalore, Karnataka: S Chand & Cpmpany Pvt. Ltd. Sharma, C. B. (2017). Social Diversity and Education Retrieved from:[http:// egyankosh.ac.in/bitstream/123456789/8326/1/Unit-16.pdf](http://egyankosh.ac.in/bitstream/123456789/8326/1/Unit-16.pdf). Sharma, R.S. (1990). Sudras in Ancient India, (3rd ed.) New Delhi.

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2/51	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
After going through this unit, you will be able to ... ?		After going through this unit you will be able to -		
W https://www.distanceeducationju.in/pdf/P.G.%20SOCIOLOGY.pdf				
3/51	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
After going through this unit, you will be able to - ?		After going through this unit you will be able to -		
W https://www.distanceeducationju.in/pdf/P.G.%20SOCIOLOGY.pdf				
4/51	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
After going through this unit, you will be able to ?		After going through this unit you will be able to -		
W https://www.distanceeducationju.in/pdf/P.G.%20SOCIOLOGY.pdf				
5/51	SUBMITTED TEXT	23 WORDS	84% MATCHING TEXT	23 WORDS
complex whole which includes knowledge, belief, art, law, morals, customs, and any other capabilities and habits acquired by man as a member of society'.		complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society."		
W https://www.iasgurukul.com/images/notes/Neha%20Bhosle%20-%20Sociology%20Optional%20Notes%20-%20Pa ...				

6/51	SUBMITTED TEXT	154 WORDS	97% MATCHING TEXT	154 WORDS
	<p>major writings have been arranged thematically. Thus caste, tribes, family and kinship, culture and civilization, religious institution, social tensions etc have been separately analyzed in the body of this unit. An attempt has also been made to explain not only the thoughts of writing of Ghurye but also to make a critical assessment of them vis-à-vis contemporary sociological thinking and researches obviously, the present author tried to be as much as analytic as possible in accepting or confuting Ghurye's contributions. Secondly, the question whether Ghurye's writings can be divided into different phases is also relevant here. The question is important because Ghurye was a prolific writer and had written for more than sixty years. We know that there are writers who have changed their opinion and even approaches in different phases of their life. Hardel Laski, for example, possessed an acute, an analytical and receptive mind and one is to take into consideration the different phases of life in order to analyze his thoughts. 4.3</p> <p>W https://kipdf.com/development-of-society-in-india-an-overview_5ac9e8911723dd00365031a8.html</p>		<p>major writings have been arranged thematically. Thus caste, tribes, family and kinship, culture and civilization, religious institution, social tensions etc have been separately analyzed in the body of this unit. An attempt has also been made to explain not only the thoughts of writing of Ghurye but also to make a critical assessment of them vis-à-vis contemporary sociological thinking and researches obviously, the present author tried to be as much as analytic as possible in accepting or confuting Ghurye's contributions. Secondly, the question whether Ghurye's writings can be divided into different phases is also relevant here. The question is important because Ghurye was a prolific writer and had written for more than sixty years. We know that there are writers who have change their opinion and even approaches in different phases of their life. Hardel Laski, for example, possessed an acute, an analytical and receptive mind and one is to take into consideration the different phases of life in order to analyze his thoughts.</p>	
7/51	SUBMITTED TEXT	55 WORDS	97% MATCHING TEXT	55 WORDS
	<p>In describing Ghurye, two approaches may be approximated. First, one may divide the entire range of Ghurye's writing into a number of broad themes and analyze each of these items showing how Ghurye discussed the institutions and processes. As the following unit will reveal a thematic analysis of Ghurye's writing as an imperative necessity to assess him properly.</p> <p>W https://kipdf.com/development-of-society-in-india-an-overview_5ac9e8911723dd00365031a8.html</p>		<p>In describing Ghurye, two approaches may be approximated. First, one may divide the entire range of Ghurye's writing into a number of broad themes and analyze each of these items showing how Ghurye discussed the institutions and processes. As the following unit will reveal a thematic analysis of Ghurye's writing is an imperative necessity to assess him properly.</p>	
8/51	SUBMITTED TEXT	76 WORDS	74% MATCHING TEXT	76 WORDS
	<p>Ghurye stands as the commander in the Indian Sociological frontiers. He has often been acclaimed as the 'father of Indian Sociology'. Ghurye was the first scholar, who had built up the entire first generation of Indian Sociologists in Post- independent period, almost single handedly. Ghurye backs the credits of being the founders of Indian Sociological Society and the Sociological Bulletin. Ghurye is often accredited as "Theoretical Pluralist" because he tried to study Indian Society and culture through multiple methods.</p> <p>SA Assignment Dr kale02.docx (D30266375)</p>			

9/51	SUBMITTED TEXT	19 WORDS	57% MATCHING TEXT	19 WORDS
	<p>Ghurye was initially influenced by the diffusionist approach of Anthropology and later on he switched to the study of Indian</p> <p>W https://dokumen.pub/indian-sociological-thought-2nbsped-9788131606179.html</p>		<p>Ghurye was initially influenced by the reality of diffusionist approach of British social anthropology but subsequently he switched on to the studies of Indian</p>	
10/51	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	<p>on both the empirical and textual methods for studying Indian Society.</p> <p>SA SYBA SOC PAPER - II.pdf (D111235031)</p>			
11/51	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
	<p>Ghurye's Indological Approach hovers around the study of Indian Culture and Social Structure drawing its sustenance from sanskritic literature base. He</p> <p>SA Sampat Kale.docx (D30266262)</p>			
12/51	SUBMITTED TEXT	26 WORDS	94% MATCHING TEXT	26 WORDS
	<p>Ghurye's "Caste and Race in India" tried to make a reconstruction of a very orthodox traditional and age old social institution of India i.e. Caste. In</p> <p>SA Sampat Kale sir Assignment.pdf (D30263465)</p>			
13/51	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
	<p>Ghurye viewed that an institution should be studied on the basis of three things that are transition, transplantation and transformation.</p> <p>SA Understanding the society.docx (D30262447)</p>			
14/51	SUBMITTED TEXT	48 WORDS	100% MATCHING TEXT	48 WORDS
	<p>Ghurye made original contribution to the study of Indian religious beliefs and practices. He wrote six books to bring out the role of religion in society. These are: Indian Sadhus (1953), Gods and Men (1962), Religious Consciousness (1965), Indian Accumulation (1977), Vedic India (1979), and The Legacy of Ramayana (1979).</p> <p>W https://dokumen.pub/indian-sociological-thought-2nbsped-9788131606179.html</p>		<p>Ghurye made original contribution to the study of Indian religious beliefs and practices. He wrote six books to bring out the role of religion in society. These are: Indian Sadhus (1953), Gods and Men (1962), Religious Consciousness (1965), Indian Accumulation (1977), Vedic India (1979), and The Legacy of Ramayana (1979).</p>	

15/51	SUBMITTED TEXT	27 WORDS	94% MATCHING TEXT	27 WORDS
<p>The few broad areas that have been identified in Ghurye's writings are; 1. Caste. 2. Tribe. 3. Kinship. 4. Culture and Civilization. 5. Religion. 6. Sociology of Conflict and Integration. 7. Family and Marriage.</p> <p>SA Approaches to Understand Indian Society.docx (D30267950)</p>				
16/51	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>Caste in India Ghurye's understanding of caste is comparative, historical and Indological as well.</p> <p>SA Sampat Kale sir Assignment.pdf (D30263465)</p>				
17/51	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>he considers caste as a product of Indian culture, changing with the passage of time.</p> <p>SA SYBA SOC PAPER - II.pdf (D111235031)</p>				
18/51	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
<p>In his book "Caste and Race in India", he agrees with Sir Herbert Risley that caste is a product of race that comes to India along with Aryans.</p> <p>SA sampat kale.docx (D30262031)</p>				
19/51	SUBMITTED TEXT	31 WORDS	100% MATCHING TEXT	31 WORDS
<p>Ghurye considers it as unfortunate that caste system is mostly understood in terms of Brahminic domination. Caste has gone through the process of fusion and fission in different ways in Indian history.</p> <p>SA Sampat Kale sir Assignment.pdf (D30263465)</p>				
20/51	SUBMITTED TEXT	17 WORDS	84% MATCHING TEXT	17 WORDS
<p>in terms of color but subsequently different ethnic groups developed alliance/relationship with each other and Hindu culture and</p> <p>SA sampat kale.docx (D30262031)</p>				

21/51	SUBMITTED TEXT	37 WORDS	85% MATCHING TEXT	37 WORDS
<p>non- Brahmins. Aryan society itself practiced different kinds of occupations which were allocated to different individuals and families. On the basis of their occupation caste names were allocated to different groups. Therefore Aryans society had architects, peasants, warriors, artisans and</p> <p>SA sampat kale.docx (D30262031)</p>				
22/51	SUBMITTED TEXT	45 WORDS	100% MATCHING TEXT	45 WORDS
<p>Ghurye tells that it may be a matter of fact that caste evolved in India with the advent of Aryans, as their racial character was different from Indians. But at the same time there were different racial categories present in India prior to coming of the Aryans.</p> <p>SA Sampat Kale sir Assignment.pdf (D30263465)</p>				
23/51	SUBMITTED TEXT	29 WORDS	95% MATCHING TEXT	29 WORDS
<p>hierarchical exploitative system. Aryans carried with them caste system which promoted discipline in their life giving them specialization over particular occupation. No caste was superior or inferior. Occupation change was</p> <p>SA sampat kale.docx (D30262031)</p>				
24/51	SUBMITTED TEXT	70 WORDS	98% MATCHING TEXT	70 WORDS
<p>central to organized form of division of labor in Aryan society. When Aryans and indigenous communities developed interpersonal relationship through communication and warfare, the disciplined nature of Aryan society was appreciated by indigenous rulers who injected the elements of caste into their social life. In addition to that, priests, monasteries and travelers glorified the virtues of Aryan caste system. Hence the element of caste radiated from northern India to other parts of the country.</p> <p>SA Assignment, Indian Society.pdf (D30266641)</p>				

25/51	SUBMITTED TEXT	37 WORDS	95% MATCHING TEXT	37 WORDS
<p>Ghurye explained caste in India on the basis of six distinctive characteristics: ? Segmental division of society ? Hierarchy ? Civil and religious disabilities and privileges ? Lack of unrestricted choice of occupation ? Restriction on food, drinks and social intercourse ? Endogamy.</p> <p>SA Assignment, Indian Society.pdf (D30266641)</p>				
26/51	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>Segmental division of the society: Segment is the compartmentalization of the population into groups. It is basically horizontal in character. It generates social grouping but not labelling.</p> <p>SA Sampat Kale sir Assignment.pdf (D30263465)</p>				
27/51	SUBMITTED TEXT	36 WORDS	100% MATCHING TEXT	36 WORDS
<p>Hierarchy: It is the second major characteristic of caste through which Hindu social organization and Indian Society penetrates. After the segmental divisions of the society, they are put in a pyramidal structure then it is called as hierarchy.</p> <p>SA Sampat Kale sir Assignment.pdf (D30263465)</p>				
28/51	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>To Ghurye the general reflection of Hindu social life was observed and felt through such disabilities. The</p> <p>SA Sampat Kale sir Assignment.pdf (D30263465)</p>				
29/51	SUBMITTED TEXT	25 WORDS	96% MATCHING TEXT	25 WORDS
<p>the concept of purity and pollution. Disabilities were for impure and polluted caste and privileges were for pure/higher castes. Lack of unrestricted choice of occupation: The occupations</p> <p>SA Understanding the society.docx (D30262447)</p>				

30/51	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>Generally they have not been allowed to change their traditional occupations.</p> <p>SA Sampat Kale sir Assignment.pdf (D30263465)</p>				
31/51	SUBMITTED TEXT	49 WORDS	91% MATCHING TEXT	49 WORDS
<p>Restriction on food, drinks and social intercourse: Some rules have been imposed upon all caste people. Restriction on feeding and social intercourse is still prevalent in Indian society. There are two types of food i.e. Kachha (Raw) food and Pakka (cooked) food upon which certain restrictions are imposed with regard to sharing,</p> <p>SA Sampat Kale sir Assignment.pdf (D30263465)</p>				
32/51	SUBMITTED TEXT	192 WORDS	98% MATCHING TEXT	192 WORDS
<div> <p>Ghurye's works on the tribes were general as well as specific. He wrote a general book on Scheduled Tribes in which he dealt with the historical, administrative and social dimensions of Indian tribes. He also wrote on specific tribes such as the Kolis in Maharashtra. Ghurye presented his thesis on tribes at a time when a majority of the established anthropologists and administrators were of the opinion that the separate identity of the tribes is to be maintained at any cost. Ghurye, on the other hand, believed that most of the tribes have been Hinduized after a long period of contact with Hindus. He holds that it is futile to search for the separate identity of the tribes. They are nothing but the 'backward caste Hindus'. Their backwardness was due to their imperfect integration into Hindu society. The Santhals, Bhils, Gonds, etc., who live in South-Central India are its examples (Ghurye, 1963). There has been fierce debate between G.S. Ghurye and Verrier Elwin. Elwin in his book 'Loss of Nerve' said that tribals should be allowed to live in isolation, whereas Ghurye argued that tribals should be assimilated into Hindu castes. Thus, Ghurye holds the view that a grand historical process of merger between two</p> </div> <div> <p>Ghurye's works on the tribes were general as well as specific. He wrote a general book on Scheduled Tribes in which he dealt with the historical, administrative and social dimensions of Indian tribes. He also wrote on specific tribes such as the Kolis in Maharashtra. Ghurye presented his thesis on tribes at a time when a Privacy - Terms majority of the established anthropologists and administrators were of the opinion that the separate identity of the tribes is to be maintained at any cost. Ghurye, on the other hand, believes that most of the tribes have been Hinduized after a long period of contact with Hindus. He holds that it is futile to search for the separate identity of the tribes. They are nothing but the 'backward caste Hindus'. Their backwardness was due to their imperfect integration into Hindu society. The Santhals, Bhils, Gonds, etc., who live in South-Central India are its examples (Ghurye, 1963). There has been fierce debate between G.S. Ghurye and Verrier Elwin. Elwin in his book Loss of Nerve said that tribals should be allowed to live in isolation, whereas Ghurye argued that tribals should be assimilated into Hindu castes. Thus, Ghurye holds the view that a grand historical process of merger between two</p> </div> <p>W https://dokumen.pub/indian-sociological-thought-2nbsped-9788131606179.html</p>				

33/51	SUBMITTED TEXT	57 WORDS	100% MATCHING TEXT	57 WORDS
	<p>communities has almost been completed. Consequently, tribes, now, may be regarded as 'backward Hindus'. The incorporation of Hindu values and norms into tribal life was a positive step in the process of development. The tribes in India had slowly absorbed certain Hindu values and style of life through contact with the Hindu social groups. Today, it is being considered</p>			
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34/51	SUBMITTED TEXT	152 WORDS	96% MATCHING TEXT	152 WORDS
	<p>a part of Hindu society. Under Hindu influence, the tribes gave up liquor drinking, received education and improved their agriculture. In this context, Hindu voluntary organizations, such as Ramakrishna Mission and Arya Samaj, played a constructive role for the development of the tribes. In his later works of north-eastern tribes, Ghurye documented secessionist trends. He felt that unless these were held in check, the political unity of the country would be damaged. Ghurye presented a huge data on the thoughts, practices and habits of the tribes inhabiting the Central Indian region. He quoted extensively from various writings and reports to show that Katauris, Bhuiyas, Oraons, Khonds, Gonds, Korkus etc. have substantially adopted Hinduism as their religion. Ghurye suggested that the economic motivation behind the adoption of Hinduism is very strong among the tribes. They can come out of their tribal crafts and adopt a specialized type of occupation, which is in demand in society. Rural-Urbanization: Ghurye remained occupied all through his life with the idea of</p>			
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35/51	SUBMITTED TEXT	146 WORDS	96% MATCHING TEXT	146 WORDS
	<p>securing the advantages of urban life simultaneously with nature's greenery. Therefore, he discussd the process of rural-urbanization in India. He viewed that the urbanization in India was not a simple function of industrial growth. In India, the process of urbanization, at least till recent years, started from within the rural area itself. He traced Sanskrit texts and documents to illustrate the growth of urban centers from the need for market felt in a rural hinterland. Development of agriculture needed more and more markets to exchange the surplus in food grains. Consequently, in many rural regions, one part of a big village started functioning into a market. This led to a township, which in turn developed administrative, judicial and other institutions. In the past, urban centers were based on feudal patronage, which had demands for silk cloths, jewellery, metal artifacts, weapons etc. This led to the growth of urban centres such as Banaras, Kanchipurum, Jaipur, and Moradabad etc.</p> <p>securing the advantages of urban life simultaneously with nature's greenery. Therefore, he discusses the process of rural-urbanization in India. He that the urbanization in India was not a simple function of industrial growth. In India, the process of urbanization, at least till recent years, started from within the rural area itself. He traced Sanskrit texts and documents to illustrate the growth of urban centres from the need for market felt in a rural hinterland. Development of agriculture needed more and more markets to exchange the surplus in food grains. Consequently, in many rural regions, one part of a big village started functioning into a market. This led to a township, which in turn developed administrative, judicial and other institutions. In the past, urban centres were based on feudal patronage, which had demands for silk cloths, jewellery, metal artifacts, weapons etc. This led to the growth of urban centres such as Banaras, Kanchipurum, Jaipur, and Moradabad etc.</p>			
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36/51	SUBMITTED TEXT	57 WORDS	100% MATCHING TEXT	57 WORDS
	<p>Endogamy: Indian caste system is also polarized due to endogamy being determined primarily by Caste. People can marry within caste only. To disobey the caste rule is not only treated as a crime but is also condemned as a sin. The caste panchayat not only denounces inter- caste marriages but also imposes severe punishment upon those who break these rules.</p>			
	<p>SA Sampat Kale sir Assignment.pdf (D30263465)</p>			

In brief, it may be said that Ghurye's approach to 'rural-urbanization' reflected the indigenous source of urbanism. During colonial times, the growth of metropolitan centres altered the Indian life. The towns and cities were no longer the outlets for agricultural produce and handicrafts but they became the major manufacturing centres. These centres used rural areas for producing raw materials and turned into a market for selling industrial products. Thus, the metropolitan economy emerged to dominate the village economy. Therefore, the urbanization started making inroads into the rural hinterland in contrast to previous pattern. A large city or metropolis also functioned as the centre of culture of the territory encompassing it. For Ghurye, the large city with its big complexes of higher education, research, judiciary, health services, print and entertainment media is a cradle innovation that ultimately serves cultural growth. The functions of the city are to perform a culturally integrative role, to act as a point of focus and the centre of radiation of the major tenets of the age. Not any city, but large city or metropolis having an organic link with the life of the people of its region can do this work well. According to Ghurye, an urban planner must tackle the problems of: (1) sufficient supply of drinking water, (2) human congestion, (3) traffic congestion, (4) regulation of public vehicles, (5) insufficiency of railway transport in cities like Mumbai, (6) erosion of trees, (7) sound pollution, (8) indiscriminate tree felling, and (9) plight of the pedestrians. Culture and Civilization: There are two conflicting views about the growth and accumulation pattern of culture. One theory maintains that in any community culture grows quite independently of similar events happening elsewhere or predominantly with reference to local needs and local situation. The other group believes that culture grows by diffusion. A single invention or

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discovery is made at one place and ultimately this cultural trait diffuses throughout the world. Sir G.E. Smith was the most ardent advocate of the diffusion theory. In one of his papers, "The Disposal of Human Placenta", published in 1937, Ghurye examines the practices of human beings with regard to the disposal of discard of human body like first out hair, nail pairing, first fallen teeth and the after birth. The purpose of this paper is, as he says, to compare the methods of disposal of the human placenta in the different regions of the world to see if they shed any light on the problem of diffusion of culture. Culture diffusion is essentially an anthropological theory, which is concerned with the nature of culture contact operating principally among the preliminary people. According to Ghurye, culture constitutes the central or core element for understanding society and its evolution. In fact, culture is a totality involving the entire heritage of mankind. Ghurye's abiding interest was to analyse the course of cultural evolution and the nature of heritage which mankind has denied from the past. Culture relates to the realm of values. It is a matter of individual attainment of excellence and creativity. Ghurye had a strong faith in the power of man to preserve the best of his old culture, while creating from his own spirit of new culture. He was more concerned with the process of evolution of Hindu civilization, which was termed as a 'complex civilization'. And, Ghurye thought that for analyzing the dynamics of culture in such a long historical civilization the process of acculturation is more relevant than the process of diffusion. He thought that the challenging task of a sociologist is to analyze this complex acculturation process in India. According to him, India has been the home of many ethnic stocks and cultures from pre-historic times. In his analysis of caste, Ghurye referred to how caste system was developed by the Brahmins and how it spread to other sections of the population. The operation of the process of Hinduization also provided the general backdrop of his analysis of the trial phenomenon. Ghurye was promoted by the belief that there is a "common heritage of modern civilization" and that civilization is a "collective endeavour of humanity". He held that behind the rise and fall of civilization, there has occurred a steady growth of culture. Cutting across the vicissitudes of civilization growth, there are certain values, which have been established as final. These values have been termed by Ghurye as the 'foundations of culture'.

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39/51	SUBMITTED TEXT	54 WORDS	100% MATCHING TEXT	54 WORDS
	<p>He delineates five such values or foundations of culture. These are: 1. Religious consciousness 2. Conscience 3. Justice 4. Free pursuit of knowledge and free expression 5. Toleration According to Ghurye, "civilization is the sum total of social heritage projected on the social plane". It is also an attribute of the society. Different societies can be differentiated with reference to their</p>			
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40/51	SUBMITTED TEXT	167 WORDS	96% MATCHING TEXT	167 WORDS
	<p>attainment. Ghurye made four general conclusions with regard to the nature of civilization: i. Firstly, as yet, there has been no society, which has been either completely civilized or very highly civilized. ii. Secondly, Ghurye believed in the law of continuous progress. iii. Thirdly, gradation of civilization is also correlated with the distribution of values. In a high civilization, the humanitarian and cultural values will be accepted by a wide cross-section of population. iv. Fourthly, every civilization, high or low, possesses some distinctive qualities. Sociology of Religion: Religion is fundamental to man. Man becomes conscious of some power beyond his comprehension almost at the dawn of civilization. This field has drawn the attention of sociologists like Weber (The Protestant Ethic and Spirit of Capitalism, 1930) and Durkheim (The Elementary Forms of Religious Life, 1915). Ghurye thought that religion is at the centre of the total cultural heritage of man. He gave the five foundations of culture as mentioned earlier in the description of culture and civilization, out of which 'religious consciousness' is most important. It moulds and directs the behaviour of man in society.</p>			
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All these works reflect Ghurye's interest related to the sociology of religion. For example, in *Gods and Men*, Ghurye discussed the nature of the Hindu ideas of Godhead and the relations, if any, between the climate of an age and the type of Godhead favoured. NSOU ? CC-ED-03 ? 70 In *Religious Consciousness*, Ghurye analysed the three oldest human civilizations, viz., the Mesopotamian, the Egyptian and the Hindu, in their various aspects of mythological beliefs, speculation, cosmology, life after death, view of Godhead, temple architecture, etc. And, in the *Indian Sadhus*, Ghurye considered the genesis, development and organization of asceticism in Hindu religion and the role ascetics have played in the maintenance of Hindu society. *Indian Sadhus*: *Indian Sadhus* (1953 and 1964) is an excellent sociography of the various sects and religious centres established by the great Vedantic philosopher Sankaracharya and other notable religious figures. In this work, Ghurye highlighted the paradoxical nature of renunciation in India. A sadhu or sannyasin is supposed to be detached from all castes, norms and social conventions, etc. Strikingly enough, since the time of Sankaracharya, the Hindu society has more or less been guided by the sadhus. These sadhus were not the lonely hermits. Most of them belonged to monastic orders, which have distinctive traditions. The monastic organization in India was a product of Hinduism and Buddhism. The rise of Buddhism and Jainism marked the decline of individual ascetics like Viswamitra. Indian sadhus have acted as the arbiters of religious disputes, patronized learning of scriptures and the sacred lore and even defended religion against external attacks. *National Unity and Integration*: Ghurye had interest in contemporary Indian situations. As a sociologist, he had been extremely concerned with the concept of integration, the process of national unity in India, and the contemporary challenges to the situation. This concern became apparent even at the time he wrote *Caste and Race in India* in 1932 and *The Aborigines-so-called-and their Future* in 1943. However, this concern with the present 'disturbing trends' in Indian society has come back in a big way in the later writings of Ghurye (Pramanick, 1994). There are three books of Ghurye, known as his 'trilogy' in this field, which are relevant in this connection. These are 'Social Tensions in India' (1968), 'Whither India' (1974) and 'India Recreates Democracy' (1978). In these books he has developed a theoretical framework to explain unity at the social or cultural level. Ghurye held that though groups play an

All these works reflect Ghurye's interest related to the sociology of religion. For example, in *Gods and Men*, Ghurye discusses the nature of the Hindu ideas of Godhead and the relations, if any, between the climate of an age and the type of Godhead favoured. In *Religious Consciousness*, Ghurye analyses the three oldest human civilizations, viz., the Mesopotamian, the Egyptian and the Hindu, in their various aspects of mythological beliefs, speculation, cosmology, life after death, view of Godhead, temple architecture, etc. And, in the *Indian Sadhus*, Ghurye considers the genesis, development and organization of asceticism in Hindu religion and the role ascetics have played in the maintenance of Hindu society. *Indian Sadhus: Privacy - Terms* *Indian Sadhus* (1953 and 1964) is an excellent sociography of the various sects and religious centres established by the great Vedantic philosopher Sankaracharya and other notable religious figures. In this work, Ghurye highlights the paradoxical nature of renunciation in India. A sadhu or sannyasin is supposed to be detached from all castes, norms and social conventions, etc. He is outside the pale of society. Yet enough, since the time of Sankaracharya, the Hindu society has more or less been guided by the sadhus. These sadhus were not the lonely hermits. Most of them belonged to monastic orders, which have distinctive traditions. The monastic organization in India was a product of Hinduism and Buddhism. The rise of Buddhism and Jainism marked the decline of individual ascetics like Viswamitra. Indian sadhus have acted as the arbiters of religious disputes, patronized learning of scriptures and the sacred lore and even defended religion against external attacks. *National Unity and Integration*: Ghurye had interest in contemporary Indian situations. As a sociologist, he had been extremely concerned with the concept of integration, the process of national unity in India, and the contemporary challenges to the situation. This concern became apparent even at the time he wrote *Caste and Race in India* in 1932 and *The Aborigines-so-called-and their Future* in 1943. However, this concern with the present 'disturbing trends' in Indian society has come back in a big way in the later writings of Ghurye (Pramanick, 1994). There are three books of Ghurye, known as his 'trilogy' in this field, which are relevant in this connection. These are *Social Tensions in India* (1968), *Whither India* (1974) and *India Recreates Democracy* (1978). In these books he has developed a theoretical framework to explain unity at the social or cultural level. Ghurye holds that though groups play an

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42/51	SUBMITTED TEXT	130 WORDS	93% MATCHING TEXT	130 WORDS
	<p>role in society, this is true only up to a certain extent. NSOU ? CC-ED-03 ? 71 In modern society, there are five sources of danger for national unity coming as they do form a sense of excessive attachment with groups: (1) The Scheduled Castes (2) The Scheduled Tribes (3) The Backward Classes (4) The Muslims as religious minority groups (5) The linguistic minorities As we know, the main focus of Ghurye's writings was on culture. He thought that it is largely as a result of Brahminical endeavour that cultural unity in India has been built up. All the major institutions of Hindu society originated among the Brahmins and gradually they were accepted by other sections of the community. Though Ghurye called it process of acculturation, it was basically a one-way flow, in which the Brahminical ideas and institutions infiltrated among the</p>		<p>role in society, this is true only up to a certain extent. Privacy - Terms In modern society, there are five sources of danger for national unity coming as they do form a sense of excessive attachment with groups: (1) The Scheduled Castes (2) The Scheduled Tribes (3) The Backward Classes (4) The Muslims as religious minority groups (5) The linguistic minorities As we know, the main focus of Ghurye's writings is on culture. He thinks that it is largely as a result of Brahminical endeavour that cultural unity in India has been built up. All the major institutions of Hindu society originated among the Brahmins and gradually they were accepted by other sections of the community. Though Ghurye calls it process of acculturation, it was basically a one-way flow, in which the Brahminical ideas and institutions infiltrated among the</p>	
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43/51	SUBMITTED TEXT	54 WORDS	92% MATCHING TEXT	54 WORDS
	<p>It is the background of such an approach that Ghurye analyzed the problems and prospects of Indian unity in contemporary India. Ghurye's concept of cultural unity is new one and is not secular in orientation. He is concerned with India of 'Hindu culture' and used the terms 'Indian culture' and 'Hindu culture' synonymously. He was concerned with India,</p>		<p>It is the background of such an approach that Ghurye analyses the problems and prospects of Indian unity in contemporary India. Ghurye's concept of cultural unity is new one and is not secular in orientation. He is concerned with India of 'Hindu culture' and uses the terms 'Indian culture' and 'Hindu culture' synonymously. He is concerned with India,</p>	
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44/51	SUBMITTED TEXT	251 WORDS	96% MATCHING TEXT	251 WORDS
	<p>provided an excellent normative base for maintaining social and political unity in the country. Hinduism had brought within its fold widely different groups in India. The various sects of Hinduism constitute vast mosaic holding together millions of people in different parts of India. First, he analyzed the normative structure of Hinduism, and the teaching of sacred religious texts such as the Vedas, the Upanishads, and the Brahmins etc., to show how they provided the common cultural foundation. Second, the role of such great Hindu thinkers as Panini, Patanjali, Tulsidas etc. has also been discussed by Ghurye. He blames the political leaders for this, because they followed a course of action, which was more or less exactly the one which should have been avoided but the foundation for this national cultural unity had been built and maintained by the Hindus for one hundred years. According to Ghurye, society is not just an aggregation of isolated individuals but that group life, which provides the bridge between the individual and society. NSOU ? CC-ED-03 ? 72 An individual acquires social attributes and is socializes through groups. This is the integrative function of groups in society. When groups perform the function efficiently, integration is achieved. Tensions in the process of this integration in India arise today because the various groups of people have failed to transient their narrow group loyalties. Religious and linguistic minorities are the most potential source of danger to the unity in modern India. Religion and linguistic groups are the prime areas which came disintegration to India's cohesion. Ghurye gave great importance to the role of language in the process of</p>			
	<p>provided an excellent normative base for maintaining social and political unity in the country. Hinduism had brought within its fold widely different groups in India. The various sects of Hinduism constitute vast mosaic holding together millions of people in different parts of India. First, he analysed the normative structure of Hinduism, and the teaching of sacred religious texts such as the Vedas, the Upanishads, and the Brahmins etc., to show how they provide the common cultural foundation. Second, the role of such great Hindu thinkers as Panini, Patanjali, Tulsidas etc. has also been discussed by Ghurye. Privacy - Terms He blames the political leaders for this, because they followed a course of action, which was more or less exactly the one which should have been avoided but the foundation for this national cultural unity had been built and maintained by the Hindus for one hundred years. According to Ghurye, society is not just an aggregation of isolated individuals but that group life, which provides the bridge between the individual and society. An individual acquires social attributes and is socializes through groups. This is the integrative function of groups in society. When groups perform the function efficiently, integration is achieved. Tensions in the process of this integration in India arise today because the various groups of people have failed to transient their narrow group loyalties. Religious and linguistic minorities are the most potential source of danger to the unity in modern India. Religion and linguistic groups are the prime areas which came disintegration to India's cohesion. Ghurye gives great importance to the role of language in the process of</p>			
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45/51	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
	<p>in India. Even, in case of tribes, tribal life and culture can be improved only when</p>			
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46/51	SUBMITTED TEXT	33 WORDS	100% MATCHING TEXT	33 WORDS
	<p>the view that the regional language has a symbolic integrational value of the region. The regional languages ensure the unity of territory at the local level and all efforts should be made to improve. 4.3.2</p>			
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47/51	SUBMITTED TEXT	13 WORDS	87% MATCHING TEXT	13 WORDS
	After going through this unit, you will be able to— ? understand the		After going through this unit you will be able to -Describe the	
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48/51	SUBMITTED TEXT	13 WORDS	83% MATCHING TEXT	13 WORDS
	British Rule: With the establishment of the British rule in India, the		British: With the establishment of the British rule in India in the	
	W https://kipdf.com/development-of-society-in-india-an-overview_5ac9e8911723dd00365031a8.html			
49/51	SUBMITTED TEXT	19 WORDS	88% MATCHING TEXT	19 WORDS
	the change brought about in Indian society and culture as a result of over 150 years of British rule,		the changes brought about in the Indian society and culture as a result of over 150 years of British rule”.	
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50/51	SUBMITTED TEXT	53 WORDS	99% MATCHING TEXT	53 WORDS
	humanitarianism and rationalism. Commenting on the broader dimensions of westernization, Yogendra Singh (1994) writes: Emphasis on humanitarianism and rationalism is a part of westernization which led to a series of institutional and social reforms in India. Establishment of scientific, technological and educational institutions, rise of nationalism, new political culture and leadership in the country, are all by-products of westernization.		humanitarianism and rationalism. Further, commenting on the broader dimensions of westernization, Yogendra Singh writes: Emphasis on humanitarianism and rationalism is a part of westernization which led to a series of institutional and social reforms in India. Establishment of scientific, technological and educational institutions, rise of nationalism, new political culture and leadership in the country, are all by-products of westernization.	
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51/51	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	After going through this unit, you will be able to - ?		After going through this unit you will be able to -	
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PREFACE In a bid to standardize higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses viz. core, discipline specific / generic elective, ability and skill enhancement for graduate students of all programmes at Honours level. This brings in the semester pattern, which finds efficacy in sync with credit system, credit transfer, comprehensive and continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry their acquired credits. I am happy to note that the University has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade "A". UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 have mandated compliance with CBCS for U.G. programmes of all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme. Self Learning Materials (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English / Bengali. Eventually, the English version SLMs will be translated into Bengali too, for the benefit of learners. As always, all of our teaching faculties contributed in this process. In addition to this, we have also requisitioned the services of best academics in each domain in preparation of the new SLMs. I am sure they will be of commendable academic support. We look forward to proactive feedback from all stakeholders who will participate in the teaching-learning based on these study materials. It has been a very challenging task well executed, and I congratulate all concerned in the preparation of these SLMs. I wish the venture a grand success.

Prof. (

Dr.) Subha Sankar Sarkar Vice-Chancellor

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First Print : November, 2021 Netaji Subhas Open University Under Graduate Degree Programme Choice Based Credit System (CBCS) Subject : Honours in Education (HED) Course : Psychological Foundation of Education Course Code : CC-ED-04

Notification

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Module - I PSYCHOLOGICAL FOUNDATION OF EDUCATION Unit 1 ? Education and Psychology 07 – 29 Unit 2 ? Growth & Development 30 – 55 Unit 3 ? Theories of Development 56 – 76 Module – II EDUCATIONAL PSYCHOLOGY Unit 4 ? Psychology of Personality 77 – 107 Unit 5 ? Psychology of Human Abilities 108 – 132 Unit 6 ? Psychology of Learning 133 – 157 Netaji Subhas Open University Course : Psychological Foundation of Education Course Code : CC-ED-04 UG : Education (HED)

Unit 1 ? Education and Psychology Structure 1.1 Objectives 1.2 Introduction 1.3 Psychology: Concept, Nature and Scope 1.3.1 Concept of Psychology 1.3.2 Nature of Psychology 1.3.3 Nature of Psychology 1.4 Psychology as the Foundation of Education 1.5 Educational Psychology: Concept, Nature and Significance 1.5.1 Concept and Definition of Educational Psychology 1.5.2 Nature of Educational Psychology 1.5.3 Significance of Educational Psychology 1.6 Summary 1.7 Self Assessment Questions 1.8 References 1.1 Objectives After the completion of the course, the learners are expected to – ? understand the concept of Psychology and its relation with Education; ? realize the Psychological knowledge as the foundation of Education; ? be acquainted with the developmental stages, its theories and applications in Education; ? understand about the Psychology of learning and its impact on Education; ? be acquainted with the aspects of human abilities and its impact on Education; ? understand different aspects of Psychology of learning and its relation with Education.

NSOU ? CC-ED-04 ? 8 1.2 Introduction Broadly, education refers to any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society, through schools, colleges, universities, and other informal and formal institutions, deliberately transmits socio-cultural heritage – its accumulated knowledge, values, and skills—from one generation to another” (George F. Kneller,1975). Education, in its general sense, is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, and/ or research. Thus, Education is also a product. It frequently takes place under the guidance of teachers, parents, seniors, peers and other members of the society, but it may also be auto-didactic. The Education, as an academic discipline traditionally stands on four basic foundational areas, namely, Philosophical Foundation, Historical Foundation, Sociological Foundation and Psychological Foundation. The present course material has been developed focusing on the basic concepts of Psychological Foundation of Education. For better comprehension of the Psychological Foundation of Education some basic areas of Educational Psychology we should study at the under graduate level. The identified areas of study related to Education are – (i) Psychology, Education and Educational Psychology, (ii) Perspectives of Educational Psychology, (iii) Developmental Theories of Educational Psychology, (iv) Psychology of Personality, (v) Human Abilities and (vi) Psychology of Learning. 1.3 Psychology : Concept, Nature and Scope Psychology is undoubtedly a very significant academic discipline with its different branches of study. To understand the importance of Psychology, it is necessary to understand first the gradual conceptual evolution of the term Psychology. Psychology is basically the study of human behavior. The basis of the study of Psychology is the micro-level study of the inner mental incidents that takes place within a human mind. The human behavior is found both natural and acquired; thus, these two areas are studied scientifically within the fold of Psychology. Animal behavior is studied as well so that a comparison can be drawn between the human and animal behaviors to draw the conclusive inferences. In the field of Psychology, various knowledge areas and techniques have been developed to study the human behavior intensively as well as extensively. To study Psychology as an academic

NSOU ? CC-ED-04 ? 9 discipline, its conceptual frame, nature and method of study are very important to understand first. 1.3.1 Concept of Psychology The word 'Psychology' has been derived from two Greek words—'Psyche' which means soul and 'logos' which means study. According to the literal meaning of Psychology, it is an academic discipline that studies human behavior. The famous ancient philosophers like Aristotle and Plato considered Psychology a subject that studies about the 'soul' by keeping its literal meaning. The definitions given by these ancient thinkers and philosophers is now considered obsolete but those are significant as historical definitions. The contributions of philosophers of the 17th and 18th century like Leibnitz, Hobbes, Locke, Kant, Hume etc. are worth mentioning. These philosophers said that the word 'Psyche' is mind and the object of study of Psychology is 'Mind'. Therefore, Psychology was accepted as the study of 'mental science', in other words 'study of mind'. Till 1870 this primary definition given by the philosophers was accepted and psychology was studied as a branch of Philosophy and its object of study was the mind. There were basically two limitations found in the definition given by these Philosophers. Firstly, 'Soul' or 'Mind' is very abstract idea that can neither be seen nor heard. Therefore, the studies using scientific methods and techniques are not possible nor any kind of practices can be applied on it. Secondly, after accepting psychology as study of 'mind' or 'soul' its object remains unclear as these words are used in different meanings and it is difficult to say in which context it is used in Psychology. In 1879, Wilhelm Wundt set up the first laboratory of philosophy at the then Lipzig University in Germany. Through various objective studies, gradually psychology became an independent subject of study. As a result the subject matter of psychology was not restricted only to the mind or the soul; it further extended to 'mental activities' and the 'conscious experiences'. Then the 'Structuralists' first advocated the theory of psychology. Wilhelm Wundt and Titchener are the standing pioneers of the theory based on structuralism. According to them, Psychology is the study of the 'conscious experiences'. Here the meaning of conscious experience or immediate experience is related to sensation, imagination, image, feeling and other mental activities. According to Wundt, "sensation is called as the objective element of conscious experience, whereas feeling is the subjective element of conscious experience". But there were many limitations in this definition of 'structuralism'. The major limitation was described that, because the conscious experience cannot

NSOU ? CC-ED-04 ? 10 be studied through objective method, hence this definition of psychology is not able to explain the practical nature of psychology. This definition only emphasizes on the study of conscious experiences, however all experiences of human are not conscious but they are mainly unconscious. So, this definition gives a clear picture that psychology studies all aspects of human mind. Since there were many defects in the definition of structuralists so another definition of psychology was introduced by 'behaviorists'. J. B. Watson is important among the behaviorists. They accepted psychology as 'positive science of behavior'. This definition clarifies that conscious experience is diversified from the object of psychology and behavior replaced it, which is found more objective because that can be seen and heard. Running, crying, smiling, thinking etc. are the few main examples of behavior. In this definition, Psychology is accepted as 'positive science', because it studies all three aspects, such as what, why, and how related to the human behavior. In this definition the main defect was described that the behavior alone is meaningless. The fact is that the explanation of any kind of behavior is based on the foundation of our own experiences, and then only we can get the real meaning. The meaning of Psychology introduced by the Modern Psychologists seems to be the juncture of all the definitions mentioned above. Atkinson, Smith and Hilgard have described, "Psychology is the scientific study of behavior and mental processes." This definition explains that Psychology is not only the study of behavior but also studies about those mental processes that cannot be seen but only be assumed on the basis of the expressed behavior. Morgan, King, Weisz and Schopler have also clarified that psychology is the science of study of human and animal behavior. They have further explained that while defining Psychology as a science of behavior, mind or internal mental events are not being differentiated but it is also included in the same. In the words of Morgan, King, Weisz and Scoplal – "When we define psychology as a science of behavior, we do not differentiate mind we only say that whatever human does means his behavior is the avenue through which the study of internal mental event is being done." Thus, we can say that in the modern era "Psychology means a science in which both behavior and mental processes are studied." 1.3.2 Nature of Psychology In understanding the nature of Psychology, apart from meaning of Psychology, let us try to find out answers of a few basic questions - What is Psychology all about? What kind of science is it? What are its purposes and problems? What is

NSOU ? CC-ED-04 ? 11 human being according to psychology? What is the contribution of psychology to the mankind? By studying these aspects the nature of psychology can be better understood. For centuries Psychology was considered as a part of Philosophy. In the past fifty years, psychologists have introduced it as an independent subject and gave it a nature of science. The nature of psychology that we have now was different in the beginning. When it was considered as a science of 'soul', the purpose was investigation and thinking about soul. Thus, the psychology was related to spiritualism and was a part of philosophy. Till sixteenth century, psychology was considered as science of the soul. People could neither see the soul nor define it. Therefore, they became hesitant to accept it as the science of soul. In order to bring out the change people started calling it 'Science of mind'. But the nature of mind is also not certain like soul and so cannot be defined. That is why Psychology was not accepted as the science of mind and till now psychology could not get the place as pure science, it is considered as natural science. i. Psychology as a Science After studying intensively, psychologists observed there are influences of 'consciousness'. on human behavior. Therefore, psychology has also been accepted as 'science of consciousness', but few psychologists observed that the behavior of human is not always overpowered by consciousness, sometimes influence of unconscious thinking takes place in human behavior. Thus, psychology has also been accepted as the 'science of unconsciousness', but this definition creates some debates among the academicians and nature of psychology kept on changing. Now psychology is considered as the science of human and animal behavior. In psychology the goal is to study human behavior, but the basis of this study includes animal behavior too. Initially with the help of psychology, the experimental study of animal behavior takes place and then the comparison between human and animal behavior brings success in the study of human. There are two kinds of human behavior, 'natural' and 'learned' or acquired. The study of both types of human behavior consists in modern Psychology. ii. Psychology as a Natural Science Modern Psychology is now considered as a complete science. As in pure sciences, certain principles and rules and theories are being set on the basis of experiments. The study of human behavior is being done on the basis of these rules and principles. These bases conclude the discovery of the reason of behavior and the possibilities of past and future of behavior are also predicted and determined. Psychology is not the subject of mere thinking but these evidences are collected by

NSOU ? CC-ED-04 ? 12 using scientific experimental methods. Whatever responses human reflects against one's own environmental stimuli, psychology studies the same. Therefore, we can say—"Psychology is the science of human behavior or is the study of the science of its own reflection of responses towards the stimulants based in the environment." In fact, Psychology can be considered as the 'Natural Science'. There is a specific and fundamental difference between the material science and natural science. In material science we can keep control over the matter or substance and attain success by doing desirable experiments in the laboratory. Opposite to that Psychology taken as subject is human instead of substance which is not controllable as substance. Speed of mind is not controllable. One moment you think of New York and the next New Delhi or New Town. If someone is busy in listening in the classroom, something else instantly revolves around one's thought of mind. Thus, it is not possible to control the human mind like substance. When mental behavior is being studied or mind related rules and principles are determined on the basis of psychological experiments the inferences and the possibilities are necessarily be present. Universality is found in material science, while individuality and individual differences are always there in psychology. For example, when a psychologist studies human behavior in the laboratory his subject would be the mind of a particular human through which his/her behavior would be conducted to study. Psychology accepts three main methods of natural science – Observation, Experimentation, and Description. That is why it is called natural science. iii. Branches of Psychology Keeping objects in mind we can divide psychology into two main branches— (1) Normal or General Psychology (2) Abnormal Psychology. Normal or general psychology is the scientific study of entire behavior of human and animal. But abnormal psychology is the study of sick or abnormal state of human. In general, these two branches are further divided into other sub-branches like, general or normal psychology is divided into individual, group, social, applied and other sub-branches. Abnormal psychology is divided into only two sub- branches individual and group. There are a few more sub-branches other than these. Applied psychology influences only these scopes like educational psychology, Industrial Psychology, religious Psychology are the other sub-branches of applied psychology. iv. Methods of Psychology: Psychologists use many scientific methods for research purposes to understand various psychological issues more scientifically. These scientific methods reduce bias and errors in understanding various behavioral aspects. The relevance of these

NSOU ? CC-ED-04 ? 13 scientific methods extends beyond testing and evaluating theories and hypotheses in psychology. Though there are many such methods used by psychologists, each has its own advantages and disadvantages. Some of the important methods are:

a. **Introspection Method** Introspection or self-observation may be considered as an old method but it is something we are doing almost constantly in our everyday life. Introspection is a method of studying the consciousness in which the subjects report on their subjective experiences. It is a method that requires long and difficult training. It gives in-depth information about the individual. In introspection, the subject is taught to achieve a state of 'focused attention' in which he/she can closely observe his/her own conscious experiences. Thus, he/she will be able to report the smallest possible elements of awareness. Hence, the goal of introspection is to learn about the basic building blocks of experience and the principles by which they combine to give us our everyday consciousness.

b. **Observational Method** This is the most commonly used Psychological method especially in relation to behavioral science, though observations are very common in everyday occurrences and specific observations are formulated in researches. It is systematically planned, recorded to check and control its validity and reliability. In this method, we not only ask the subject to report his/her experiences, but also gather information by direct observation of overt behavior. When observations are carried out under standard conditions they should be observed with a careful understanding of the units, that is the style of recording observed information and the selection of dependent or related data of observation concerned, then it is called 'structured observation'. But observation takes place without these considerations it is called 'unstructured observation'. Structured observation is useful in descriptive studies, while unstructured observation is useful in exploratory studies. Another way of classifying observation is that of participant and non-participant types of observation. In participant observation the observer makes himself/herself a member of the group which is being observed. In non-participant observation, the observer detaches himself/herself from the group that is being observed. Sometimes, it so happens that the observer may observe in such a way that his/her presence is unknown to the people he/she is observing. This is called 'disguised observation'.

NSOU ? CC-ED-04 ? 14 The method of participant observation has a number of advantages, the researcher can record natural behavior of the group and he/she can gather information which cannot be easily obtained; if he/she stays outside the group, and also he/she can verify the truth of statements made by the subjects in the context of schedule or questionnaire.

c. **Experimental Method:** The Experimental method is most often used in the laboratory. This is the method of observation of the behavior or the ability of the individual under controlled condition of fixed circumstances. It is based on conducting of an experiment that is rigidly controlled with highly structured observation of variable change. It allows researchers to infer the causes of a phenomenon. It basically aims to investigate a relationship between two or more variables by deliberately producing a change in one variable and observing the effects of other variables. The person who conducts the experiment is called the 'experimenter' and one who is being observed is called the 'subject'. An experiment begins with a problem. Experimenter wishes to study the related variables of the problem. Then on the basis of existing knowledge base in the field, a 'hypothesis' is formed as suggested solution to the problem under experimentation. To test the hypothesis, relationship between/ among variables are examined. There must be at least two variables. An 'independent variable' is a variable that the experimenters selects to control that according to the requirements of the experiment. The 'dependent variable' that varies with the changes in the independent variable, i.e., subjects behavior. From this method, it is possible to predict the nature of response(s) that may occur to a given stimulus (independent variable). The changes observed in the dependent variable may be influenced by the number of independent variables (factors). To establish a clear relationship between independent and dependent variables and all other possible influences must be controlled or eliminated.

d. **Case-study Method:** It is a detailed description of a particular individual. It may be based on careful observation or formal psychological testing. For example, it may include information about the person's childhood dreams, fantasies, experiences, relationships, hopes etc., that throw light into the person's behavior. Case studies on subject's memories of the past and such memories are highly reliable to understand deep into the problems. As case studies focus on individuals, so we cannot generalize about human behavior.

NSOU ? CC-ED-04 ? 15 e. Questionnaire Method: Questionnaire is a tool of data collection. It is also a method of data collection through which both the 'qualitative' and 'quantitative' data are collected by formulating a set of interrelated questions. A questionnaire consists of a number of questions in a definite order to which the respondents are supposed to response independently by writing the answers or verbally or through e-mails. This method of data collection is especially popular when large scale enquiries have to be made. This is considered as the heart of the survey method. f. Interview Method: This involves collection of data by having a direct verbal communication between two people. Personal interviews are popular but telephonic interview can also be conducted as well. This method is also called 'face-to-face' method. In personal interviews an interviewer asks questions generally in a face-to-face contact with the person being interviewed. In direct personal interview, the investigator collects information directly from the sources concerned. This is used when intensive investigation is required. But in some cases, an indirect interview is conducted where the interviewer cross-examines other persons who are supposed to have knowledge about the problem under investigation. If the interview involves the use of the standard techniques recording against the predetermined questions, known as 'structured interview'. Whereas, the 'unstructured interview' is flexible in its approach of questioning, where the interviewer is allowed greater freedom to ask supplementary questions, omit or change the sequence of questions, if necessary. Other types of interview are (a) Focused interview, (b) Clinical interview, (c) Non- directive interview etc. g. Survey Method: This method involves in asking large number of individuals to complete the given questionnaire(s) by interviewing people directly about their experiences, attitudes or opinions. Since surveys can provide more accurate prediction it is widely used for determining public opinion and prediction on different personal and social issues. For example, the method is used for determining prediction of exit poll (election preference), consumer reaction, health practices, public opinion, attitude etc. h. Testing Method: This method uses the carefully devised and standardized tests for measuring different psychological constructs or variables, viz., attitude, interest, achievement, intelligence, creativity of individuals.

NSOU ? CC-ED-04 ? 16 Adopting any of the above methods in psychology, data are collected about human behavior to study that systematically. 1.3.3 Scope of Psychology The field of psychology can be applied in different fields of human life making an attempt in meeting the comprehensive goals of psychology. i. Physiological Psychology: In the most fundamental sense, human beings are biological organisms. Our behavior depends upon our Physiological structure and functions that work together. 'Bio-psychology' is the branch that specializes in the area. Bio-psychologists can examine the ways in which specific sites in the brain which are related to disorders such as Parkinson's disease or they may try to determine how our sensations are related to our behavior. ii. Developmental Psychology: It covers the studies with respect to how people grow and change throughout their lives from prenatal stages, through childhood, adulthood and old age. Developmental psychologists work in a variety of educational settings like schools, colleges, healthcare centres, business centres, government and non-Govt. and voluntary organizations, etc. They are also very much involved in studies of the disturbed children and advising parents about helping such children. iii. Personality Psychology: This branch helps to explain both consistency and change in a person's behavior over time, from birth till the end of life, through the influence of parents, siblings, playmates, school, society and culture. It also studies the individual traits that differentiate the behavior of one person from that of another person. iv. Health Psychology: This explores the relations between the psychological factors and physical ailments and diseases. Health psychologists focus on health maintenance and promotion of behavior related to good health such as exercise, health habits and discouraging unhealthy behaviors like smoking, drug abuse and alcoholism. Health psychologists work in healthcare setting and also in colleges and universities where they conduct research. They analyse and attempt to improve the healthcare system and formulate health policies.

NSOU ? CC-ED-04 ? 17 v. Clinical Psychology: It deals with the assessment and intervention of abnormal behavior. As some observe and believe that psychological disorders arise from a person's unresolved conflicts and unconscious motives, others maintain that some of these patterns are merely learned responses, which can be unlearned with training, still others are content with the knowledge of thinking that there are biological basis to certain psychological disorders, especially the more serious ones. Clinical psychologists are employed in hospitals, clinics and private practice. They often work closely with other specialists in the field of mental health. vi. Counseling Psychology: This focuses primarily on educational, social and career adjustment problems. Counseling psychologists advise students on effective study habits and the kinds of job they might be best suited for, and provide help concerned with mild problems of social nature and strengthen healthy lifestyle, economical and emotional adjustments. They make use of tests to measure aptitudes, interests and personality characteristics. They also do marriage and family counseling; provide strategies to improve family relations. vii. Educational Psychology: Educational psychologists are concerned with all the concepts of education. This includes the study of motivation, intelligence, personality, use of rewards and punishments, size of the class, expectations, the personality traits and the effectiveness of the teacher, the student-teacher relationship, the attitudes, etc. It is also concerned with designing tests to evaluate student performance. They also help in designing the curriculum to make learning more interesting and enjoyable to children. Educational psychology is used in elementary and secondary schools, planning and supervising special education, training teachers, counseling students having problems, assessing students with learning difficulties such as poor writing and reading skills and lack of concentration. viii. Social Psychology: This studies focus on the society - social thoughts, feelings and actions of people. Our behavior is not only the result of just our personality and predisposition. Social and environmental factors also effect predominantly the way we think, say and do. Social psychologists conduct experiments to determine the effects of various groups, group pressures and influence on behavior. They investigate on the effects of propaganda, persuasion, conformity, conflict, integration, race, prejudice and aggression. These investigations explain many incidents that would otherwise be difficult to understand. Social psychologists work largely in colleges and universities and also in other organizations. ix. Industrial and Organizational Psychology: The private and public organizations apply psychology to management and employee training, supervision of personnel, improve communication within the organization, counselling employees and reduce industrial disputes. Thus, we can say that in organizational and industrial sectors not only the psychological effects of working attitude of the employees are considered but also the physical aspects are given importance to make workers feel healthy. x. Experimental Psychology: It is the branch that studies the processes of sensing, perceiving, learning, thinking, etc. by using scientific methods. The outcome of the experimental psychology is cognitive psychology which focuses on studying higher mental processes including thinking, knowing, reasoning, judging and decision-making. Experimental psychologists often do research in labs by frequently using animals as their experimental subjects. xi. Environmental Psychology: It focuses on the relationships between people and their physical and social surroundings. For example, the density of population and its relationship with crime, the noise pollution and its harmful effects and the influence of overcrowding upon lifestyle, etc. xii. Psychology of Women: This concentrates on psychological factors of women's behavior and development. It focuses on a broad range of issues such as discrimination against women, the possibility of structural differences in the brain of men and women, the effect of hormones on behavior, and the cause of violence against women, fear of success, outsmarting nature of women with respect to men in various accomplishments. xiii. Sports and Exercise Psychology: It studies the role of motivation in sport, social aspects of sport and physiological issues like importance of training on muscle development, the coordination between eye and hand, the muscular coordination in track and field, swimming and gymnastics.

NSOU ? CC-ED-04 ? 19 xiv. Cognitive Psychology: It has its roots in the cognitive outlook of the Gestalt principles. It studies thinking, memory, language, development, perception, imagery and other mental processes in order to peep into the higher human mental functions like insight, creativity and problem-solving. The names of psychologists like Edward Tolman and Jean Piaget are associated with the propagation of the ideas of this school of thought. 1.4 Psychology as the Foundation of Education In English, the word 'Education' has been derived from the Latin word 'Educare', 'Educere' or 'Educatum'. The terms Educare and Educere mean 'to bring up', 'to lead out', 'to draw out' or 'to propulsion from inward to outward'. Whereas, the term 'Educatum' denotes as 'the act of teaching'. It also means 'to train' or 'to mold'. All these terms mainly indicate the development of latent faculties of the child. In Indian point of view, the term 'Siksha' has come from the Sanskrit word 'Shiksh', which means 'to acquire knowledge' or 'to make others learn to attain knowledge'. The term education stands for both the study of the field and for the system that is being studied. To understand this dual meaning, let us consider the basic definitions of Education. The first is a standard definition from American Heritage Dictionary: (i) The act or process of educating or being educated. (ii) The knowledge or skill obtained or developed by learning process. (iii) A program of instruction of a specified kind or level. (iv) The field of study that is concerned with pedagogy of teaching and learning. (v) An instructive or enlightening experience. The second one is from the essay on 'Education' William Frankena in the Dictionary of 'History of Ideas' : i. Relation between Education and Psychology Education is closely related to Psychology. If Education is the modification of behavior in a desirable direction or in a controlled environment, Psychology is the study of behavior or science of behavior. To modify the behavior or to bring about some changes in the behavior, it is necessary to study the science of behavior. Thus,

NSOU ? CC-ED-04 ? 20 Education and Psychology are logically related. The characteristics of developmental stages of children are very essential factors which the teachers must know in order to be a successful teacher. The traditional Education was subject centered and teacher dominated. But the modern concept has been changed into learning centered to learner centered. a. Learner Centered Education: It is the child who has to learn according to his/her needs, interests and capacities. Hence, there is no doubt that knowledge is quite essential for planning and organizing any educative effort. For this purpose all the great educators emphasize that Education must have a Psychological base. Pestalozzi tried to psychologize Education. Montessori and Froebel also advocated that Education must be based on Psychological principles. b. Different Aspects of Psychological Principles: i. The objectives of Education at different stages should have a Psychological base. ii. Curriculum development for different stages should be as per age, ability and capacities of the learners based on some Psychological principles. iii. Suitable methods of teaching, appropriate motivational techniques and teaching devices etc. are the contributions of Educational Psychology. iv. Research based Solutions of different educational problems are the applications of theories of Educational Psychology. v. Preparation of school timing and class time-tables has also the Psychological base. vi. Effective institutional administration and organization need the knowledge of Psychology. vii. Knowledge of Psychology is necessary to study the gifted, the retarded or the mal-adjusted children. viii. The problem of maintaining discipline in the classrooms can be solved Psychologically without any corporal punishment. ix. Educational Psychology provides knowledge about mental health of students and teachers. x. Psychology provided knowledge about scientific evaluation procedure for better assessment of learning output. xi. Better counseling and guidance can be provided for effective learning on the basis of Educational Psychology.

NSOU ? CC-ED-04 ? 21 Besides the above, better student participation in classroom teaching, individualized learning, group activity, learning by doing etc., has a Psychological base. So, we cannot think without Education in modern. The role of school is to help in harmonious development of the personality of the child. So, it becomes the duty and task of the teacher to guide child according to Psychological norms. Therefore, for every teacher, study of Psychology is essential in its Educational applications. Thus, Skinner had justly said, "Educational Psychology covers to entire range of behavior and personality as related to education." 1.5 Educational Psychology: Concept, Nature and Significance Education and Psychology are closely related two disciplines. Thus, Educational Psychology is an applied branch of Psychology. Through psychology we gain knowledge about human mind. Therefore, its relationship with education is mandatory. In the field of Psychology, Psychologists have explained behavior through different means. Educational Psychology is applied branch of psychology. To study the behavior of people from different point of views and instructor needs to have a thorough knowledge of serial development of psychology. So that he brings change in the behavior of his or her pupil by influencing him/her in order to attain the desirable goal. Difference in the ideas of psychologists in the development of psychology and the explanation of behavior resulted the origin of different schools. These schools explained not only the nature of behavior but also brought changes in the ideas of educational psychology. As soon as a child takes birth, he/she becomes connected with the society in some way. How the individual or social human behavior is and what should be is determined by the educational processes. The basic goal of Educational Psychology is to bring changes in human behavior according to one's optimum ability and for the overall benefit of the society through the medium of Education. Understanding the meanings of Education and Psychology that Education is a social process, whose objective is to transform the human behavior in a desirable way for the benefit of the society. Psychology as a science of behavior is also related to change in human behavior. Thus, Educational Psychology studies the various aspects related to the actions of learner, learning and teaching.

NSOU ? CC-ED-04 ? 22 1.5.1 Concept and Definition of Educational Psychology Educational Psychology takes its meaning both from Education and Psychology as both are related to the development of human personality. In the words of Skinner, "Educational Psychology utilizes those findings that deal with specifically with the experiences and behavior of human beings in educational situations." Psychologists and Educationists have defined Educational Psychology in different ways: "Educational Psychology describes and explains the experiences of an individual from birth to old age." (Crow & Crow) "Educational Psychology is primarily concerned with the study of human behavior as it is changed and directed under the special process of Education," (Knall et.al.) "The major of Educational Psychology is learning. It is that field of Psychology which is primarily concerned with scientific investigation of the Psychological aspects of Education." (Sware & Telford) "Educational Psychology represents the application of scientifically derived principles of human reactions that affect teaching and learning" (Alice Crow) "Educational Psychology is the application of findings and theories of Psychology in the field of Education." (Kalsanik) According to 'Encyclopedia of Educational Psychology', this is such a field of study, in which experimental work is done to determine the procedures of studying behavioral concepts in Education. On the basis of above definitions, let us discuss about the Nature of the Educational Psychology: 1.5.2 Nature of Educational Psychology The nature of Educational Psychology is considered to be very scientific. Educational Psychology has established its general principles through the scientific studies of its problems and their solutions and can predict the behavior related to the process of Education. The Educational Psychology is now a major behavioral science as it studies the 'what', 'why' and 'how' in human behavior. In dealing with problems in Education, the approach of Educational Psychology is essentially scientific. It seeks

NSOU ? CC-ED-04 ? 23 to predict and control human behavior in educational situations. It assumes that all human behavior is the result of certain causes and influences and since these are very complex and largely unanalyzed, human behavior is not as predictable as some of the natural phenomena. But the study is nevertheless inspired by the same scientific spirit, and the body of knowledge called Educational Psychology is carefully organized and systematized based on observations and experiments in the classrooms, schools, Laboratories or counseling clinics. Since Education is as large as life, its study is closely aligned to, and draws heavily upon all systems of knowledge which deal with human living. While facts of general and applied Psychology, Physiology, Abnormal Psychology, Social Psychology, Sociology, and Anthropology have a special relevance for Educational Psychology. Thus, it may be said that although Educational Psychology is a branch of Psychology, yet it delivers its principles independently by resolving educational problems on the basis of researches. Thus, newer laws, principles, models and theories have been developing in the field of Educational Psychology.

1.5.3 Significance of Educational Psychology The study of Educational Psychology can and should make a difference in individual learning of the learners and professional life of the teacher. With a better understanding of the springs of human behavior and its important influences in human life, the quality of teaching-learning process or education may be changed in a positive way. All the schools of educational psychology have respective different ideologies to resolve the education related problems. These schools can be helpful in the process of education by giving contribution in their own specific field. The main motto of educational psychology is to help in the holistic development of a child. The different schools of psychology try to understand human mind through their own point of views. Each school has studied the mental problems minutely. In the field of education a few schools have researched on the areas related to learning process, mental development, personality development etc. and thus influenced the process of education. The root of psychology lie deep in our curiosity to know ourselves and our fellow beings, to reach deeper and fuller understanding of the psychological principles that govern human and animal behavior. Etymologically the word 'psychology' was derived from Greek word 'psyche' means 'soul' and 'logos' mean 'study'.

However

NSOU ? CC-ED-04 ? 24 the meaning and interpretation of the concept has been in a state of changing from time to time leading to subsequent changes in the ways of defining the term Educational 'psychology' as may be evident from the following:

I. Nature of Educational Studies: At the heart of Educational studies lies a critical analysis of key issues such as the nature of education, the content and development of curricula, teaching and learning, the relationship between ability, opportunity and success, and the policy issues encompassing all of these. But it must not be assumed that educational studies are essentially school focused. The subject has enormous scope from the development of young children, through learning in Higher Education, to the workplace and a study of lifelong learning. The subject is significant with respect to many aspects of individual and social life.

II. Evolution of Educational Studies: Education Studies as a subject of study, evolved from the pedagogical background of teacher training. The study developed to include many exciting new approaches to teaching and curriculum development, a variety of innovative assessment techniques. It provides teacher educators with a comprehensive preparation to be educators in a classroom or community setting. According to John Dewey, education is "freeing of individual capacity in a progressive growth directed to social aims." Education studies as a subject, equips students with the knowledge that would enable them to be actively involved in elements that create not only just a democracy, but also an equitable social order.

III. Characteristics of Educational Studies: Whilst this rich diversity can be seen as a strength of the subject, the isolation of practitioners has caused problems and for many academics their initial introduction to the subject still proves a steep learning curve as their newly validated programmes grow rapidly. But there can not be no denying the fact that the subject has immense academic as well as practical significance. Educational studies promote the analytical, critical and logical aspects of learning thereby leading to overall growth and development of an individual. It enlightens the teaching fraternity to share the current educational practices, types of methodology, validations, examinations etc. Education has a wider meaning and application. Philosophy of education covers

NSOU ? CC-ED-04 ? 25 aims of education, nature of education, importance of education, and function of education are its very old and essential part of education. Scope of education can be defined as availability of different forms of educational operations in terms of different learning environments, major focus of the study of knowledge or the mode of imparting education. Educational Studies is a program designed to help you graduate with a major and a minor in education with a non-license teaching degree. This major supports students who might be interested in working in the private education field but are not ready to fully teach in a public teaching setting. IV. The future of Educational Studies: Education studies as a subject of study has expanded rapidly over a comparatively short period of time. The initial Educational Studies courses often began on a very small scale. Practitioners tended to be isolated, working alone or in small teams, and as such the courses developed in very different ways depending upon institutional and regional circumstances. V. Concept of Educational Psychology While general science deals with behaviour of the individuals in various spheres, educational psychology studies the behaviour of the individual in educational sphere only. The scope of educational psychology is ever-growing due to constantly researches in this field. Educational psychology is that branch of psychology in which the findings of psychology are applied in the field of education. It is the scientific study of human behaviour in educational settings. According to Charles. E. Skinner, "Educational psychology deals with the behaviour of human beings in educational situations". Thus, educational psychology is a behavioural science with two main references– human behaviour and education. In the words of E.A. Peel, "Educational Psychology is the science of Education".

Education by all means is an attempt to mould and shape the behaviour of the pupil. It aims to produce desirable changes in him for the all-round development of his personality.

The essential knowledge and skill to do this job satisfactorily is supplied by Educational Psychology. In the words of E.A. Peel, "Educational psychology helps

NSOU ? CC-ED-04 ? 26 the teacher to understand the development of his pupils, the range and limits of their capacities, the processes by which they learn and their social relationships." In this way, the work of the Educational Psychologists resembles with that of an Engineer, who is a technical expert. The Engineer supplies all the knowledge and skill essential for the accomplishment of the job satisfactorily, for example, construction of a bridge. In the same way, Educational Psychologists, who is a technical expert in the field of Education, supplies all the information, principles and techniques essential for understanding the behaviour of the pupil in response to educational environment and desired modification of his behaviour to bring an all-round development of his personality. In this way, it is quite reasonable to call Educational Psychology as a science and also a technology of Education. Thus, Educational Psychology is concerned primarily with understanding the processes of teaching and learning that take place within formal environments and developing ways of improving those methods. It covers important topics like learning theories; teaching methods; motivation; cognitive, emotional, and moral development; and parent-child relationships etc. In short, it is this scientific discipline of study that addresses various questions related with the process and product of Education: "Why do some students learn more than others?" or "What can be done to improve the learning?" VI. Nature of Educational Psychology: Its nature is scientific as it has been accepted that it is a Science of Education. We can summarize the nature of Educational Psychology in the following ways:

W.A. Kelly (1941) listed the nature of Educational Psychology as follows: i. To give a knowledge of the nature of the child ii. To give understanding of the nature, aims and purposes of education iii. To give understanding of the scientific methods and procedures which have been used in arriving at the facts and principles of educational psychology iv. To present the principles and techniques of learning and teaching v. To give training in methods of measuring abilities and achievement in school subjects vi. To give a knowledge of the growth and development of children

NSOU ? CC-ED-04 ? 27 vii.

To assist in the better adjustment of children and to help them to prevent maladjustment viii. To study the educational significance and control of emotions and ix.

To give an understanding of the principles and techniques of correct training. Thus, educational psychology is an applied, positive, social, specific and practical science. While general science deals with behaviour of the individuals in various spheres, educational psychology studies the behaviour of the individual in educational sphere only. VII.

Scope of Educational Psychology: The scope of educational psychology is ever-growing due to constant researches in this field. The following factors will indicate the scope of educational psychology: i.

The Learner: The subject-matter of educational psychology is knitted around the learner.

Therefore, it is the need of knowing the learner and the techniques of knowing well.

The topics include – the innate abilities and capacities of the individuals, individual differences and their measurements, the overt, covert, conscious as well as unconscious behaviour of the learner, the characteristics of his growth and development and each stage beginning from childhood to adulthood. ii. The Learning Experiences: Educational Psychology helps in deciding what learning experiences are desirable, at what stage of the growth and development of the learner, so that these experiences can be acquired with a greater ease and satisfaction. iii. Learning process: After knowing the learner and deciding what learning experiences are to be provided, Educational Psychology moves on to the laws, principles and theories of learning. Other items in the learning process are remembering and forgetting, perceiving, concept formation, thinking and reasoning, problem solving, transfer of learning, ways and means of effective learning etc. iv. Learning Situation or Environment: Here we deal with the environmental factors and learning situations which come midway between the learner and the teacher. Topics like classroom climate and group dynamics, techniques and aids that facilitate learning and evaluation, NSOU ? CC-ED-04 ? 28 techniques and practices, guidance and counselling etc. for the smooth functioning of the teaching-learning process. v. The Teacher: The teacher is a potent force in any scheme of teaching and learning process. It discusses the role of the teacher. It emphasizes the need of 'knowing thyself' for a teacher to play his role properly in the process of education. His or her conflicts, motivation, anxiety, adjustment, level of aspiration etc. It throws light on the essential personality traits, interests, aptitudes, the characteristics of effective teaching etc. so as to inspire for becoming a successful teacher. Though the entire scope of Educational Psychology has included in the above mentioned five key-factors, it may be further expanded by adding the following: It also studies (a) Human Behaviour in educational situations, (b) Growth and Development of the child, (c) Contributions of Heredity and Environment towards the growth of the individual, (d) Nature and Development of the Personality of an individual, studies individual difference, (e) Intelligence and its measurement, (f) Guidance and Counselling etc. We can conclude by saying that Educational Psychology is narrower in scope than general psychology. While general psychology deals with the behaviour of the individual in a general way, educational psychology is concerned with the behaviour of the learner in an educational setting. The scope of Educational Psychology is securing greater and greater importance in the field of education. Educational psychology is the combination of two i.e. Education and Psychology. So, educational psychology is the study of behavior of the teacher, taught and persons connected to educational environment. Educational psychology is, therefore, that branch of educational content, which deals with human behavior and its modification. 1.6 Summary Psychology is basically the study of human behavior. The basis of the study of Psychology is the micro-level study of the inner mental incidents that takes place within a human mind. In modern times, the application of psychology has been increased as an interdisciplinary study i.e., educational psychology, social psychology, cognitive psychology etc. The concept, nature and scope of psychology have been discussed in the beginning of the unit. Psychology plays its role as a major foundation NSOU ? CC-ED-04 ? 29 of education has been discussed in the middle of the unit. At the end, the concept, nature and significance of the educational psychology have been discussed. 1.7 Self Assessment Questions 1. What do you mean by psychology? 2. Define psychology. 3. Write any two scopes of psychology. 4. State any two nature of psychology. 5. What is psychological foundation of education? 6. What is educational psychology? 7. Define educational psychology. 8. State any two nature of educational psychology. 9. Discuss the importance of educational psychology. 1.8 References Agarwalla, Dr. Sunita: Psychological Foundation of Education and Statistics, Bookland 2008. Aggarwal, J. C., "Essentials of Educational Psychology", Vikas Publishing House Pvt. Ltd., New Delhi. Chauhan, S S: Advanced Educational Psychology, Vikas Publishing House, 1993. Chaube, S. P., "Educational Psychology", Lakshmi Narain Agarwal, Educational Publishers, Agra-3. Mangal, Dr. S. K., Psychological Foundations of Education, Prakash Brothers, Ludhiana.70.

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Johnson, A, Editor (2019). Child Growth and Development, ECE 101. California Community College, Santa Clarita Community College District & Distance Learning Office of Canyons. OER Publication by College of the Canyons. Safaya R. N., Shukla, C.S. Bhatia B. D., "Modern Educational Psychology", Dhanpat Rai Publishing Company (P) Ltd., New Delhi. Unit 2 ? Growth & Development Structure 2.1 Objectives 2.2 Introduction 2.3 Growth and Development of a Child 2.4 Perspectives of Educational Psychology: Biological, Behavioral and Cognitive 2.4.1 Biological Perspectives of Educational Psychology 2.4.2 Behavioral Perspective of Educational Psychology 2.4.3 Cognitive Perspectives of Educational Psychology 2.5 Developmental Stages and its Impact on Education 2.6 Summary 2.7 Self assessment Questions 2.8 References 2.1

Objectives After going through this unit, you will be able to — ? understand

growth and development of a child; ? be acquainted with the perspective of Educational Psychology: Biological, Behavioral and cognitive; ? realize developmental stages and its impact on education. 2.2 Introduction Changes are the characteristics of life. All the living beings of this planet are changing continuously. You know that a large banyan tree grows from a very small seed. Similarly, all animals including the human beings have been changing themselves. Some changes may remain unnoticed, suddenly that come to our notice. Such as, language development, decision-taking ability, control of emotion etc. Hence, changing is the natural quality of life. Education helps in desirable changes in human life. Modern educationists believe that ultimate qualitative

NSOU ? CC-ED-04 ? 31 changes in human beings are possible through proper education only which is the combination of natural direction of individual development along with the individual and social aspirations. Scientific fusion between these two is one of the major goals of education. These changes may be of two types – (i) Growth and (ii) Development. 2.3 Growth and Development of a Child Let us first understand the meaning of two important terminologies of the Sub-unit, viz., ‘

Growth’ and ‘Development’, which are apparently used as synonymous terms. But, in fact, growth is different from development. Growth means an increase in size, height, weight,

length etc. which can be measured quantitatively. Development, on the other hand, implies change in shape, form or structure resulting in improved working or

in functioning. Improved functioning implies certain qualitative changes leading to maturity. Growth and Development both are the important characteristics of any living organism. But development involves a series of progressive, orderly and meaningful changes leading to the goals of maturity. Normally, growth contributes to Development. In reality though growth and development are different, but they are inseparable. Generally, both the processes of growth and development goes on simultaneously. I. Concept of Growth and Development: Human life starts from a single fertilized cell. This cell goes under constant changes interacting with the environment within the mother’s womb and after birth with the outside world. This interaction leads to the Growth and Development of the child. Division of each cell and its growing into thousands and thousands in number, or their changing tissues, blood or bone, is part of the process of Development. The increasing size and weight of an organism or limb of the baby, is known as Growth. Growth and Development are the continuous progressive changes in the organism. “Development means a progressive series of changes that occur in an orderly predictable pattern as a result of maturation and experience” (

Hurlock). In the words of Piaget, “In reality, development is the essential process and the total development happens with the cumulative effects of the smallest units of learning.” The primary elements of development are – Maturation, Experience, Social Transmission and Equilibrium in life. Human development occurs with the cross- interactions among these four elements in the appropriate educational environment.

NSOU ? CC-ED-04 ? 32 II. Nature of Growth and Development: Changes may be of any type - external, internal, quantitative or qualitative, but common nature of change would be a continuous, progressive, natural and controllable process. According to research findings of Sears, Erikson, Bandura, Piaget and Kohlberg, some basic principles have been identified. Those are: i. Interactions for Development: Development is the product of interactions. It is also the result of continuous interactions between heredity and environment. Human development does not depend only on heredity or the inborn ability or potentiality, but also on how the present environment is influencing. It depends on their cross-interactions. ii. Continuity: In human life, development is a continuous process. The continuous changing process of development starts from birth and that continues till death. But the rate of development is not constant. Sometimes, it is slow and sometimes it is fast. Sometimes it is explicit and sometimes it is implicit. But it is always continuous. iii. Orderliness: Generally, the nature of human development follows a definite order. As for example, the child who cannot sit independently would not be able to stand or run alone. Generally, the primary level of development influences the next level development. iv. Definite Direction: Always human development occurs in definite direction. It has basically two directions - Cephalocaudal and Proximodigital. During early stage of development, the head is proportionately larger than the whole body. So, at this stage the other portion of the body develops rapidly than the head (bottom to up) to make it a balance. This is known as Cephalocaudal development. Similarly, when the developmental process starts from the middle axis of the body and gradually it extends towards the extreme ends, is known as Proximodigital development. v. Cumulative: Development of an individual at any stage depends on the level of maturity, previous experiences, body balance etc. of the just previous stage. It has been proved by Hurlock that behavioural experience at any stage of development is the sum total experiences of previous stages.

NSOU ? CC-ED-04 ? 33 vi. Individuality: Though there are certain common characteristics of development, but it is also simultaneously controlled by the characteristics of individuality. Differences in Body structure, mental ability, experience, will-force, emotional expression or social expression are the characteristics of individuality which effects on developmental process. vii. Complexity: Human being himself is the complex combination of various dynamic entities. Each of these entities does not affect equally on the individual development. Besides that, there are some external factors like, nutrition, healthy environment, social environment, illiteracy etc. that influence upon the individual development. There is also a significant effect of 'critical period', in the process of developmental continuity. viii. Unification: Developmental process of an individual maintains a balance and the developmental factors influence each other. It tries to bring balance in life among different factors and forces of development. ix. Context of Development: Based on Heredity and Environment, there are three inter-connected contexts of Development, which normally influence each other. Education plays as the most important factor to bring harmony and stability in individual life. These dimensions are - Physical Development, Cognitive Development and Social-Emotional Development. III. Principles of Development: We should keep in our mind that there are several underlying principles of human development, those are: a. Development is a life-long process and change is apparent across the whole lifespan. b. Early experiences always affect on later development. c. Development is multi-directional though each of those follows respective uniform rate. d. The multi-dimensional Developments are held across the three basic dimensions, viz., Physical, Cognitive and Social-Emotional.

NSOU ? CC-ED-04 ? 34 e. Development is characterized by plasticity or our individual ability to change. f. Development is multi-contextual, that means, influenced by both nature and nurture or by heredity and environment. IV. Dimensions of Development: Development in human life is a multi-dimensional process. Hence, the total development of human beings cannot be explained by the single dimension. The multi-dimensional nature of human development is basically considered by following four dimensions: a. Physical Development (Growth): Every girl child thinks that she would be like her mother whenever she becomes adult. Similarly, a boy thinks he would be like his father later in his life. This type of thinking is primarily the thinking of growth or Physical Development. The growth of organs and sub-organs and its corresponding effect on explicit changes in human behavior from beginning to end of human life is known as Physical Development or Growth. So, growth is the structural, quantitative and qualitative changes in the body of a child. It may be related with the external structure (viz., height, weight, shape etc.), or it may be related with the internal systems of the body (viz., nervous system, muscular system, digestive system, skeleton system, reproductive system etc.). b. Cognitive (Intellectual) Development: It is an astonishing fact that a child who cannot speak a few days back, how the baby learns to organize own thinking and able to speak with logic within a few months; or another child, who used to fail in remembering simple digits, how can she solve the complex mathematical problems easily. How are these possible? The mental processes within a neo-natal baby exist in a very simple form. Gradually, with the increase in age and experience, the maturation comes within the body in one hand, and on the other hand, child tries to interact with the immediate environment for adaptation as a living organism. According to the natural law of life, different types of simple mental activities gradually become logic based and more complex in nature. Generally, such type of development is known as Cognitive or Intellectual Development. It is not only related with intelligence, but also with the cumulative development of logic based mental processes, which continuous from birth to death in human life. According to Piaget, Cognitive mental processes of an individual are related with perception, learning, memorization, thinking, imagination, intelligence, concept formation etc. of an individual.

NSOU ? CC-ED-04 ? 35 c. Emotional Development: The sensation driven force behind our expressed behavior is emotion. So, emotion is a type of drive-feeling that facilitate as well as control the level of expressed behavior. It is a type of functional experience that tries to adapt and generalize internally and stimulates the mental structure in such a way that expressed any explicit style of behavior. Pleasure, sadness, arrogance etc. are the examples of emotional feelings. Sharpness of explicit feelings gradually changes with the learning, experience and time. The overall specific direction of this change is known as emotional development. Actually, the main purpose of emotional development is to make dynamic adaptation of individual's feelings with the maturity. d. Social Development: Man is a social being. As it is not possible to live alone in this world, human beings have learned to form groups to live together. By birth, child is socially neutral. That means, during birth, child has only biological entity, no social base. To maintain the existence of biological entity, the child needs supports from parents and others. On the other hand, the biological entity has an infinite internal power of adaptation with the world. So, with the time, from the social entity gradually the social development occurs. Hence, the social development is a conscious effort of gradual progression towards the socially desired goals. V. Stages of Growth and Development: Both Growth and Development are continuous processes. So. It is very difficult to find out distinct stages of Growth and Development. We can take an example of clock for measuring time to understand this complexity. Let us imagine the 'continuity of time'. We do not know when it has been started and how long it will continue, but, to understand the segments of time at present and to utilize that in our daily life, we have made it artificially divided the continuous time-flow into century, year, month, week, day, hours, minutes, seconds etc. Similarly, the process of Growth and Development of Human Life has been divided by the Psychologists and Educationists into the following stages: i. Heredity and Pre-natal Growth (About 266 Days in Mother's Womb): Now, we should look at what happens genetically during conception and what happens during Pre-natal Development. Let us discuss the impact that both father and mother equally effect on developing the fetus. We know Development is the product of 'Heredity' (Nature) and 'Environment' (Nurture). It is difficult to isolate the root of a single characteristic of development either from Heredity or from

NSOU ? CC-ED-04 ? 36 Environment. In fact, almost all human features are 'Polygenic' (a result of many genes) and multi-factorial (a result of both Genetic and Environmental factors). This bi-directional interplay between Nature and Nurture is known as 'Epigenetic Framework' which suggests that environment can affect the expression of Genes as Genetic Predispositions which can also impact upon person's potential. During the beginning of life, normally the 'zygote' with single nucleus having the genetic information from the parents is formed to start its journey of development at the safe environment in the mother's womb (Uterus). The embryo takes about 38 weeks for total development into a fetus ii. Physical Development in Newborn (Birth to 2 Months): After around 266 days inside the mother's womb, comes the child birth by arduous process. After birth, new born has to regulate his/her own body temperature, breathe for oneself and take in the nutrition through feeding. The 'Apgar Assessments' are conducted at one minute and five minutes just after the birth. This is a very quick way to assess the newborn's overall physical conditions on the basis of five primary measures, viz., (a) Heart Rate, (b) Respiration, (c) Muscle Tone, (d) Reflex Response and (e) Color. Newborns are also routinely screened for different conditions. It is very important to locate genetic or congenital at the early stage for proper treatment. The dimensions of physical characteristics of newborn are – Size, Weight, Body proportion, Brain development, Skull change, Sleep, Reflexes, Sensory capacities, Vision, Hearing, Touch & Pain and Taste & Smell. iii. Physical Development in Infancy and Toddlerhood (2 Months to 24 Months): The development from infancy through toddlerhood, from birth continues until about two years of age. This part of the life span draws more attention by the contemporary educationists. Healthcare Providers and Parents are being focused in this period because they build the foundation for one's life to come. Major characteristics of this period are: a. Rapid Physical Changes due to Human Growth Hormone (HGH) , b. Proportionate Development of the Body, c. Child becomes equipped with a number of Reflexes (Non-voluntary responses to stimuli), viz., sucking or grasping, d. Gross Motor Skills are acquired by the Infants and Toddlers very first. The description is given in the following table:

NSOU ? CC-ED-04 ? 37 iv. Physical Development in Early Childhood (3 to 5 Years): In an effort to better understand the large spectrum of cognition that Infants and Toddlers go –

NSOU ? CC-ED-04 ? 38 v. Physical Development in Middle Childhood (6 to 11 years): Children at this stage go through tremendous changes in the growth and development of the brain. Gradually they become physically more capable and coordinated. Children are more mindful of their greater abilities in school and are becoming more responsible for their health and diet. i. Brain Development: The Brain reaches about its adult size at about the age of 7 yrs. Between 10-12 years of age, the Frontal Lobes become more developed and thus improved processes of logic, planning and memorization are evident. The child is better able to plan and coordinate activity using both the left and right Hemispheres of the Brain, which control the development of Emotion, physical abilities and intellectual capabilities. ii. Physical Growth: Children come out with all shapes and sizes – height, weight, abilities and disabilities. Growth rate at this stage is generally slow but steady. A child gains weight about 5-7 Pounds and 2 inches a year on an average. They also tend to be slim down and gain muscle strength. The rate of growth for the extremities is faster than the trunk, which results in more adult-like proportions. iii. Development Development refers to the qualitative changes in the organism as whole. Development is a continuous process through which physical, emotional and intellectual changes occur. It is a wider and comprehensive term than growth. It is also possible without growth. In Webster's dictionary development is defined as "the series of changes which an organism undergoes in passing from an embryonic stage to maturity." In Encyclopedia Britannica, the term development has been defined as "the progressive change in size, shape and function during the life of an organism by which its genetic potential are translated into functioning adult system." So, development includes all those psychological changes that take in the functions and activities of different organs of an organism. Development is continuous and gradual process (Skinner). According to Crow and Crow (1965), "development is concerned with growth as well as those changes in behavior which results from environmental situation." Thus, development is a process of change in growth and capability over time due to function of both maturation and interaction with the environment.

NSOU ? CC-ED-04 ? 39 Table : Comparison between Growth and Development 2.4 Perspectives of Educational Psychology: Biological, Behavioral and Cognitive 2.4.1 Biological Perspectives of Educational Psychology Biological perspective is one amongst the various perspectives in psychology, which has helped the psychologists in understanding the association between physiological forces, brain, neuro-transmitters and human behavior. The perspective has helped researchers in discovering real world solutions or practical applications for dealing with behavioral or psychological problems. It is a way of looking at psychological issues by studying the physical basis for animal and human behavior.

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It is one of the major perspectives in psychology and involves such things as studying the brain,

nervous system, immune system, genetics and effects of biological variables. Biological perspective of genetic studies is considered as the most scientific form of investigation in the modern world, as it relies heavily on experimental techniques which provide validity to this approach. Studies which are held using this approach are performed in controlled lab settings Growth Refers to physiological changes in the individual. Quantitative changes Growth stops after maturity. Growth occurs due to

the multiplication of cells. Growth is one of the parts of the develop-mental process.

Growth is cellular. The changes produced by growth are observable, measureable, and quanti- fiable. Development Refers to overall changes in the individual. Qualitative changes Development continues progressively throughout life. Development occurs due to both maturation and interaction with the environment. Development is a wider and com- prehensive term. Development is organizational. Development brings qualitative changes which are difficult to measure directly, but may be assessed through keen observations.

NSOU ? CC-ED-04 ? 40 and their research results are reliable as well as predictable. The research results achieved are also objective as the findings are based on scientific investigation of the biological variables instead of subjective factors or mere observations. As a result of which, biological perspective has excellent contributions towards treatment of serious psychological or mental activities and its disorders. One of the major limitations of this approach is that it is considered to be restrictive as the biological perspective fails to take into consideration the other influences on behavior such as environmental factors, socio-cultural factors, childhood experiences, human emotions and the like. The Biological Perspective or Biopsychology is a latest development in the field of psychology which has acquired increasing importance as a specialized branch of psychology in recent times. This branch of psychology is also known by different names like Psycho-biology, Biological Psychology, Behavioral Neuroscience and Physiological Psychology. The Biological Psychology attempts to analyze the relationship between physiological or biological processes on the behavior or psychological processes of the individual. This specialized branch of psychology studies how our brain or the neurotransmitters and other biological parameters influence our psychology and behavior, feelings as well as thoughts. Bio-psychologists pay attention to understanding how various biological factors or parameters influence our mental processes, emotions and cognitive functioning 2.4.2 Behavioral Perspective of Educational Psychology Behaviorism defines learning as observable behavioral change that occurs in response to environmental stimuli. Positive stimuli — or “rewards” — create positive associations between the reward and a given behavior; these associations prompt one to repeat that behavior. Behaviorism, also known as behavioral psychology,

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is a theory of learning based on the idea that all behaviors are acquired through conditioning and conditioning occurs through interactions with the environment. Behaviorists believe that our

responses to environmental stimuli shape our actions. Behaviorism, also known as behavioral psychology,

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is a theory of learning based on the idea that all behaviors are acquired through conditioning. Conditioning occurs through interaction with the environment. Behaviorists believe that our

responses to environmental stimuli shape our actions.

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There are various approaches in contemporary psychology. An approach is a perspective (i.e., view) that involves certain assumptions (i.e., beliefs) about human behavior; the way they function, which aspects of them are worthy of study and what research methods are important for undertaking the study. There may be several different theories within an approach, but they all share these common assumptions. NSOU ? CC-ED-04 ? 41 The six major perspectives in educational psychology are Behaviorist, Psychodynamics, Humanisticl, Cognitive, Biological and

Evolutionary .

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Most psychologists would agree that no one approach is correct, although in the past, in the early days of psychology, the behaviorist used to say that their perspective was the most scientific one. Each approach has its own strengths and weaknesses, and brings something different to our understanding of human behavior. For this reason, it is important that psychology does have different perspectives on the understanding and study of human and animal behaviors. Below is a summary of the six main psychological approaches (sometimes called perspectives) in psychology: i. Behaviorist Perspective

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Behaviorism is different from the most other approaches because they view people (and animals) as controlled by their environment and specifically that we are the result of what we have learned from our environment. The behaviorist perspective is concerned with how environmental factors (called stimuli) affect observable behavior (called the response). This perspective proposes two main processes whereby people learn from their environment: namely, classical conditioning and operant conditioning. Classical conditioning involves learning by association, and operant conditioning involves learning from the consequences of behavior.

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Behaviorism also believes in scientific methodology (viz., controlled experiments), and that only observable behavior should be studied because this can objectively be measured. Behaviorism rejects the idea that people have free will, and believes that the environment determines all behavior. Behaviorism is the scientific study of observable behavior working on the basis that behavior can be reduced to learn S-R (Stimulus-Response) units only. Behaviorism has been criticized in the way it under-estimates the complexity of human behavior. Many studies used animals which are hard to generalize to humans, and it cannot

be explained. ii. Psychodynamic Perspective

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Freud believes that events in our childhood can have a significant impact on our behavior as adults. He also believed that people have little free will to make choices in life. Instead, our behavior is determined by the unconscious mind and childhood experiences.

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Many expressions of our daily life come from Freud's theories

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psychoanalysis - subconscious, denial, repression and anal personality to name only a few.

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Freud's psychoanalysis is both a theory and therapy. It is the original psychodynamic theory and inspired

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psychologists such as Jung and Erikson to develop their own psychodynamic theories. Freud's work is vast, and he has contributed greatly to psychology as a discipline. Freud, the founder of psychoanalysis, explained the human mind

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like an iceberg, with only a small amount of it being visible, that is our observable behavior, but it is the unconscious, submerged mind that has the most, underlying influence on our behavior. Freud used three main methods of accessing the unconscious mind: free association, dream analysis and slips of the tongue. He believed that the unconscious mind consisted of three components: the 'id', 'ego' and the 'super ego'. The 'id' contains two main instincts: 'Eros' is the life instinct, which involves self-preservation and sex which is fuelled by the 'libido' the energy force. 'Thanatos' is the death instinct, whose energies, because they are less powerful than those of 'Eros' are channeled away from ourselves and into aggression towards others. The 'id' and the 'superego' are constantly in conflict with each other and the 'ego' tries to resolve the discord. If this conflict is not resolved, we tend to use defense mechanisms to reduce our anxiety. Psychoanalysis attempts to help patients to resolve their inner conflicts. An aspect of psychoanalysis is Freud's theory of psychosexual development. It shows how early experiences affect adult personality. Stimulation of different areas of the body is important as the child progresses through the important developmental stages. Too much or too little can have bad consequences

in later
life.

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The most important stage is the phallic stage where the focus of the libido is on the genitals. During this stage little boys experience the 'Oedipus complex' and little girls experience the 'Electra complex.' These complexes result in children identifying with their same-sex parent, which enables them to learn sex-appropriate behavior and a moral code of conduct. However, it has been criticized in the way that it over emphasizes the importance of sexuality and under emphasized the role of social relationships. The theory is not scientific, and can't be proved as it is circular. Nevertheless, psychoanalysis has been greatly contributory to psychology in that it has encouraged many modern theorists to modify it for the better, using its basic principles, but eliminating its major flaws. NSOU ? CC-ED-04 ? 43 iii. Humanistic Perspective: Humanistic psychology is a psychological perspective that emphasizes the study of the whole person (known as holism). Humanistic psychologists look at human behavior, not only through the eyes of the observer, but through the eyes of the person doing the behaving. Humanistic psychologists believe that an individual's behavior is connected to his

or her inner feelings and self-image. The humanistic perspective centers around the thought

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on the view that each person is unique and individual, has the free will to change at any time in his or her life. The humanistic perspective suggests that we are responsible for our own happiness and well-being as humans. We have the innate (i.e., inborn) capacity for self-actualization, which is our unique desire to achieve our highest potential as human. Because of this focus on the person and his or her personal experiences and subjective perception of the world the humanists regarded scientific methods as inappropriate for studying human behavior. Two of the most influential and enduring theories in humanistic psychology that emerged in the 1950s and 1960s are those of Carl Rogers and Abraham Maslow. iv. Cognitive Perspective Psychology was institutionalized as a science in 1879 by Wilhem Wundt, who found the first psychological laboratory. His initiative was soon followed by other European and American Universities. These early laboratories, through experiments, explored areas such as memory and sensory perception, both of which Wundt believed to be closely related to physiological processes in the brain. The whole movement had evolved from the early philosophers, such as Aristotle and Plato. Today this approach is known as cognitive psychology. Cognitive Psychology revolves around the notion that if we want to know what makes people tick then the way to do it is to figure out what processes are actually going on in their minds. In other words, psychologists from this perspective study cognition which is 'the mental act or process by which knowledge is acquired.' The cognitive perspective is concerned with 'mental' functions such as memory, perception, attention, etc. It views people as being similar to computers in the way we process information (e.g., input-process-output). For example, both human brains and computers process information, store data and have input

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output procedure. This had led cognitive psychologists to explain that memory comprises of three stages: encoding (where information is received and attended to), storage (where the information is retained) and retrieval (where the information is recalled). NSOU ? CC-ED-04 ? 44 It is an extremely scientific approach and typically uses lab experiments to study human behavior. The cognitive approach has many applications including cognitive therapy and testimony. v. Biological

Perspective The biological psychology states that all thoughts, feeling and

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behavior ultimately have a biological cause. It is one of the major perspectives in psychology and involves such things as studying the brain, genomics, hormones, and the immune and nervous systems. Theorists in the biological perspective who study behavioral genomics consider how genes affect behavior. Now that the human genome is mapped, perhaps, we will someday understand more precisely how behavior is affected by the DNA we inherit. Biological factors such as chromosomes, hormones and the brain all have a significant influence on human behavior, for example, the

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gender psychology. The approach believes that most behavior is inherited and has an adaptive (or evolutionary) function. For example, in the weeks immediately after the birth of a child, levels of testosterone in fathers drop by more than 30 percent. This has an evolutionary function. Testosterone-deprived men are less likely to wander off in search of new mates to inseminate. They are also less aggressive, which is useful when there is a baby around. Biological psychologists explain behaviors in neurological terms, i.e., the physiology and structure of the brain and how this influences behavior. Many biological psychologists have concentrated on abnormal behavior and have tried to explain it. For example, biological psychologists believe that schizophrenia is affected by levels of dopamine (a neurotransmitter). These findings have helped psychiatry take off and help relieve the symptoms of mental illness through drugs. However, Freud and others argue that this just treats the symptoms and not the cause. This is where health psychologists take the finding that biological psychologists produce and look at the environmental factors that are involved to get a better picture. vi. Evolutionary

Perspective

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A central claim of evolutionary psychology is that the brain (and therefore the mind) evolved to solve problems encountered by our hunter-gatherer ancestors during the upper Pleistocene period over 10,000 years ago. The Evolutionary approach explains behavior in terms of the selective pressures that shape behavior. Most behaviors that we see/display are believed to have developed during our EEA (environment of evolutionary adaptation) to help us survive. NSOU ? CC-ED-04 ? 45 Observed behavior is likely to have developed because it is adaptive. It has been naturally selected, i.e., individuals who are best adapted to survive and reproduce. Behaviors may even be sexually selected, i.e., individuals who are most successful in gaining access to mates leave behind more offspring. The mind is therefore equipped with 'instincts' that enabled our ancestors to survive and reproduce. A strength of this approach is that it can explain behaviors that appear dysfunctional, such as anorexia, or behaviors that make little sense in a modern context, such as our biological stress response.

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Therefore, in conclusion, there exist so many different perspectives in psychology to explain the different types of behavior and viewed from different angles. No one perspective has explanatory powers over the rest. Only with all the different approaches of psychology, which sometimes contradict one another (nature-nurture debate), overlap with each other (e.g. psychoanalysis and child psychology) or build upon one another (biologist and health psychologist) can we understand and create effective solutions when problems arise, so we have a healthy body

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a healthy mind. The fact that there are different perspectives

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the complexity and richness of human (and animal) behavior. A scientific approach, such as Behaviorism or cognitive psychology, tends to ignore the subjective (i.e., personal) experiences that people have. 2.4.3

Cognitive Perspectives of Educational Psychology Among the current educational psychologists, the cognitive perspective is more widely held than the behavioral perspective, perhaps because it admits causally related mental constructs such as traits, beliefs, memories, motivations, learning, emotions etc. The cognitive perspective is basically

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concerned with 'mental' functions such as memory, perception, attention, etc. It views people as being similar to computers in the way we process information (e.g., input-process-output).

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The cognitive approach has many applications including cognitive therapy and

eye witness testimony. Cognition refers to mental activity including thinking, remembering, learning and using language. When we apply a cognitive approach to learning and teaching, we focus on the understanding of information and concepts. If we are able to understand the connections between concepts break down information and rebuild with logical connections, then our retention of material and understanding will increase. When we are aware of these mental actions, monitor them and control our learning processes it is called meta-cognition, which varies from situation to situation, will greatly affect how individuals behave in a given situation. Understanding of

NSOU ? CC-ED-04 ? 46 language, or psycholinguistics, is essential to our understanding of print and oral acquisition of knowledge. Comprehension and perception will allow individuals to interpret information. 2.5 Developmental Stages and its Impact on Education "Is this child's development on track?" A question may often be asked by parents, relatives, pediatricians, educators, or caregivers over and over again in different forms as child grows and changes. To help to provide exact answer to this significant question, child development experts have created lots of different charts and checklists that can help us to keep track of child development across the several broad key-domains, like: ? Physical development ? Cognitive development (thinking skills) ? Language development ? Social-emotional development It may also help to think of development as an individual progression, rather than as a list of boxes you should tick at certain prescribed intervals. If progress stops or seems to stop, it's time to talk to your child's healthcare provider. If there is a delay, identifying it early can sometimes make a big difference for the child. I. Milestones of Human Development Milestones are the targets of different phases that a child can achieve or perform by a certain age. Most children develop skills and abilities roughly in the same order, but the timeframes are not exact. They vary from child to child, just as height and colors do. Every child grows and develops at an individual pace. Here's a quick look at some common milestones for each age period of development. i. Birth to 18 months During this period of profound growth and development, babies grow and change rapidly. Doctors recommend that parents speak to their baby a lot during this phase, because hearing your voice will help your baby to develop communication skills. Other suggestions include: ? Short periods of tummy time to help strengthen your baby's neck and back muscles — but make sure baby is awake and you're close by for this playtime.

NSOU ? CC-ED-04 ? 47 ? Respond right away when your baby cries. Picking up and comforting a crying baby builds strong bonds between the two of you. ii. Development table: Birth to 18 months Shows interest in objects and human faces May get bored with repeated activities Tries to look at you or other people Starts to smile at people Begins to coo and make vowel sounds Becomes calm when spoken to Cries differently for different needs Turns toward sounds Follows objects with eyes Grasps objects Gradually lifts head for longer periods 1-3 months 4-6 months 5-9 months 9-12 months 12-18 months Recognizes familiar faces Notices music Responds to signs of love and affection Responds to facial expressions Enjoys playing with people Responds differently to different voice tones Begins to babble or imitate sounds Laughs Sees things and reaches for them Pushes up with arms when on tummy Might be able to roll over Brings hands up to mouth Passes things from one hand to the other Enjoys mirrors Knows when a stranger is present Responds to hearing their name May add consonant sounds to vowels May communicate with gestures Starts sitting up without support May bounce when held in standing position Rolls in both directions Watches things fall Looks for hidden things May be clingy or prefer familiar people Points Knows what "no" means Imitates sounds and gestures Pulls up into standing position Crawls Has learned how to use some basic things like spoons Can point to named body parts May engage in simple pretend games May have tantrums May cry around strangers Knows how to say several words Says "no" Waves bye-bye Walks holding onto surfaces Stands alone May climb a step or two May drink from a cup Cognitive Language Movement / Physical Social and Emotional

NSOU ? CC-ED-04 ? 48 iii. Development during Toddler Year from 18 months to 2 years During the toddler years, children continue to need lots of sleep, good nutrition, and close, loving relationships with parents and caregivers. Doctors generally offer the following advice to mothers for creating a safe, nurturing space to maximize your child's early growth and development: ? Create predictable routines and rituals to keep your child feeling secure and grounded. ? Toddler-proof your home and yard so kids can explore safely. ? Use gentle discipline to guide and teach children. Avoid hitting, which can cause long-term physical and emotional harm. ? Sing, talk, and read to your toddler to boost their vocabularies. ? Watch your child for cues about the warmth and reliability of all caregivers. ? Take good care of yourself physically and emotionally, because your child needs you to be healthy. May identify familiar things in picture books. Knows what common objects do Scribbles. Follows single-step requests like "Please stand up" May help with tasks like putting away toys. Is proud of what they have accomplished Recognizes self in mirror; may make faces May explore surroundings if parent stays close by Builds towers from blocks. May follow simple two-part instructions. Groups like shapes and colors together. Plays pretend games Enjoys play dates. Plays beside other children; may start playing with them. May defy directions like "sit down" or "come back here" 18 months 24 months Cognitive Social and Emotional

NSOU ? CC-ED-04 ? 49 iv. Development during Pre-School Stage from 2 years to 5 years During these pre-school years, children grow more and more independent and capable behaviours. Their natural curiosity is likely to be stimulated because their world is expanding: new friends, new experiences, new environments like daycare or kindergarten. During this period of development of the child, parents or care givers can — ? Keep reading to your child daily. ? Show them how to do simple chores at home. ? Be clear and consistent with your expectations, explaining what behaviors you want from your child. ? Speak to your child in age-appropriate language. ? Help your child problem solve when emotions are running high. ? Supervise your child in outdoor play spaces, especially around water and play equipments. ? Allow your child to have choices about how to interact with family members and strangers. 18 months 24 months Knows several words. Follows simple directions. Likes hearing short stories or songs. Can help in getting dressed. Begins to run. Drinks well from a cup. Eats with a spoon. Can walk while pulling a toy. Dances. Gets seated in a chair. May ask simple questions. Can name many things. Uses simple two-word phrases like "more milk". Says the names of familiar people. Runs. Jumps up and down. Stands on tip-toes. Can draw lines and round shapes. Throws balls. May climb stairs using rails to hold on Language Movement / Physical

NSOU ? CC-ED-04 ? 50 a. Normal Development Table: Can put together a 3-4 part puzzle Can use toys that have moving parts like buttons and levers Can turn door knobs Can turn book pages Shows empathy for hurt or crying children Offers affection Understands "mine" and "yours" May get upset if routines are changed Can get dressed Knows how to take turns Talks using 2-3 sentences at a time Has the words to name many things used daily Can be understood by family Understands terms like "in," "on," and "under" May be able to count Can draw stick figures May be able to predict what will happen in a story May play simple board games Can name a few colors, numbers, and capital letters May play games that have roles like "parent" and "baby" Plays with, not just beside, other kids Talks about their likes and dislikes Pretends; may have trouble knowing what's real and what's pretend Can talk about what happens in daycare or at school Speaks in sentences May recognize or say rhymes Can say first and last name Draws more complex "people" Counts up to 10 things Can copy letters, numbers, and simple shapes Understands the order of simple processes Can say name and address Names many colors Is aware of gender Likes to play with friends Sings, dances, and may play acting games Switches between being compliant and being defiant Can tell the difference between made-up and real May tell stories that stay on track Recites nursery rhymes or sings songs May be able to name letters and numbers Can answer simple quest- ions about stories 3 years 4 years 5 years

NSOU ? CC-ED-04 ? 51 b. School-age Development During 6 to 18 Years During the school years, children gain independence and competence quickly. Friends become more important and influential. A child's self-confidence will be affected by the academic and social challenges presented in the school environment. As kids mature, the parenting challenge is to find a balance between keeping them safe, enforcing rules, maintaining family connections, allowing them to make some decisions, and encouraging them to accept increasing responsibility. Despite their rapid growth and development, they still need parents and caregivers to set limits and encourage healthy habits. Here are some tips you can do to ensure that your child continues to be healthy: ? Make sure they get enough sleep. ? Provide opportunities for regular exercise and individual or team sports. ? Create quiet, positive spaces for reading and studying at home. ? Limit screen time and monitor online activities carefully. ? Build and maintain positive family traditions. ? Talk to your children about consent and setting boundaries with their bodies. 3 years 4 years 5 years Can walk up and down steps with one foot on each stair Runs and jumps with ease Catches a ball Can slide down a slide Dances. Gets seated in a chair. Can hammer a peg into a hole Walks backwards Climbs stairs confidently Can hop Pours liquids with some help May be able to somersault Uses scissors Hops or stands on one foot for about 10 seconds Can swing on swingset Goes to the bathroom in the toilet Dances. Gets seated in a chair.

NSOU ? CC-ED-04 ? 52 Can complete instructions with 3 or more steps Can count backward Knows left and right Tells time Cooperates and plays with others May play with kids of different genders Mimics adult behaviors Feels jealousy May be modest about bodies Can read books at grade level Understands speech and speaks well Internalize work and study habits Can explain their positions and choices Continue to differentiate from parents Increased interest in dating and sexuality Spends more time with friends than family Growth in ability to empathize with others Can speak, read, listen, and write fluently and easily Can have complex conversations Can speak differently in different groups Can write persuasively Can understand proverbs, figurative language, and analogies Develops views and opinions that may differ from parents' ideas Grows awareness that parents aren't always correct Can understand figurative language Ability to think logically is improving, but prefrontal cortex is not yet mature May become more independent from parents Displays moodiness Increased need for some privacy Can use speech that isn't literal Can use tone of voice to communicate intentions; i.e. sarcasm Can use common devices, including phones, tablets, and game stations Writes stories and letters Maintains longer attention span May have a best friend Can see from another person's perspective Experiences more peer pressure Listens for specific reasons (like pleasure or learning) Forms opinions based on what's heard Can take brief notes Follows written instructions Draws logical inferences based on reading Can write about a stated main idea Can plan and give a speech 6-8 years 9-4 years 12-14 years 15-18 years Cognitive Social and emotional Language

NSOU ? CC-ED-04 ? 53 Can jump rope or ride a bike Can draw or paint Can brush teeth, comb hair, and complete basic grooming tasks Can practice physical skills to get better at them Continues to mature physically, especially boys Many females will have started periods Secondary sex characteristics like armpit hair and voice changes continue Height or weight may change quickly and then slow down May experience signs of early puberty like breast development and facial hair growth Increased skill levels in sports and physical activities 6-8 years 9-4 years 12-14 years 15-18 years Movement / Physical c. What to do if you are concerned: If you're wondering whether some aspect of a child's development may be delayed, you have several options: First, talk to your child's pediatrician and ask for a developmental screening. The screening tools used by doctors are more thorough than online checklists, and they may give you more reliable information about your child's abilities and progress. You can also ask your pediatrician for a referral to a developmental specialist like a pediatric neurologist, occupational therapist, speech/language therapist, or a psychologist who specializes in evaluating children. If your child is under the age of 3, you can reach out to the early intervention as far as possible. If your child is 3 yr. or older, you can speak to the special education director at the public school near your home (even if your child isn't enrolled at that school) to ask for a developmental evaluation. Make sure you write down the date and director's name so you can follow up, if necessary. It's really important that you act right away if you suspect a developmental delay or disorder, because many developmental issues can be addressed more effectively with early intervention. During a screening, the healthcare provider may ask you questions, interact with your child, or conduct tests to find out more about what your child can and cannot yet do.

NSOU ? CC-ED-04 ? 54 If your child has a medical condition, was born early, or was exposed to an environmental toxin like lead, the doctor might conduct developmental screenings more often. Significance of Development in Human life Growth and development go together but at different rates. The assessment of growth and development is very helpful in finding out the state of health and nutrition of a child. Continuous normal growth and development indicate a good state of health and nutrition of a child. Abnormal growth or growth failure is a symptom of disease. Human resource development is essential for any organization that desires to be dynamic and growth-oriented. Human resources have unlimited potential capabilities that can only be used by creating a workforce that can continually identify, bring to the surface, and use the capabilities of individuals. The importance of human development in terms of living conditions in different countries, human development is very important in terms of living conditions in different countries. The statement "any society committed to improving the lives of its people must also be committed to full and equal rights for all" is true. 2.6 Summary Human growth and development have become very important issue to be discussed not only for medical science but equally important in the field of psychology and education. The entire issue of human growth and development have been discussed in brief in this unit. Along with the human growth and development, the perspective of educational psychology like biology, behavioural and cognitive have also been discussed in this unit. At the end of the unit, developmental stages and its impact on education like right direction of development and potentiality of acquiring knowledge through education have been explained. 2.7 Self-Assessment Questions 1. What are the basic differences between growth and development? 2. What is physical development? 3. What do you mean by cognitive development?

NSOU ? CC-ED-04 ? 55 4. Elucidate the concept emotional development. 5. Illustrate at least two principles of development. 6. What do you mean by perspectives of educational psychology? 7. Explain cognitive perspective of educational psychology. 8. What do you mean by milestones of human development? 9. Write the importance of psychology in education. 2.8 References Agarwalla, Dr. Sunita: Psychological Foundation of Education and Statistics, Bookland 2008.

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Unit 3 ? Theories of Development Structure 3.1 Objectives 3.2 Introduction 3.3 Piaget's Cognitive Developmental Theory 3.4 Erikson's Psycho-social Developmental Theory 3.5 Kohlberg's Moral Developmental theory 3.6 Summary 3.7 Self - Assessment

Questions 3.8 References 3.1

Objectives After going through this unit, you will be able to – ?
 understand

Piaget's Cognitive Developmental Theory; ? be acquainted with Erikson's Psycho-social Developmental Theory; ? analyze Kohlberg's Moral Developmental theory. 3.2 Introduction Psychological development is the development of human beings' cognitive, emotional, intellectual, and social capabilities and functioning over the course of a normal life span, from infancy through old age. It is the subject matter of the discipline known as Developmental Psychology. Traditionally, the Child psychology has been the major focus of research for long days, but since the mid-20th century much has been learned about infancy and adulthood as well and its developmental phases. In educational Studies, the study of developmental psychology is essential in understanding how humans learn, mature and adapt. Educationists conduct researches to help to people reach their full potential — for example, studying the difference between learning styles in babies and adults. Theories of development play an important role in understanding different aspects of human development scientifically. In the following sections, three important theories NSOU ? CC-ED-04 ? 57 of psychological development have been discussed to have a basic idea of human learning, namely, (i) Piaget's Cognitive Development Theory, (ii) Erickson's psycho- Social Development Theory, and (iii) Kohlberg's Moral Development Theory. 3.3 Piaget's Cognitive Development Theory Piaget believed that children take an active role in the learning process, acting much like little scientists as they perform experiments, make observations, and learn about the world. As kids interact with the world around them, they continually add new knowledge, build upon existing knowledge, and adapt previously held ideas to accommodate new information. Piaget was born in Switzerland in the late 1800s and was a precocious student, publishing his first scientific paper when he was just 11 years old. His early exposure to the intellectual development of children came when he worked as an assistant to Alfred Binet and Theodore Simon as they worked to standardize their famous IQ test. Much of Piaget's interest in the cognitive development of children was inspired by his observations of his own nephew and daughter. These observations reinforced his budding hypothesis that children's minds were not merely smaller versions of adult minds. Based on his observations, he concluded that children are not less intelligent than adults, they simply think differently. Albert Einstein called Piaget's discovery "so simple only a genius could have thought of it."

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Piaget's stage theory describes the cognitive development of children. Cognitive development involves changes in cognitive process and abilities. In Piaget's view, early cognitive development involves

the processes based upon actions and later progresses to changes in mental operations. Piaget's theory of cognitive development is a comprehensive theory about the nature and development of human intelligence. It was originated by the Swiss developmental psychologist Jean Piaget (1896–1980). The theory

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deals with the nature of knowledge itself and how humans gradually

come to acquire, construct, and use it. Piaget's theory is mainly known as a developmental stage theory. In 1919, while working at the Alfred Binet's Laboratory School in Paris, Piaget was intrigued by the fact that "children of different ages made different kinds of mistakes while solving problems". His experience and observations at the Alfred Binet Laboratory were the beginnings of his theory of cognitive development.

NSOU ? CC-ED-04 ? 58 Piaget believed that children are not like 'little adults' who may know less; children just think and speak differently. By thinking that children have great cognitive abilities, Piaget came up with four different cognitive development stages, which he put out into testing. Within those four stages he managed to group them with different ages. In each stage he realized how children managed to develop their cognitive skills. For example, he believed that children experience the world through actions, representing things with words, thinking logically, and using reasoning. I. Progressive Reorganization:

To Piaget,

cognitive development was a progressive reorganization of mental processes resulting from biological maturation and environmental experience.

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children construct an understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment,

and then adjust their ideas accordingly. Moreover, Piaget claimed that cognitive development is at the center of the human organism, and language is contingent on knowledge and understanding acquired through cognitive development. Piaget's earlier work received the greatest attention. Child-centered classrooms and open education are direct applications of Piaget's views. Despite its huge success, Piaget's theory has some limitations that Piaget recognized himself; for example, the theory supports sharp stages rather than continuous development (horizontal and vertical. II. Reality to Child: Piaget noted that reality is a dynamic system of continuous change. Reality has been defined with reference to the two conditions that define dynamic systems. Specifically, he argued that reality involves transformations and states. 'Transformations' refer to all manners of changes that a thing or person can undergo. States refer to the conditions or the appearances in which things or persons can be found between transformations. For example, there might be changes in shape or form (for instance, liquids are reshaped as they are transferred from one vessel to another, and similarly humans change in their characteristics as they grow older), in size (a toddler does not walk and run without falling, but after 7 yrs of age, the child's sensory motor anatomy become well developed and now acquires skill faster), or in placement or location in space and time (e.g., various objects or persons might be found at one place at one time and at a different place at another time). Thus, Piaget argued, if human intelligence is to be adaptive, it must have functions to represent both the transformational and the static aspects of reality. He

NSOU ? CC-ED-04 ? 59 proposed that operative intelligence is responsible

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for the representation and manipulation of the dynamic or transformational aspects of reality,

and that figurative intelligence is responsible for the representation of the static aspects of reality. III. Operative intelligence: It is the active aspect of intelligence. It involves all actions, overt or covert, undertaken in order to follow, recover, or anticipate the transformations of the objects or persons of interest. Figurative intelligence is the more or less static aspect of intelligence, involving all means of representation used to retain in mind the states (i.e., successive forms, shapes, or locations) that intervene between transformations. That is, it involves perception, imitation, mental imagery, drawing, and language. Therefore, the figurative aspects of intelligence derive their meaning from the operative aspects of intelligence, because states cannot exist independently of the transformations that interconnect them. Piaget stated that the figurative or the representational aspects of intelligence are subservient to its operative and dynamic aspects, and therefore, that understanding essentially derives from the operative aspect of intelligence. At any time, operative intelligence frames how the world is understood and it changes if understanding is not successful. Piaget stated that this process of understanding and change involves two basic functions – Assimilation and Accommodation. IV. Assimilation and Accommodation: Through his study in the field of education, Piaget focused on two processes, viz., assimilation and accommodation. Assimilation means integrating external elements into structures of lives or environments, or those we could have through experiences. It is the process of fitting new information into pre-existing cognitive schemas through perception and adaptation. Assimilation, in which new experiences are reinterpreted to fit into, or assimilate with, old ideas and It occurs when humans are faced with new or unfamiliar information and refer to previously learned information in order to make sense of it. In contrast, accommodation is the process of taking new information in one's environment and altering pre-existing schemas in order to fit in the new information.

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happens when the existing schema (knowledge) does not work, and needs to be changed to deal with a new object or situation. Accommodation

is imperative because it is how people will continue to interpret new concepts, schemas, frameworks, and more. Piaget believed that the human brain has been programmed through evolution to bring equilibrium, which is what he believed ultimately influences structures by the internal and external processes through assimilation and accommodation. Assimilation and accommodation cannot exist without the other. They are like two sides of a coin. For instance, to NSOU ? CC-ED-04 ? 60 recognize (assimilate) an apple as an apple, one must first focus (accommodate) on the contour of this object. To do this, one needs to roughly recognize the size of the object. Development increases the balance, or equilibration, between these two functions. When in balance with each other, assimilation and accommodation generate mental schemas of the operative intelligence. When one function dominates over the other, they generate representations which belong to figurative intelligence. V. The Stages of Cognitive Development: Through his observations of his children under study, Piaget developed a stage theory of intellectual development that included four distinct stages: a. The Sensory-motor Stage (Birth to 2 years) Major Characteristics and developmental changes of this stage are: i. The infant knows the world through their movements and sensations; ii. Children learn about the world through basic actions such as, sucking, looking, and listening; iii. Infants learn that things continue to exist even though they cannot be seen (Object permanence); iv. They are separate beings from the people and objects around them; v. They realize that their actions can cause things to happen in the world around them. During this early stage of cognitive development, infants and toddlers acquire knowledge through sensory experiences by manipulating objects. A child's entire experience at the earliest period of this stage occurs through basic reflexes, senses, and motor responses. It is during the sensory-motor stage that children go through a period of dramatic growth and learning. As kids interact with their environment, they are continually making new discoveries about how the world works. The cognitive development that occurs during this period takes place over a relatively shorter period of time and involves a great deal of growth. Children not only learn how to perform physical actions such as crawling and walking; they also learn a great deal about language from the parents and others with whom they interact. Piaget also broke this stage down into a number of six sub-stages. It is during the final part of the sensory-motor stage that early representational thought emerges.

NSOU ? CC-ED-04 ? 61 Sensory-Motor Development Simple reflexes First habits and primary circular reactions phase Secondary circular reactions phase Coordination of secondary circular reactions stages Tertiary circular reactions, novelty, and curiosity Internalization of schemas "Coordination of sensation and action through reflexive behaviors". Three primary reflexes are described by Piaget: sucking of objects in the mouth, following moving or interesting objects with the eyes, and closing of the hand when an object makes contact with the palm. Over the first six weeks of life, these reflexes begin to become voluntary actions. For example, the palmar reflex becomes intentional grasping. "Coordination of sensation and two types of Schema: habits (reflex) and primary circular reactions (reproduction of an event that initially occurred by chance). The main focus is still on the infant's body". As an example of this type of reaction, an infant might repeat the motion of passing their hand before their face. Also at this phase, passive reactions, caused by classical or operant conditioning, can begin. Development of habits. "Infants become more object-oriented, moving beyond self-preoccupation; repeat actions that bring interesting or pleasurable results" This stage is associated primarily with the development of coordination between vision and apprehension. Three new abilities occur at this stage: intentional grasping for a desired object, secondary circular reactions, and differentiations between ends and means. At this stage, infants will intentionally grasp the air in the direction of a desired object, often to the amusement of friends and family. Secondary circular reactions or the repetition of an action involving an external object begin; for example, moving a switch to turn on a light repeatedly. The differentiation between means and ends also occurs. This is perhaps one of the most important stages of a child's growth as it signifies the dawn of logic. "Coordination of vision and touch—hand-eye coordination; coordination of schemas and intentionality". This stage is associated primarily with the development of logic and the coordination between means and ends. This is an extremely important stage of development, holding what Piaget calls the "first proper intelligence". Also, this stage marks the beginning of goal orientation, the deliberate planning of steps to meet an objective. "Infants become intrigued by the many properties of objects and by the many things they can make happen to objects; they experiment with new behavior". This stage is associated primarily with the discovery of new means to meet goals. Piaget describes the child at this juncture as the "young scientist," conducting pseudo-experiments to discover new methods of meeting challenges. "Infants develop the ability to use primitive symbols and form enduring mental representations". This stage is associated primarily with the beginnings of insight, or true creativity. This marks the passage into the preoperational stage. Birth– 6 weeks 6 weeks– 4 months 4–8 months 8–12 months 12–18 months 18–24 months Sub-stage Period Activity 1. 2. 3. 4. 5. 6.

NSOU ? CC-ED-04 ? 62 Piaget believed that for developing object permanence or object constancy, understanding of that objects continue to exist even when they cannot be seen, was found an important element at this point of development. By learning that objects are separate and distinct entities and that they have an existence of their own outside of individual perception, children are then able to begin to attach names and words to objects. Piaget's theory of cognitive development is a comprehensive theory about the nature and development of human intelligence. The theory

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deals with the nature of knowledge itself and how humans gradually

come to acquire, construct, and use it. Piaget's theory is mainly known as a developmental stage theory. b. The Pre-operational Stage (2 to 7 years) Major Characteristics and developmental changes of this stage are: i. Children at this stage tend to be egocentric and struggle to see things from the perspective of others; ii. While they are getting better with language and thinking, they still tend to think about things in very concrete terms; iii. The foundations of language development may have been laid during the previous stage, but it is the emergence of language that is one of the major hallmarks of the preoperational stage of development; iv. Children become much more skilled at pretend play during this stage of development, yet continue to think very concretely about the world around them. v. Child begins to learn to speak and lasts up until the age of seven. vi. Children do not yet understand concrete logic and cannot mentally manipulate information. vii. Children's increase in playing and pretending takes place in this stage. However, the child still has trouble seeing things from different points of view. The children's play is mainly categorized by symbolic play and manipulating symbols. Such play is demonstrated by the idea of checkers being snacks, pieces of paper being plates, and a box being a table. Their observation of symbols exemplifies the idea of play with the absence of the actual objects involved. They also often struggle with understanding the idea of constancy. For example, if you take a lump of clay, divide it into two equal pieces and give two children separately with a choice between two pieces of clay to play with.

NSOU ? CC-ED-04 ? 63 One piece of clay is rolled into a compact ball while the other is smashed into a flat pancake shape. Since the flat shape looks larger, the pre-operational child being confused likely to choose the flat shaped clay as a larger one though the two pieces are exactly the same volume. c. The Concrete Operational Stage (7 to 11 years) Major Characteristics and developmental changes of this stage are: i. During this stage, begin to think logically about concrete events; ii. They begin to understand the concept of observation; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass, for example; iii. Their thinking becomes more logical and organized but still not very concrete; iv. Children begin using inductive logic. Or reasoning from specific information to a general principle. v. While children are still very concrete and liberal in their thinking at this point of development, they become much more adept at using logic. vi. The egocentrism of the previous stage begins to disappear as kids become better at thinking about how other people might view a situation. vii. They become much more logical during the stage and kids at this point in development

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tend to struggle with abstract and hypothetical concepts. viii. Children also become less egocentric and begin to think about how other people might think and feel.

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begin to understand that their thoughts are unique to them and that not everyone else necessarily shares their thoughts, feelings, and opinions.

ix. They start solving problems in a more logical hypothetico-deductive reasoning. The children undergo a transition where the child learns rules such as inductive reasoning and conservation. For example, a child will understand that "A is more than B" and "B is more than C". However, when asked "is A more than C?", the child might not be able to logically figure the question out mentally. Two other important processes in the concrete operational stage are logic and the elimination of egocentrism. d. The Formal Operational Stage (12 years and above) Major Characteristics and developmental changes of this stage are: i. At this stage, the adolescent or young adults begin to think abstractly and reason about hypothetical problems;

NSOU ? CC-ED-04 ? 64 ii. Abstract thoughts emerge; iii. Teens begin to think more about moral, philosophical, ethical, social and political issues that require theoretical and abstract reasoning; iv. Begin to use deductive logic, or reasoning from a general principle to specific information. v. The ability to thinking about abstract ideas and situations is the key hallmark of the formal operational stage of cognitive development. vi. The ability to systematically plan for the future and reason about hypothetical situations are also critical abilities that emerge during the stage.

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The final stage of Piaget's theory involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas. At this point, people become capable of seeing multiple potential solutions to problems and think more scientifically about the world around them.

It is important to note that Piaget did not view children's intellectual development as a quantitative process; that is, kids do not just add more information and knowledge to their existing knowledge as they get older. Instead, Piaget suggested that there is a qualitative change in 'how' children think as they gradually process through these four stages. A child at age 7 doesn't just have more information about the world than he did at age 2; there is a fundamental change in 'how' he/she thinks about the world. d. Some Important Concepts of Piaget's Cognitive Development Theory: To better understand some of the things that happen during cognitive development, it is important first to examine a few of the important ideas and concepts introduced by Piaget. The following are some of the factors that influence how children learn and grow: i. Schemas A schema describes both the mental and physical actions involved in understanding and knowing. Schemas are

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categories of knowledge that help us to interpret and understand the world.

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In Piaget's view, a schema includes both a category of knowledge and the process of obtaining that knowledge. As experiences happen, this new information is used to modify, add to, or change previously existing schemas.

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For example, a child may have a schema about a type of animal, such as a dog. If the child's sole experience has been with small dogs, a child might believe that all dogs are small, furry, and have four legs.

Suppose, then that the child encounters an enormous dog. The child will take

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in this new information, modifying the previously existing schema to include these new

observations. Schemas Play following important roles in the Learning Process

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of the learner ii. Assimilation The process of taking in new information into our already existing schemas is known as assimilation.

The process is somewhat

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subjective because we tend to modify experiences and information slightly to fit in with our preexisting beliefs.

In the example above, seeing a dog and labeling it "dog" is a case of assimilating the animal into the child's dog schema.
iii. Accommodation Another part of

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adaptation involves changing or altering our existing schemas in light of new information,

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known as accommodation. Accommodation involves modifying existing schemas, or ideas, as a result of new information or new experiences. New schemas may also be developed during this process. iv. Equilibration Piaget believed that all children try to strike a balance between assimilation and accommodation, which is achieved through a mechanism Piaget called equilibration.

As children progress through the stages of cognitive development, it is important to maintain a

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balance between applying previous knowledge (assimilation) and changing behavior to account for new knowledge (accommodation).

Equilibration helps to explain how children can move from one stage of thought to the next. v. Educational Implications: One of the most important elements to remember Piaget's theory is that it takes the view that creating knowledge and intelligence is an inherently 'active' process. Piaget said, "I find myself opposed to the view of knowledge as a passive copy of reality," He explained. "I believe that knowing an object means acting upon it. Piaget's theory of cognitive development helped to add our understanding of children's intellectual growth. It also stressed that children are not merely passive recipients of knowledge. Instead, kids are constantly investigating and experimenting as they build their understanding of how the world works.

NSOU ? CC-ED-04 ? 66 Piaget stated that – ? Hypothetico-deductive reasoning becomes important during the formal operational stage with the following mental operations; ? Abstract thought emerges during the formal operational stage. Children tend to think very concretely and specifically in earlier stages, and begin to consider possible outcomes and consequences of actions; ? Metacognition, the capacity for "thinking about thinking" that allows adolescents and adults to reason about their thought processes and monitor them; ? Problem-solving is demonstrated when children use trial-and-error process

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to solve problems. The ability to systematically solve a problem in a logical and methodical way emerges. Children

in primary school years mostly use inductive reasoning, but adolescents start to use deductive reasoning. Inductive reasoning is when children draw general conclusions from personal experiences and specific facts. Adolescents learn how to use deductive reasoning by applying logic to create specific conclusions from abstract concepts. This capability results from their capacity to think hypothetically. 3.4 Erikson's Psycho-Social Development Theory Erik Erikson (1902–1994) was a stage theorist who took Freud's controversial theory of psychosexual development and modified it as a psychosocial theory. Erikson emphasized that the ego makes positive contributions to development by mastering attitudes, ideas, and skills at each stage of development. This mastery helps children grow into successful, contributing members of society. During each of Erikson's eight stages, there is a psychological conflict that must be successfully overcome in order for a child to develop into a healthy, well-adjusted adult. The key idea in Erikson's theory is that the individual faces a conflict at each stage of life, which may or may not be successfully resolved within that stage. For example, he called the first stage 'Trust vs. Mistrust'. If the quality of care is good in infancy, the child learns to trust the world to meet her needs. Erikson's psycho-social theory essentially states that each person experiences eight 'psychosocial crises' (internal conflicts linked to life's key stages) which help to define his or her growth and personality.

NSOU ? CC-ED-04 ? 67 I. Stages of Psycho-social Development Erikson's stages of psycho-social development are based on (and expand upon) Freud's psychosexual theory. Erikson proposed that we are motivated by the need to achieve competence in certain areas of our lives. According to his psychosocial theory, we experience eight stages of development over our lifespan, from infancy through late adulthood. At each stage there is a crisis or task that we need to resolve. Successful completion of each developmental task results in a sense of competence and a healthy personality. Failure to master these tasks leads to feelings of inadequacy. He also added to Freud's stages by discussing the cultural implications of development; certain cultures may need to resolve the stages in different ways based upon their cultural and survival needs.

i. Trust vs. Mistrust: From birth to 12 months of age, infants must learn that adults can be trusted. This occurs when adults meet a child's basic needs for survival. Infants are dependent upon their caregivers, so caregivers who are responsive and sensitive to their infant's needs help their baby to develop a sense of trust; their baby will see the world as a safe, predictable place. Unresponsive caregivers who do not meet their baby's need can engender feelings of anxiety, fear, and mistrust; their baby may see the world as unpredictable. If infants are treated cruelly or their needs are not met appropriately, they will likely grow up with a sense of mistrust for people in the world.

ii. Autonomy vs. Shame/Doubt: As toddlers (ages 1–3 years) begin to explore their world, they learn that they can control their actions and acts on their environment to get results. They begin to show clear preferences for certain elements of the environment, such as food, toys, and clothing. A toddler's main task is to resolve the issue of autonomy vs. shame and doubt by working to establish independence. This is the "I do it" stage. For example, we might observe a budding sense of autonomy in a 2-year-old child who wants to choose her clothes and dress herself. Although her outfits might not be appropriate for the situation, her input in such basic decisions has an effect on her sense of independence. If denied the opportunity to act on her environment, she may begin to doubt her abilities, which could lead to low self-esteem and feelings of shame.

iii. Initiative vs. Guilt: Once children reach the preschool stage (ages 3–6 years), they are capable of initiating activities and asserting control over their world through social interactions

NSOU ? CC-ED-04 ? 68 and play. According to Erikson, preschool children must resolve the task of initiative vs. guilt. By learning to plan and achieve goals while interacting with others, preschool children can master this task. Initiative, a sense of ambition and responsibility, occurs when parents allow a child to explore within limits and then support the child's choice. These children will develop self-confidence and feel a sense of purpose. Those who are unsuccessful at this stage—with their initiative misfiring or stifled by over-controlling parents—may develop feelings of guilt.

iv. Industry vs. Inferiority: During the elementary school stage (ages 6–12), children face the task of industry vs. inferiority. Children begin to compare themselves with their peers to see how they measure up. They either develop a sense of pride and accomplishment in their schoolwork, sports, social activities, and family life, or they feel inferior and inadequate because they feel that they don't measure up. If children do not learn to get along with others or have negative experiences at home or with peers, an inferiority complex might develop into adolescence and adulthood.

v. Identity vs. Role Confusion In adolescence (ages 12–18), children face the task of identity vs. role confusion. According to Erikson, an adolescent's main task is developing a sense of 'self'. Adolescents struggle with questions such as "Who am I?" and "What do I want to do with my life?" Along the way, most adolescents try on many different selves to see which one fits; they explore various roles and ideas, set goals, and attempt to discover their "adult" selves. Adolescents who are successful at this stage have a strong sense of identity and are able to remain true to their beliefs and values in the face of problems and other people's perspectives. When adolescents are apathetic, do not make a conscious search for identity, or are pressured to conform to their parents' ideas for the future, they may develop a weak sense of self and experience role confusion. They will be unsure of their identity and confused about the future. Teenagers who struggle to adopt a positive role will likely struggle to "find" themselves as adults.

vi. Intimacy vs. Isolation: People in early adulthood (20s through early 40s) are concerned with intimacy vs. isolation. After we have developed a sense of self in adolescence, we are ready to share our life with others. However, if other stages have not been successfully resolved, young adults may have trouble developing and maintaining successful relationships with others. Erikson said that we must have a strong sense of self before we can develop successful intimate relationships. Adults who do not develop a

NSOU ? CC-ED-04 ? 69 positive self-concept in adolescence may experience feelings of loneliness and emotional isolation. vii. Generativity vs. Stagnation: When people reach their 40s, they enter the time known as middle adulthood, which extends to the mid-60s. The social task of middle adulthood is generativity vs. stagnation. Generativity involves finding your life's work and contributing to the development of others through activities such as volunteering, mentoring, and raising children. During this stage, middle-aged adults begin contributing to the next generation, often through childbirth and caring for others; they also engage in meaningful and productive work which contributes positively to society. Those who do not master this task may experience stagnation and feel as though they are not leaving a mark on the world in a meaningful way; they may have little connection with others and little interest in productivity and self-improvement. viii. Integrity vs. Despair: From the mid-60s to the end of life, we are in the period of development known as late adulthood. Erikson's task at this stage is called integrity vs. despair. He said that people in late adulthood reflect on their lives and feel either a sense of satisfaction or a sense of failure. People who feel proud of their accomplishments feel a sense of integrity, and they can look back on their lives with few regrets. However, people who are not successful at this stage may feel as if their life has been wasted. They focus on what "would have," "should have," and "could have" been. They face the end of their lives with feelings of bitterness, depression, and despair. II. The Strengths of Erickson's Psycho-social Theory: ? As a stage theory, it explains developmental stages of individual; ? Explains Ego-identity formation right from birth; ? Every individual has to go through crisis in his/her life. III. The Weaknesses of Erickson's Theory: ? Focus on competing forces rather than emotional development of individual; ? Difficult to be tested scientifically as it is not possible to measure some of the concepts upon which the theory is based; ? Fails to specify the effect of failure in one stage impacts with other stages.

NSOU ? CC-ED-04 ? 70 IV. Educational implications of Erickson's Theory: ? These are possible depending upon the age group of the learner and the tasks they are expected to perform; ? Allowing the child to play with various natural, simple materials, and role- playing for the expression of fantasy and imagination; ? Games, stories and songs can be used. ? Real-life activities like serving, chopping vegetables or making tea, prepare children for preparation in the community around them; ? Child-directed activities where the child chooses his or her activity and repeats it as often as they want must be encouraged. ? Educational Implications ? Erikson mentioned that personality develops in a predetermined order through the eight stages of psychosocial development, from infancy to adulthood. According to the

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theory, successful completion of each stage results in a healthy personality and

the acquisition of basic virtues. ? Provide a portion of the day when children can choose their own activities. ? Have a classroom library where children can pick their own books during reading time. This allows children the opportunity to learn how to make decisions for themselves. Break instruction and activities down into small steps. From the above discussions, it may be concluded that Erickson's Psycho-social theory is a very powerful way for building self-awareness and for improving oneself, as it helps to understand a person's learning according to his / her personal uniqueness. 3.5 Kohlberg's Moral Development Theory Lawrence Kohlberg was a 20th century psychologist known primarily for his research into moral psychology and development. He was born in Bronxville, New York on October 25, 1927. Kohlberg enrolled in the University of Chicago with high examination scores, he was excused from many required courses and received his bachelor's degree in just one year. He received his PhD in psychology from the University of Chicago in 1958. His dissertation was based on his research into the moral choices of adolescent boys and led to a life devoted to the exploration of moral and ethical development in young people. In 1959, Kohlberg joined the Yale University as an assistant professor of

NSOU ? CC-ED-04 ? 71 psychology. Over several years, he worked as an associate professor and director of Child Psychology Training Program at the university level. The remainder of his career was spent as a professor of education and social psychology at Harvard University between 1968 and 1987. I. Kohlberg's Contribution to Psychology Kohlberg's stages of moral development were influenced by the Swiss psychologist Jean Piaget's stage-based theory. He expanded on Piaget's two stages, identifying six stages of moral development. He argued that correct moral reasoning was the most significant factor in moral decision-making, and that correct moral reasoning would lead to ethical behavior. Kohlberg believed that individuals progress through stages of moral development just as they progress through stages of cognitive development. I. Kohlberg's theory of Moral Development The theory of moral development includes three levels and six stages: Level I : Pre-conventional Morality: Stage one : Obedience and Punishment The child is motivated to avoid punishment and has little or no independent moral reasoning. Stage two : Individualism and Exchange Individuals are focused on fulfilling their own self-interests, while acknowledging that different people have different views. Level II: Conventional Morality: Stage three : Maintaining interpersonal relationships At this stage, individuals emphasize the importance of being kind to other people, engaging in 'good' behavior and showing concern for others. This stage includes a strong emphasis on gaining approval. Stage four : Law and order The individual is determined to obey the rules, focusing on the value that the law adds to human life. A person at this stage might argue that breaking the law is wrong because the law is designed to protect people. Individuals focus on maintaining the social order and upholding cultural norms.

NSOU ? CC-ED-04 ? 72 Level III : Post-Conventional Morality Stage five : Social contract Individuals at this stage of development focus on doing what is best for society as a whole and respecting individual rights. Civil disobedience would be endorsed by people in both stages of post-conventional morality. Stage six : Universal principle At this stage, individuals are focused on upholding principles of universal justice, fairness, and ethics. They believe in the democratic process, but also endorse disobeying unjust laws. According to Kohlberg, few people reach stages five and six; most tend to stay within stage four. II. Kohlberg's Assumptions of Moral Development In his unpublished 1958 dissertation, Kohlberg wrote what are now known as Kohlberg's stages of moral development. These stages are planes of moral adequacy conceived to explain the development of moral reasoning. While studying psychology at the University of Chicago, the theory was inspired by the work of Jean Piaget and a fascination with children's reactions to moral dilemmas. Kohlberg proposed a form of 'Socratic' moral education and reaffirmed John Dewey's idea that development should be the aim of education. He also outlined how educators can influence moral development without indoctrination and how public school can be engaged in moral education consistent with the State Constitution. Kohlberg's approach begins with the assumption that humans are intrinsically motivated to explore, and become competent at functioning in their environments. In social development, this leads us to imitate role models we perceive as competent and to look to them for validation. Thus, our earliest childhood references on the rightness of our and others' actions are adult role models with whom we are in regular contact. Kohlberg also held that there are common patterns of social life, observed in universally occurring social institutions, such as families, peer groups, structures and procedures for clan or society decision-making, and cooperative work for mutual defense and sustenance. Endeavoring to become competent participants in such institutions, humans in all cultures exhibit similar patterns of action and thought concerning the relations of self, others, and social world. Furthermore, the more one is prompted to imagine how others experience things and imaginatively to take their roles, the more quickly one learns to function well in cooperative human interactions.

NSOU ? CC-ED-04 ? 73 The sequence of stages of moral development thus corresponds to a sequence of progressively more inclusive social circles (family, peers, community, etc.), within which humans seek to operate competently. When those groups function well, oriented by reciprocity and mutual care and respect, growing humans adapt to larger and larger circles of justice, care, and respect. Each stage of moral cognitive development is the realization in conscious thought of the relations of justice, care, and respect exhibited in a wider circle of social relations, including narrower circles within the wider one. Kohlberg's theory holds that moral reasoning, which is the basis for ethical behavior, has six identifiable developmental constructive stages – each is more adequate at responding to moral dilemmas than the last. Kohlberg suggested that the higher stages of moral development provide the person with greater capacities/abilities in terms of decision making and so these stages allow people to handle more complex dilemmas. In studying these, Kohlberg followed the development of moral judgment beyond the ages originally studied earlier by Piaget, who also claimed that logic and morality develop through constructive stages. Expanding considerably upon this groundwork, it was determined that the process of moral development was principally concerned with justice and that its development continued throughout the life span, even spawning dialogue of philosophical implications of such research. His model "is based on the assumption of co-operative social organization on the basis of justice and fairness." Kohlberg studied moral reasoning by presenting subjects with moral dilemmas. He would then categorize and classify the reasoning used in the responses, into one of the six distinct stages, grouped into three levels: pre-conventional, conventional and post-conventional. Each level contains two stages. III. Moral Education : Kohlberg is well known among psychologists for his research in moral psychology, but among educators he is also known for his applied work of moral education in schools. The three major contributions Kohlberg made to moral education were the use of Moral Exemplars, Dilemma Discussions, and Just Community Schools. i. Kohlberg's first method of moral education was to examine the lives of moral exemplars who practiced principled morals such as Martin Luther King, Jr., Socrates, and Abraham Lincoln. He believed that moral exemplars' words and deeds increased the moral reasoning of those who watched and listened to them. Kohlberg never tested to see if examining the lives of

NSOU ? CC-ED-04 ? 74 moral exemplars did in fact increase moral reasoning. Recent research in moral psychology has brought back the value of witnessing moral exemplars in action or learning about their stories. Witnessing the virtuous acts of moral exemplars may not increase moral reasoning, but it has been shown to elicit an emotion known as moral elevation that can increase an individual's desire to be a better person and even has the potential to increase pro-social and moral behavior. Although Kohlberg's hypothesis that moral exemplars could increase moral reasoning might be unfounded, his understanding that moral exemplars have an important place in moral education has growing support. ii. Dilemma discussion in schools was another method proposed by Kohlberg to increase moral reasoning. Unlike moral exemplars, Kohlberg tested this method by integrating moral dilemma discussion into the curricula of school classes in humanities and social studies. Results of this and other studies using similar methods found that moral discussion does increase moral reasoning and works best if the individual in question is in discussion with a person who is using reasoning that is just one stage above their own. iii. The final method Kohlberg used for moral education was known as "just communities". In 1974, Kohlberg worked with schools to set up democracy- based programs, where both students and teachers were given one vote to decide on school policies. The purpose of these programs was to build a sense of community in schools in order to promote democratic values and increase moral reasoning. Kohlberg's idea and development of "just communities" were greatly influenced by his time living in an Israeli kibbutz when he was a young adult in 1948 and when he was doing longitudinal and cross-cultural researches of moral development. Kohlberg's theory states that moral growth begins early in life and continues in stages throughout childhood, adolescence, and adulthood. Understanding Kohlberg's theory of moral development can help to teachers to guide the moral development of their students in the classroom. He argued that correct moral reasoning was the most significant factor in moral decision-making, and that correct moral reasoning would lead to ethical behavior. Kohlberg believed that individuals progress through stages of moral development just as they progress through stages of cognitive development. Moral development occurs as we grow and helps us to choose between right and wrong. There are three levels (pre-conventional, conventional, and post- conventional moral development) and six stages (following rules, self-reward, social conformity, law and order, cultural norms, and universal justice).

NSOU ? CC-ED-04 ? 75 Moral development is an important part of the socialization process. The term refers to the way people learn what society considered to be 'good' and 'bad', which is important for a smooth functioning society. The theory also suggests that moral logic is primarily focused on seeking and maintaining justice. By using children's responses to a series of moral dilemmas, Kohlberg established that the reasoning behind the decision was a greater indication of moral development than the actual answer.

He used Piaget's storytelling technique to tell people stories involving moral dilemmas. In each case, he presented a choice to be considered, for example, between the rights of some authority and the needs of some deserving individual who is being unfairly treated. 3.6

Summary In the first sub unit Piaget's theory of cognitive development has been discussed in details. Piaget was born in Switzerland in the late 1800s and was a precocious student, publishing his first scientific paper when he was just 11 years old.

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Piaget's stage theory describes the cognitive development of children.

His early exposure to the intellectual development of children came when he worked as an assistant to Alfred Binet and Theodore Simon as they worked to standardize their famous IQ test. Erik Erikson is also important in the field of educational psychology. Erik Erikson (1902–1994) was a stage theorist who took Freud's controversial theory of psychosexual development and modified it as a psychosocial theory. In the last sub unit, Lawrence Kohlberg's theory of moral development has been discussed. Lawrence Kohlberg was a 20th century psychologist known primarily for his research into moral psychology and development. 3.7 Self Assessment Questions 1. What is schema according to Piaget? 2. What do you mean by assimilation? 3. Discuss two characteristics each of sensory motor stages. 4. What do you mean by objective permanence? 5. How many stages are there in the psychosocial theory of Erikson?

NSOU ? CC-ED-04 ? 76 6. What is meant by autonomy vs guilt? 7. What is moral development? 8. What is moral education according to Kohlberg? 3.8 References Bee, H. L. (1994). Lifespan development. Harper Collins College Publishers. Colby, A., Kohlberg, L., Gibbs, J., & Lieberman, M. (1983). A longitudinal study of moral judgment. Monographs of the Society for Research in Child Development, 48 (1-2, Serial No. 200). Chicago: University of Chicago Press. Gilligan, C. (1977). In a different voice: Women's conceptions of self and of morality. Harvard Educational Review, 47(4), 481-517. Kohlberg, L. (1958). The Development of Modes of Thinking and Choices in Years 10 to 16. Ph. D. Dissertation, University of Chicago. Kohlberg, L. (1984). The Psychology of Moral Development: The Nature and Validity of Moral Stages (Essays on Moral Development, Volume 2). Harper & Row. Malik F. Cognitive Development. Stat Pearls. Published January 16, 2019. McLeod, S. A. (2013, October 24). Kohlberg's stages of moral development. Simply Psychology.

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Unit 4 ? Psychology of Personality Structure 4.1 Objective 4.2 Introduction 4.3 Psychology of Personality 4.3.1 Concept & Characteristics 4.3.2 Types & Significance in Human Life 4.4 Basic Theories of Personality Development: 4.4.1 Allport 4.4.2 Eysenck 4.5 Personality Measurement (Types only) and its Impact on Education. 4.6 Summary 4.7 Self-Assessment Questions 4.8 References 4.1 Objectives After the completion of the Course, the learners will be able to – ? Know the meaning and concept of personality, its characteristics, types and significance in human life; ? Understand theories of personality proposed by Allport and Eysenck and their applications; ? Assess the personality based on Type Theory and its impact on Education. 4.2 Introduction If you ask a man about the meaning of the term 'Personality', probably in most of cases he/she would not be able to give specific answer to this simple question, though we use the term at random. The reason behind it is that there are different connotations of the term and that is why it is used in different perspectives. NSOU ? CC-ED-04 ? 78 Thus, it has become one of the most fascinating topics of Psychology and its related disciplines. Tremendous researches have been going on the topic, but final conclusion in definite terms yet to be determined, though the term 'personality' is closely associated with our day to day life. Thus, Human personality is so complex a phenomenon that it can be interpreted in many ways. In this unit, an attempt has been made to understand the concept of personality and its significance, Basic Theories of Personality, Measurement of Personality and its impact on Education. 4.3 Psychology of Personality Concept and Characteristics, Types and Significance in human Life Personality is the combination of behavior, emotion, motivation, and thought patterns that define an individual. Personality psychology attempts to study similarities and differences in these patterns among different people and groups. To arrive at its meaning of 'personality', we have to trace the historical root of

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the word. The term personality has been derived from the Latin word 'Persona',

which means mask, generally used by the actors in the Greek theatres.

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The mask, worn by the actors, was called 'persona'. According to the concept of mask, personality was thought to be the effect and influence which the individual wearing a mask left on the

audience. Even today,

it is commonly said that the mask for persona of the actor implied a cover for the real person behind it. It was developed on the basis of Plato's Idealistic Philosophy who believed that personality is a mere facade for some substance. 4.3.1 Concept and Characteristics of Personality I. Various Approaches to define the term Personality : i. Personality as a Social

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Stimulus : Some Psychologists define personality in terms of its social stimulus. How an individual affects other persons with whom he/she comes in contact, whether he/she is impressive or repulsive, dominating or submissive

can determine his/her personality. It considers the total picture of the individual's organized behavior. ii. Personality as a

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Summative Approach : It emphasizes the importance of sum total of different processes and activities of the individual. As for example, innate dispositions, habits, impulses, emotions

etc. This approach was criticized by Gestalt Psychologists who

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objected to the idea of aggregation or sum total of parts without introducing the concept of organization and integration of parts into a total whole. NSOU ? CC-ED-04 ? 79 iii. Integrative Approach : The definitions of this category lay emphasis on the integrative aspects of personality

and definite pattern of organization. It

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is the integrative organization of all the cognitive, affective, cognitive and physical characteristics of an individual as it manifests itself in focal distinction from others. iv. Totality View :

In this approach, personality puts more emphasis on integration, unlike the summative approach. It forgets the part. According to this view, the general characterization or pattern of an individual's total behavior is his/her personality. Thus, personality is

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the characteristic pattern of behaviors, cognitions and emotions which may be experienced by the individual and/or manifest to others. v. Personality as Adjustment : An individual since birth, attempts to adjust to his or her

environment. Behavior of an individual can be defined as an adjustment to the environment. Every individual develops his own unique way of adjustment in the society. According to this approach,

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personality is an individual's characteristic pattern of behavior. Individual, through continuous reactions, attempts to adjust himself

or herself with the environment. Thus, it may be said that sum of the individual's movements to adopt oneself with the environment is individual's personality. II. Comprehensive Definitions of Personality: We have discussed the various approaches to define the term Personality. Below we may examine some important definitions of Personality: Fredenburgh,

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in his book, The Psychology of Personality and Adjustment tried to summarize the various definitions in a single definition – "Personality is a stable system of complex characteristics by which the life pattern of

the individual may be identified." Allport (1961), who most of his time engaged for research on personality defines, "

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Personality is the dynamic organization within the individual of those psychophysical systems that determine individual unique adjustment to his environment."

Guilford (1959) defines personality as, "a trait is any distinguishable, relatively enduring way in which one individual differs from another."

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Though there is diversity of views, but even then psychologists agree on certain common basic characteristics

of Personality. Those are:

NSOU ? CC-ED-04 ? 80 (a) Personality is unique. No two individuals, even the identical twins have alike personality. (b) Personality is the product of one's own functioning with the surrounding environment. It is dependent on our accumulated experiences of the past. (c) It stresses importance of the characteristics of individual differences. 4.3.2 Types of Personality and its Significance : Psychologists have developed several theories of Personality to study the structure and growth of it. Following theories have been identified to describe different types of Personality: i. Type Theory : From ancient times, it has been the nature of persons to name and classify objects in the universe as well as human beings into different categories called 'Types'. The old system of typology still continues even in the modern times. Physicians and Psychologists have developed various typologies. Greek physicians were the first in the fifth B.C., who classified people into four broad categories on the basis of Emotional and Temporal characteristics. (a) Traditional Types : Aristotle and his disciples theorized that human body consists of four fluids, the dominance of any fluids determine the temperament and characteristics of personality characteristics. In ancient India, we had

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an advanced system of Ayurveda, in which our ancient physicians broadly categorized all human beings on the basis of three elements –

Pitt, (Bile), Bate (Wind) and Kuf (Mucus). Apart from that a number of typologies have been attempted by Philosophers and Psychologists. Some of those are discussed below: (b) Constitutional Type : Ernest Kretschmer, a German Psychiatrist, classified human beings on the basis of physical constitution. He attempted to establish relationship between personality characteristics and body build. Those are:

NSOU ? CC-ED-04 ? 81 S. No. Type Characteristics 1. Pyknic Stocky, Full-chested, Popular 2. Aesthetic Weak, Tall-sensitive, thin 3. Athletic Strong, Well-built body structure 4. Dysplastic Mixed type (c) Somatic Type: Dr. W.H. Sheldon, an American Surgeon, divided all human beings into three broad categories of physical dimensions and their corresponding temperamental characteristics. He believes that physical structure of the body is the determinant of personality characteristics : S.No. Physical Characteristics Temperament 1. Endomorphic (soft, round) Viscerotonic (sociable, extrovert, affectionable) 2. Mesomorphic (muscular, strong) Somatotonic (energetic, muscular, prefer risk/ chance) 3. Ectomorphic (thin,tall) Cerebrotonic (fearful, artistic, introvert, restrained) (d)

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Spranger's Type : German philosopher E. Spranger divided human beings on the basis of interests in the following categories: 1. Theoretical – neglects social and political participations. 2. Economic – interested in money-hoarding. 3. Aesthetic – lover of beauty and is busy in sensuous gratification. 4. Social – interested in social activities. 5. Political – dominating and desirous of power. 6. Religious – devote themselves to religious activities and

believes in mysticism. (e) Jung's Typology: Jung, a Swiss Psychiatrist, attempted to classify human beings into two behavioral dimensions – (1) Introvert and (2) Extrovert:

NSOU ? CC-ED-04 ? 82 1. Introvert – A man who tends to withdraw into himself, especially when faced by

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emotional conflicts and stress in his environment. Introvert individual is shy, avoids people and enjoys to be alone. By nature, many scientists and philosophers are found introverts. 2. Extrovert – in contrast, extrovert persons' orientation is towards the external world. They deal people intelligently in social situations.

They are conventional, outgoing, social, friendly and free from worries. Social Workers, Politicians, Business Executives are generally found extroverts. (f) Freud's Typology: Freud, on the basis of his theory of Psycho-sexual development, identified three types of personality. The types are dependent on the fixation of sexual energy (libido) at a particular stage of development. The five types are as follows: 1. Oral-Erotic Type : Sex in infancy is located in mouth. Membrane in mouth, when irritated gives pleasure to the infant, sexual gratification at this stage involves activities related to mouth. Oral-erotic type of personality shows excessive degree of pleasure associated with the oral activity. Sucking or putting anything in the mouth gratifies the sex in infancy. Fixation at the oral stage results in two types of personality in later life – Oral Passive Type and Oral Sadistic Type. 2. Anal Type : It

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is the second stage of sex development, when the child obtains gratifications through anal activities.

Some traits of personality develop due to fixation of sex energy at this stage. These include obstinacy, miserliness, orderliness etc. in later life. 3. The Genital Stage : At this stage, the child's interest gets shifted from the eliminating organs to the genitals. The children now come to note the biological differences between the sexes and derive pleasure from playing and manipulating the genital organs. 4. The Latency Stage : this period starts from six years in the case of girls and seven to eight years in the case of boys and extends till the onset of puberty. 5. Phallic Type : The third stage of psycho-sexual development is Phallic. In this type person shows self-love, exhibitionism etc. usually they draw the attention of others. These characteristics are found in the early adolescence. In modern Psychology, Type approach is not so widely used, rather it focuses on other scientific theories. NSOU ? CC-ED-04 ? 83 (b) Trait Approach : The 'Trait' in daily life is used simply to indicate the nature of a person. In the simplest sense by 'Trait' we mean a mode of behavior which is manifested in number of the situations consistently. It is any distinguishable relatively enduring way in which one individual varies from other. "

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Trait may be defined as a property within the individual that accounts for his unique but relatively stable reactions to environment."

Some properties of Traits are – 1. Scialability – Traits are scialable and that can be measured quantitatively. 2.

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Inference from Behavior – Personality traits are not directly observable but they are manifested in a number of activities and behavioral expressions. 3.

Flexibility – Traits are not static in nature. The more flexible traits in the childhood become stable with maturity and experience, but some variability is always there. 4. Universality – There are certain traits which are universal in nature as height and weight. 5. Functional Unity – it means that there must be different indications which may vary or are

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manifested consistently in behavior of the individual. 6. Traits as higher order habits – Guthrie conceived that a trait is a higher order habit which recurs in

the behavior frequently. 7. Traits as mental sets – Trait has been defined as mental set of an individual. It is a readiness to respond to any variety of situations in a consistent way. 8. Traits as

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frame of reference – Personality of an individual is an organized whole of beliefs, emotions

etc. about the environment. In this reference, traits are organized frame of references. 9. Traits are learned – Traits are learned in the interaction with the environmental stimuli. They are biologically determined as the disposition and intellectual potentialities of the individual. Two significant basic Trait Theories of Personality proposed by G.W. Allport and H.J. Eysenck have been discussed in details in the next sub-unit. (c) Psychoanalytic Approach : The Psychoanalytic theory of personality has important explanations on the dynamics of human behavior. Freud was the first psychologist who systematically attempted to explore the unconscious part of the human personality. According to NSOU ? CC-ED-04 ? 84 him, greater part of our personality lies buried in unconscious state of our mind. He compared mental phenomenon with an iceberg floating on the surface of the ocean whose greater portion remains under the surface of the water. We cannot study a human being by observing his overt behavior only, because most of the repressed desires, thoughts and feelings remain in unconscious mind and continually influence our behavior. Freud placed great importance on instincts as the determinant of human behavior. He proposed two instincts – (i) Eros, the love and the self-preservation and (ii) Thanatos, the death instinct, as the ultimate cause of all human activity. Psychic Energy comes from Libido, which denotes as sexual energy. It is defined as the energy of all the life instincts. It is the primary driving force of the personality. The Id is inborn, the function of which is to discharge the psychic energy to produce tension through the personality system. It cannot differentiate between good and bad and operates on pleasure principle. The Ego is an organized portion of the Id, which becomes modified by the contact of external reality and experience. It

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distinguishes between subjective reality and things in the external environment. The Ego is called the executive of personality. It

formulates a plan for the satisfaction of the need and executes it, keeping into consideration

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the reality principle. It often integrates the conflicting demands of Id, the Super Ego and the external world. The

Super Ego is the agency, which internalizes the parental influences and ideals of society through early childhood experiences. It

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represents the ideal rather than the real and strives for perfection. It works in accordance with the moral standards authorized by

the agents of society. The dynamics of personality, as explained by Freud is that

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human organism is a complex energy system which derives its energy from food it consumes.

This biological energy is transformed into Psychic Energy. The dynamics of personality involves

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a continuous interaction and clash between Id impulses seeking release and inhibition imposed by the

Super Ego. (d) Phenomenological Approach : Personality has been explained on the basis of several models of human behavior developed by philosophers, with the development of scientific psychology in the beginning of last century. Thus, models have been evolved by psychologists as Behaviouristic, Humanistic, Existential or Phenomenological human behavior. Carl

NSOU ? CC-ED-04 ? 85 Rogers, G.Kelly and Kurt Lewin had developed the concept of the Phenomenological theory. The common characteristics of Phenomenological Theories are: 1. It emphasizes the importance on subjective experiences of person instead of objective approach of learning theory. 2. It emphasizes the importance of perception, organization and structuring of experiences. Perceptual process is the essential determinant of personality. 3. More emphasis is given on the self-concept in the development of personality. 4. Emphasis is given on the importance of present experiences, the way in which a person perceives events in his/her environment, determines and his/her mode of action. (e) Learning Theory Approach : Psychologists, notably Pavlov, Watson, Guthrie, Thorndike, Skinner, Dollard & Miller, and others considered the study of personality as a branch of general field of learning. They worked on the problems of behavior changes through experiences and attempted to integrate those characteristics in the development of personality. Almost all learning theorists agree on two basic assumptions in explaining personality – (1) all behavior is learned by the organism in the process of constant interactions with external stimuli; (2) objectivity of behavior is important to understand personality. Experimental psychologists are convinced that learning theory is the most reliable and objective approach to understand personality. (f) Social Behavior Approach : According to Bandura and Walters, the most fundamental and significant principle of social learning is the principle of reinforcement. Reinforcement is the most significant component of social behavior. Since the scope of response acquired through reinforcement is unlimited, different types of behavior patterns are expressed. Bandura and his associates emphasized four interrelated sub-processes in observational learning – (1) Attention Process, (2) Retention Process, (3) Motor Reproduction of Skills and (4) Role of Reinforcement. (g) Rotter's Model of Expectancy-Reinforcement Approach: J.B. Rotter, a leading social learning theorist emphasizes the importance of the interactions of the individual with his/her meaningful environment. According to him, personality is stable and independent behavior. He further assumes that personality can change only with the new experiences. Behavior is a goal directed movement towards the goal and is governed by two variables – (1) Reinforcement

NSOU ? CC-ED-04 ? 86 and (2) Individual's Expectancy level to achieve the goal. On the basis of these two concepts, he developed the 'Expectancy-Reinforcement model of personality. Four basic aspects of the approach are discussed below: 1. Behavioral Potential (BP) – refers to the potential for a behavior to occur in a specific situation as a function of its relationship to a specific set of reinforcement. 2. Expectancy (E) – as a concept means

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the probability held by the individual that a particular reinforcement will follow; a specific behavior in a specific situation.

This expectancy is to be independent of the value of the reinforcement. 3. Reinforcement Value (RV) – refers to one's personal preference for one reinforcement over the other reinforcement if the possibility of occurrence for each reinforcement is equal. 4. Psychological Situation (S) – refers to any part of the situation to which the individual is responding in terms of his subjective reaction to that situation. The essential component of this concept is the meaning that the individual gives to the situation. According to Rotter, behavior of the organism occurs in a situation and is influenced by the perception of that situation. 4.4 Basic theories of Personality Development : Allport and Eysenck

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Initially, Allport used the word trait for personal characteristics but later he substituted the word dispositions for traits and usage of traits was reserved for common traits.

Let us now see the important features of above definitions of Personal Traits and Dispositions: a.

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A personal disposition produces equivalences in function and meaning between various perceptions, beliefs, feelings, and actions that are not necessarily equivalent in the natural world, or in anyone else's mind. Personal dispositions have also been termed as 'Morphological Traits'.

b.

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Personal dispositions guide and motivate a person's specific acts of adjustment. c. Personal dispositions are important as they reflect the structure and organization of personality.

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A person with the personal disposition of fear of certain phenomenon, as for example fear of speaking in public, may consider all persons who hesitate to speak in public as similar to himself and respond to them in the same way. But according to Allport it must be kept in mind that one person may be basically an introvert and may not want to talk in public, another may have no idea about the language and so may not want to talk in public and yet the third person may find the topic uninteresting and so may not want to talk in public. Hence the individual concerned will have to interact with them differently and not in the same manner as he would respond to a person like him who is afraid of talking in public. Thus the personal dispositions are concrete, can be easily recognized and they are invariably consistent. e. Allport

also

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believes that traits are essentially unique to each individual, as for example, one person's "fear of speaking in public for instance may not be the same for two different individuals, as mentioned above. If one has to understand the person and his behavior, it is important to study the individual in detail and in depth. This can be done by interviewing the person, or observing the person or analyzing his speeches and writings to get a clear view of what is making the person afraid to speak in public. This method was termed as the idiographic method by Allport. 4.4.1 Allport'

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s Trait Theory of Personality Gordon Allport's theory is considered to be one of the more scientific theories which has put forward the concept of traits in understanding personality. He takes the biological approach to an extent and mentions about how children are born with reflexes and as they use the reflexes continuously, how in course of time, these reflexes become a habit and how habits by indulging in them continuously turn into traits, which are relatively permanent entities in the individual and which are reflected in the individual's behaviors in different situations. Allport's theory puts forward the new idea of 'functional autonomy' in which he says a particular behavior indulged in initially for some specific purpose, becomes the constant behavior in the individual in course of time. For instance, a person who initially goes to a hill station because the doctor advised, later on goes to the hill station every year as it gives him a satisfaction and his urge gets fulfilled.

The theory is considered 'humanistic' in

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one sense and 'personalistic' in another sense. He combines the opposites in his theory such as 'objectivity and subjectivity', 'rationality and irrationality' etc. Here, we will discuss (1) Definition and Structure of Personality as conceived by Allport, his ideas about (2) traits, the (3) types of

NSOU ? CC-ED-04 ? 88 traits and (4) personal dispositions, etc. We may also consider

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the dynamics of personality and how traits help in making a person behave in a certain way. We will deal with the concept of Program and functional autonomy which are

the two important concepts of Allport's theory. i.

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Definition of Personality : According to Allport (1938), "personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment." This definition has put forward many aspects. Let us

have a look at these aspects – a. Psychophysical Systems - consists of

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both psychological and physical aspects, those interact between themselves. The interacting factors include at the physiological level on the endocrinal system. As for the interacting factors in the psychological aspects these include, traits, emotions, intellect, temperament, character and motives. All these interact with the physiological aspects and contribute to the personality development and behavior. b. Dynamic Organization - of different elements of psychological system is independent but functions in an interlocking manner with physiological and other systems amongst themselves and is subject to change. However, this change can take place in a gradual manner over a long period of time. c. Unique Adjustment to Environment - is characterized by a dynamic organization of psychological traits that makes his/her adjustment. The reason for this is that experiences of every person are unique and therefore, their reaction to the environment is also unique. It is well known that the identical twins though are from the same fertilized egg; do show considerable variations in their behavior because of such unique aspects within them.

ii. Personality

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Traits or Dispositions : According to Allport, traits constitute the basic unit of individual's personality. He defined traits as the predisposition to respond and react in the same or similar manner to stimuli in the environment. According to him, there are two types of Traits (i) Common Traits

and (

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ii) Personal Traits or Dispositions. Some of the important characteristics of

Common Traits and Personal Traits are as given below: a. Common Traits: 1. Common

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Traits are not theoretical structures or constructs but are real and found within the individual. NSOU ? CC-ED-04 ? 89

2. Traits guide and direct behavior and enable the individual to behave in a particular manner. 3. Traits are verified empirically. 4. Different traits are not absolutely independent of each other but have overlapping functions. 5. Stable traits can also be changed over time. 6. Persons belonging to a certain country or a community within a society behave similarly in a number of situations. They hold the same view points and behave in like manner as others. This is so because cultural factors play a very significant role in the development of personality.

These are known as Common Traits. b.

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Personal Traits : 1. Allport was of the view that personal disposition is something unique to the individual and this disposition makes him/her behave consistently in the same way in a number of situations that are similar. 2. It is a generalized neuro-psychic structure that is unique to the individual concerned and this makes for the difference in the behaviors of many individuals even though they may face the same situation. For example, in a TV program when a sad scene is shown one person cries, another turns the other way from the TV not wanting to see the scene, and the third criticizes the scene as most unreasonable and unrealistic. These three different reactions are typically due to the personal disposition of the three different individuals. In his own words, 3. Allport defined (1938) this disposition as "a generalized neuro-psychic structure, unique to the individual, with the capacity to render many stimuli functionally equivalent, and to initiate and guide consistent or equivalent forms of adaptive and stylistic

behavior." c. Personal Dispositions : 1.

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Cardinal Traits : These are central to the individual and these traits manifest themselves in almost all situations and in the individual's very personality. For instance, if we take compassion as a cardinal trait in one person, you will see that this compassion is manifested in almost all aspects of the individual's behavior, as for instance, if he sees a child begging, he will offer her some eatable or money. Such a person may also join many NGOs that are dealing with orphans and destitute, so as to help these needy persons. He would also write in newspapers and magazines about the conditions of

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such people and call for help and assistance to be given to them. So, his behavior will be reflecting this unique disposition of compassion in almost all aspects of his behavior. Thus, Cardinal traits have an overwhelming influence on the behavior of the individual in that they guide and direct almost all types of behavior of the person. These traits are at the very core of the personality. These are considered as building blocks of

Allport's Trait Theory of Personality the

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individual's personality. When you describe someone, you are likely to use words that refer to these central traits: aristocratic, street smart, timid, aggressive, arrogant etc. According to Allport each individual has about 5 to 10 such cardinal traits in them. One of these is indeed dominant while others do dominate but do not have the overriding influence on the person's behavior. Through such traits one can define the personality of the individual concerned. These central traits reveal the structure and organization of personality. 2.

Central

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Traits : These are central to the individual and these traits manifest themselves in almost all situations and in the individual's very personality. For instance, if we take compassion as a cardinal trait in one person, you will see that this compassion is manifested in almost all aspects of the individual's behavior. If he sees a child begging, he will offer her some eatable or money. Such a person may also join many NGOs that are dealing with orphans and destitutes so as to help these needy persons. He would also write in newspapers and magazines about the conditions of such people and call for help and assistance to be given to them. So his behaviour will be reflecting this unique disposition of compassion in almost all aspects of his behavior. Thus, Central traits have an overwhelming influence on the behavior of the individual in that they guide and direct almost all types of behavior of the person. These traits are at the very core of the personality. These are considered as building blocks of

Allport's Trait Theory of

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Personality. When you describe someone, you are likely to use words that refer to these central traits: aristocratic, street smart, timid, aggressive, arrogant etc. According to Allport each individual has about 5 to 10 such central traits in them. One of these is indeed dominant while others do dominate but do not have the overriding influence on the person's behavior. Through such traits one can define the personality of the individual concerned. These central traits reveal the structure and organization of personality. 3. Secondary Traits : These are not overwhelming like the cardinal traits, but it can be reflected or seen in the various preferences and attitudes of the individual concerned. These, to an extent, are specific to

the situation,

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is, for instance showing a disdainful attitude towards a particular community person. These are rather too general and are not as consistent as the cardinal traits. They can also change in certain special situations. For example, the negative disdainful attitude may not be obvious when the person is with others who are in favor of that community person and his contributions.

II. Development of Personality : According to Allport, personality develops through following seven stages— i.

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Sense of Body (First 2 years of life) : As pointed out earlier, the child in the beginning stages has no idea about which is his/ her body and what is that of another. Even

he/she thinks a pillow is part of himself/ herself. As he/she

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experiences over a period of time, when the pillow is taken away by the mother, he/she realizes that it is not

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part of his body. This idea of the sense of one's own body develops as a result of experiences that the child goes through in

his/her interactions

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with the environment. Allport went ahead and said that the aspects the child experiences as the most essential and which is warm and central and which gives him comfort are the most central aspects of his/

her

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experience. The sense of body has boundaries, that is, we all feel the pain, touch and many other sensations including movement, etc. which all contribute to our becoming.

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ii. Self-identity : Another aspect that develops during the first two years is what Allport called as 'Self-identity'. In course of his experience, the child is able to become aware that pillow is not himself and mother is not himself. This kind of realisation through experience continues on and the person is able to develop a sense of his own self called as self-identity. This self- awareness leads to the recognition of oneself as having a past, present and a future. The person is able to see himself as a separate entity who is separated from the pillow, from the mother and various others in his environment. This differentiation of the self from the whole is an important aspect of the development of self-identity. Every individual has a name and a family and this identity is entirely the individual's own. iii. Self-esteem (2 to 4 years of age) : This aspect develops in the individual around the age of two to four years. The child is able to move around now and is able to accomplish many things that he never used to in the past due to the non-maturation of many of the organ systems. As the child is growing and many of his organs are maturing he is able to make many movements both refined and non-refined and is able to reach his goals, as for instance NSOU ? CC-ED-04 ? 92 to fetch a toy from another corner of the room etc. As the child experiences many achievements and accomplishments he feels good about himself, becomes more confident and tries to do things like climbing the stairs and reaching the rooms on the first floor etc. He is able to control also many of his reflexes in terms of controlling his bowel and bladder. All these are appreciated by the caregivers and the child feels good about himself/ herself and thus develops a good concept about himself that he/she is capable. Thus, he develops self-esteem which is positive. On the other hand, if the experiences were in the negative direction the self-esteem would also have been negative. iv. Self- extension (4 to 6 years) : The extension to one self-develops between four to six years of age. There are many things in the environment which are supplementary and complementary to the growth and development of the individual. The individual is able to understand that Mr. X and Ms. Y are his parents. They are his own. He lives in a place which again is his own, he has a room in which he studies and does a lot of things including listening to music etc. and these are all his own. Thus, there is an extension of self here into many things in the environment which all are identified with

the self.

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Some people as they grow up may even identify themselves with being a sportsman, an athlete or a swimmer etc. Some belong to a group or a clan or a gang and identify themselves with the same. Some identify themselves with an occupation such as being a psychologist or a doctor or a lawyer. Thus, there is self extension into many aspects of the environment. v. Self-Image (4 to 6 years) : Self-image means, the self of the person as others see it. It is a mirroring of one's image by others. The impression that the individual makes on others by looks, clothes, behavior etc. In addition other aspects of self that are important include the social esteem or status one enjoys in the society and in the social circle. It also includes the person's sexual identity. Many times the ideal self and self-image may not be the same. While one may have an ideal image in mind as for example, one wants to be like Amitabha Bachhan in look and behavior, the actual image may not be anywhere near it. In some cases, others may consider the individual as resembling someone in looks and behavior, but the person concerned may consider his self-image as different. Thus, there could be a discrepancy in the self-image and what others think about the person. vi. Rational coping (6-12 years): As the individual grows up and his personality develops he is able to have higher cognitive functioning with increase in

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his thinking abilities, decision making and memory capacities. These in turn help the individual to make decisions on many matters related to that age level. The person is able to now think rationally on many issues and is able to understand the pros and cons and takes relatively more appropriate decisions as compared to the earlier age levels. He puts in efforts to understand things and is able to accomplish far more tasks than before. This ability to cope with life related situations rationally is an important development that takes place during these years. vii. Proprium : Every individual has to finally take charge of his life. The individual has to be responsible for his thinking, actions and behaviors. After the varied experience in life the individual is able to look back on his goals, achievements and accomplishments, and then say now is the time he would try to spend on activities that gives him internal satisfaction and a sense of fulfillment. This is almost akin to that of self-actualisation as put forward by Maslow, though in a number of ways it is different. The propiate striving starts only after the age of 12 years and the individual is able to clearly identify his goals, what his future plans are and in which direction think he like to move and what is the purpose of his life etc. He is able to now say that he is the man in charge of his life and would like to do things as he wishes and desires. In all this, of course, the person acts rationally and logically.

III.

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Dynamics of Personality a. What are the various factors underlying the functioning of an individual's personality is a question that needs to be answered, if one

is to understand the personality of an individual. b.

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A personal disposition produces equivalences in function and meaning between various perceptions, beliefs, feelings, and actions that are not necessarily equivalent in the natural world, or in anyone else's mind. Personal dispositions have also been termed as 'Morphological Traits'.

c.

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Personal dispositions guide and motivate a person's specific acts of adjustment. d. Personal dispositions are important as they reflect the structure and organization of personality.

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A person with the personal disposition of fear of certain phenomenon, as for

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example fear of speaking in public, may consider all persons who hesitate to speak in public as similar to himself and respond to them in the same way. But according to Allport it must be kept in mind that one person may be basically an introvert and may not want to talk in public, another may have no idea about the language and so may not want to talk in public and yet the third person may find the topic uninteresting and so may not want to talk in public. Hence the individual concerned will have to interact with them differently and not in the same manner as he would respond to a person like him who is afraid of talking in public. Thus, the personal dispositions are concrete, can easily be recognized and they are invariably consistent. Allport also believes that traits are essentially unique to each individual, as for example, one person's "fear of speaking in public for instance may not be the same for two different individuals, as mentioned above. If one has to understand the person and his behavior, it is important to study the individual in detail and in depth. This can be done by interviewing the person, or observing the person or analyzing his speeches and writings to get a clear view of what is making the person afraid to speak in public. This method was termed as the idiographic method by Allport.

In his theory,

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Allport's has put forward three basic concepts as underlying dynamics of personality and these are - (i) Functional Autonomy, (ii) Conscious and Unconscious Motivation,

and (

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iii) Psychological Maturity. Allport described personality dynamics in terms of functional autonomy, conscious and unconscious motivation and psychological maturity. These dynamics are being explained below: (i) Functional Autonomy : Allport did not believe in looking too much into a person's past in order to understand his present. This belief is most strongly evident in the concept of functional autonomy: Your motives today are independent (autonomous) of their origins. In other words the means employed for the attainment of a goal are now themselves a Personality goal. For example, a person develops and inculcates discipline and hard work in his/

her

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life to become rich and famous. But even after becoming rich and famous he/she continues to live with discipline and hard work. Actually, discipline and hard work are no longer the means for being rich and famous but they have replaced the goal of being rich and famous in that discipline and hard work by themselves are goals. What is now is more important than what was in the past or what is going to be in the future. A person may have been persuaded by parents to become a lawyer, but as the individual practiced law, it was so interesting and so satisfying, that there was no need for the parents' persuasion any more, being a lawyer and practicing law by itself has become a goal for this individual.

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Types of functional autonomy : There are two types of functional autonomy. Let us see, what these

are: (a)

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Perseverative functional autonomy refers to various behaviors in which a person continues to indulge. These behaviors really have no purpose at the present moment yet; we continue to indulge in these

behaviors. (b)

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Propriate functional autonomy, on the other hand, refers to the values that the person holds. This comes about as a result of socialization and child rearing practices in which parents incorporate values of honesty, hard work, diligence, generosity, compassion etc. in children through both rewards and punishment. The children internalize the values as they want to be appreciated and rewarded and also want to avoid punishment. (

iii) Propriate functional autonomy is controlled by three principles: (

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a) Principle of organizing: Here the organizing refers to the organization of one's energy into different activities. The energy is organized into many novel and creative activities which are productive and not in activities which are non productive. (b) Principle of Mastery: Competence refers to the person's efforts to satisfy his/her needs at a higher cognitive levels and higher levels of satisfaction. He/She, therefore, not only masters and competently deals with various situations, he/

she also continues to refine and enrich whatever he/she

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is doing. This gives satisfaction to the individual at the highest level. This is another important principle of propriate functional autonomy. (c) Principle of propriate patterning: Self is most important in the proprium of an individual. This self consists of all perceptual and cognitive processes of the individual's higher level cognitive functions. In other words the various cognitive functions are organized around this self. Since every behavior cannot be explained by functional autonomy principles many of these patterning if understood can explain a person's

behavior. (iv) Value Content of Personality :

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Allport and his colleagues also categorized as per the contents of the values: (

a) A business person

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may value usefulness or utility aspects and he called these values as the economic value. (

b)

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The theoretical – a scientist, for example, values truth; (c) The economic – a business person may value usefulness.

NSOU ? CC-ED-04 ? 96 (d) The aesthetic – an artist naturally values beauty. (e)

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The social – a nurse may have a strong love of people. (f) The political – a politician may value power. (

g) The religious – a monk or nun probably values unity. (iii) Conscious and Unconscious Motivation of Values:

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Allport in his theory laid emphasis on conscious motivation stating that an adult individual is fully aware of what he/she is doing. But, he also gave due recognition to the concept of unconscious motivation. In fact, all the conscious motivations are somehow influenced by desires hidden in the unconscious. He refuted Freud's claim that ego does not have energy of its own and personality is controlled by the unconscious

state.

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Allport claimed that a mature normal adult's personality is fully in control of the conscious

state. (v)

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Psychological Maturity : If you have a well-developed proprium and a rich, adaptive set of dispositions, you have attained psychological maturity,

or by Allport's term it is mental health. He lists seven characteristics: (a)

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Specific, enduring extensions of self, i.e. Involvement; (b) Dependable techniques for warm relating to others (e.g. trust, empathy, genuineness, tolerance

etc.) (c) Emotional security and self-acceptance; (d) Habits of realistic perception (as opposed to defensiveness); (e)

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Problem-centeredness, and the development of problem-solving skills; (f) Self-objectification - insight into one's own behavior, the ability to laugh at oneself, etc. (g) A unifying philosophy of life, including a particular value orientation, differentiated religious sentiment, and a personalized conscience. IV. Evaluation of Allport's Theory : A careful analysis of the

Allport's Theory of Personality reveals certain merits and demerits: a.

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Merits : Allport developed his personality theory in academic settings instead of psychoanalytic settings. For this reason, this theory gained much importance and recognition among educational psychologists. According to Allport, present and future are more important in understating personality than past of an individual. Motivations NSOU ? CC-ED-04 ? 97 and behavior of an individual can be better understood by present and future. This characteristic of Allport's theory helps

to

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understand the structure of personality more scientifically. His idiographic approach to personality research is quite praiseworthy as it aids understanding and detailed analysis of personality. He made an important contribution to the field of psychology through his explanation of personality in terms of traits. b. Demerits: Feist criticized Allport's theory saying that it is grounded more in philosophical speculations and common sense than in scientific research. Psychoanalysts objected to Allport's concept of proprium which puts more emphasis of present and future and ignores his past. They say that such ignore of past hinders complete understanding of personality. Past events and experiences that went into the shaping of present personality can't be totally delinked from the present personality. Allport's theory describes the functionally autonomous motives of a psychologically healthy person but motive of children, psychotics and neurotics do not find any mention in his theory. Allport in his theory failed to explain their behavior. Allport in his theory does not mention how an original motive develops into a functionally autonomous motive. For example, discipline and hard work which originally acted as means to get rich and famous become functionally autonomous once the person is rich and famous. Thus, it is difficult to predict which motive of childhood develops into autonomous motive during adulthood. Critics also point to the idiographic approach taken to the personality taken by Allport. According to them nomothetic approach which requires study of several persons at the same time and subjecting the data so gathered to statistical analysis is the only right method for studying personality. Allport's theory is based only on the study of normal and psychologically healthy persons and does not take account of neurotics and others. This fact limits its applicability. Some of the concepts in Allport's theory do not lend themselves to empirical testing. For example, functional autonomy is a concept that can't be manipulated in experimental conditions. Psychologists also refute Allport's claim of discontinuity in the personality of children and adults and normal and abnormal. Furthermore, Allport did not make any sense about the impact of social factor on personality. 4.4.2

Eysenck's Trait-Type Theory of Personality

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Eysenck, Hans Jurgen (1916-97), was a British psychologist. He was known for his theory of human personality. He suggested that personality is basically determined biologically and is arranged in a hierarchy consisting of types, traits,

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habitual responses and specific responses. Eysenck did not believe in Freudian Psychoanalysis as he considered it rather unscientific. i. Hierarchical Taxonomy

of Personality:

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According to Eysenck, Personality can be studied from either temperamental or cognitive

point of view,

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or both. He focused on the temperament aspect of personality in his PEN (

Psychoticism, Extraversion and Neuroticism)

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model. For better understanding of the model, therefore, the concept should begin with its description or 'taxonomy of personality or temperament'. As Eysenck (1991) stated, "In any science, taxonomy precedes

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causal analysis." In the course of taxonomy (classification), any organisms can be organized into groups based on characters and their relationships. Eysenck describes in plain terms how taxonomy in the study of personality can be achieved using the correlation technique called factor analysis. In case of personality study, the organisms concerned are human beings; their characters are traits, measured by experiment, by rating, by self-rating, or in some other way. Traits can be related with subjects, or subjects

with

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traits, giving us groups of people showing similarity over traits, or groups of traits, cohering as factors over people. We can then look at the traits (or people) having the highest factor loadings in order to better identify the trait clusters. (Eysenck, 1991) Individual differences in personality or temperament are analyzed in terms of traits, which can be defined as theoretical constructs based on "co-variation of a number of behavioral acts" (Eysenck & Eysenck, 1985). However, Eysenck (1991) further supposes that traits themselves inter-correlate and make up higher-order factors or

super-factors, which Eysenck calls as 'Types.' As a result, the PEN

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model proposes a hierarchical classification of personality containing four levels. At the very bottom level of the hierarchy are behaviors such as talking with a friend on a single occasion. At the second level are habits such as talking with friends on multiple occasions, which are comprised of recurring behaviors. The third level of the hierarchy is that of traits or factors such as sociability, which are comprised of inter-correlated sets of habits. At the top of the hierarchy are super-factors or dimensions of personality such as extraversion, which are inter-correlated sets of traits or factors. Eysenck suggests three such

super-factors:

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Extraversion (E), Neuroticism (N), and Psychoticism (P). These three superfactors or dimensions of personality are orthogonal to each other, which mean that they do not correlate with each other (Eysenck & Eysenck, 1985).

ii. Theories of Personality:

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The PEN model is based on the principle of 'aggregation', in which measures will have higher reliability if they are comprised of many items (Eysenck, 1990). NSOU ? CC-ED-04 ? 99 That is, each super-factor in the PEN model is comprised of many different factors, habits, and behaviors, and thus reliability of measurement is increased. The

super- factors

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of extraversion, neuroticism, and psychoticism at the top level of the hierarchy are stable, whereas behaviors, such as, talking with a friend on a single occasion at the bottom of the hierarchy are changeable across time and situation. In this respect, the distinction between levels is very important for the analysis of personality in the PEN model. iii. Three Dimensions of Personality: Eysenck strongly advocates that there are only three major dimensions or

super- factors in the description of personality: (i) Extraversion-Introversion; (ii) Emotional stability versus Instability, or Neuroticism; and (iii)

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Psychoticism versus Impulse control (Eysenck & Eysenck, 1985). In the PEN model, these dimensions or super- factors are based on "constitutional, genetic, or inborn factors, which are to be discovered in the physiological, neurological, and biochemical structures of the individual" (Eysenck & Eysenck, 1985). Each person does not necessarily have either 100 percent or zero percent of Extraversion, Neuroticism, or Psychoticism. An individual may show some degree of these

super-factors

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on the continuum. A person may have high Extraversion, moderate Neuroticism, and low Psychoticism. Eysenck suggests after studying

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psychosis - (i) Psychotic symptoms and illnesses do not form completely separate diagnostic entities, (

ii)

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Psychosis is not a separate diagnostic entity which is categorically separated from normality, (iii) This continuum is co-linear with the concept of Psychoticism embodied in the P scale of the EPQ. On this continuum, a person with high Extraversion is sociable, popular, optimistic, and rather unreliable, whereas a person with low Extraversion is quiet, introspective, reserved, and reliable. A person with high Neuroticism is anxious, worried, moody, and unstable, whereas a person with low Neuroticism is calm, even-tempered, carefree, and emotionally stable. A person with high Psychoticism is troublesome, uncooperative, hostile, and socially withdrawn, whereas a person with low Psychoticism is altruistic, socialized, empathic, and conventional (Eysenck & Eysenck, 1985). iv. Causal Aspects based on a three-dimensional description of personality: The PEN model further attempts to provide causal explanation of personality. The PEN model looks for Psycho-physiological, hormonal, and other biological mechanisms responsible for the personality dimensions, so that the theory can be tested by scientific experiments. Eysenck and Eysenck (1985) clearly contend that "no theory would be considered valid that did not make testable and verified

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predictions." Consequently, Eysenck (1990) proposes the arousal theory, by modifying his inhibition theory to explain the causal roots of the three dimensions of personality.

Eysenck also made an attempt to specify a Neuro-physiological

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basis for each of his three personality super traits or types. According to him, the super trait Introversion-extraversion is closely related to levels of cortical arousal as indicated by electroencephalographic recordings. Eysenck(1982) used the term arousal to denote a continuum of excitation, ranging from a lower extreme (e.g., sleep) to an upper extreme (e.g., state of panic). He was of the view that introverts are over aroused and thus are highly sensitive to incoming stimulation. For this reason, they avoid situations that are apt to overwhelm them. Extraverts are under aroused and thus are highly insensitive to incoming stimulation and thus they constantly seek out situations that are apt to excite them. Eysenck hypothesized those individual differences in stability vs neuroticism reflected the degree to which the autonomic nervous system reacts to stimuli. He linked this dimension with the limbic system, the brain's visceral or feeling system, which influences motivation and emotional behaviour. He pointed out that persons high on neuroticism tend to react more quickly to painful, novel, disturbing, or other stimuli than do more stable persons. Such persons also exhibit a more persistent reaction (even after the stimulus has disappeared) than do highly stable persons. Eysenck's

neuro physiological

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interpretation of the dimensions of personality is closely related to his theory of psychopathology. He was of the view that the symptoms or disorders that befall a person are related to the combined impact of personality traits and nervous system functioning. For instance, the person who is high on the dimensions of introversion and neuroticism is more prone to develop anxiety disorders such as phobias, obsessions, and, compulsions. On the other hand, the person who is high on the extraversion and neuroticism dimensions is at a risk for psychopathic (antisocial) disorders. Eysenck stated that psychological disorders do not automatically occur as a result of genetic predisposition. These genetic predispositions when interact with the environment or a certain situation produce psychological disorders. v. Extraversion and Cortical Arousal According to the Arousal Principle: Eysenck (1990) provides a biological explanation of extraversion in terms of cortical arousal via the ascending reticular activating system (ARAS). Activity in the ARAS stimulates the cerebral cortex, which, in turn, leads to higher cortical arousal. Cortical arousal can be measured by skin conductance, brain waves, or sweating (Eysenck, 1990). Because of the different levels of ARAS activity, "Introverts are characterized by higher levels of activity than extraverts and so are NSOU ? CC-ED-04 ? 101 chronically more cortically aroused than extraverts" (Eysenck & Eysenck, 1985) emphasis added). Based on the Yerkes-Dodson law, which suggests that arousal and performance have an inverted-U relationship, the arousal theory of the PEN model assumes that "some intermediate level of arousal is optimal for performance" (Eysenck & Eysenck, 1985). vi. Neuroticism and Visceral Brain Activation: Eysenck (1990) also explains neuroticism in terms of activation thresholds in the sympathetic nervous system or visceral brain. The visceral brain is also referred to as the limbic system, which consists of the hippocampus, amygdale, septum, and hypothalamus, and regulates such emotional states as sex, fear, and aggression. It is responsible for the fight-or-flight response in the face of danger. Heart rate, blood pressure, skin conductance, sweating, breathing rate, and muscular tension in the forehead can measure activation levels of the visceral brain. Neurotic individuals have greater activation levels and lower thresholds within the visceral brain. They become easily upset in the face of very minor stresses. However, emotionally stable people are calm under such stresses because they have lesser activation levels and higher thresholds. vii. Psychoticism and Gonadal Hormones: Eysenck (1990) also provides a biological explanation of Psychoticism in terms of gonadal hormones such as testosterone and enzymes, monoamine oxidase (MAO). Eysenck (1992) reports that "low platelet monoamine oxydase (MAO) has been found in psychotic patients, and also in their relatives and inpatients who have recovered, suggesting that low MAO activity may be

an indicator of '

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vulnerability'. Considering all, the PEN model has contributed to the study of personality in

the following

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ways – i. It combines both descriptive and causal aspects of personality in one theory (Eysenck, 1997 & Stelmack, 1997). This characteristic clearly distinguishes the PEN model from most

of the

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other trait theories such as the five-factor model (Costa & McCrae, 1992a, 1992b; Eysenck, 1991, 1992b, 1992c). ii. It provides causal explanations in addition to the description of personality. iii. The PEN model is supported by more credible evidence than purely descriptive models. iv. The PEN model is comprehensive in description by proposing a hierarchy of four levels and by making a clear distinction among those levels.

v.

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Finally, the PEN model becomes most compelling because of its experimental approach to the study of personality, which makes the model

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more testable. Consequently, the PEN model is likely to generate more specific predictions about personality. Thus, the essence of Eysenck's Trait-Type theory is that – (i) Elements of personality can be arranged hierarchically; (ii) Certain

super-traits

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or types, such as, Extraversion exert a powerful influence over

behavior; (iii) These super-traits

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comprised of several component traits, and these component traits either

have

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more superficial reflections of the underlying type dimension, or are specific qualities that contribute to that dimension. According to Eysenck, traits are composed of numerous habitual responses, which, in turn, are derived from a multitude of specific responses. The trait of sociability correlates with such response dispositions as activity, liveliness, assertiveness etc. Taken together, these traits define a super trait or type Eysenck calls extraversion. In considering Eysenck's hierarchical model of personality structure, it should be noted that the word 'type' refers to dimensions of personality that he regards as normally distributed along a continuum. This is almost equivalent to traits. Thus, for example, the type concept of extraversion is a dimension with a low end and a high end along which people may fall at various points between the two extremes. It is not a dimension on which people can be classified as either low or high. Eysenck does not imply discontinuity when he uses the word 'type'. Personality Types Eysenck used a variety of methods for gathering information about people in order to delineate their personality. These methods included self-report, observer ratings, biographical information, assessments of physique and physiology, and objective physiological tests. These data are factor analyzed to determine the structure of personality. Initially Eysenck found two basic

types of

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dimensions that he labeled as introversion-extraversion and neuroticism-stability (a factor sometimes called instability-stability). Eysenck (1976) added a third type dimension of personality, which he called psychoticism-superego strength. People high on this super-trait dimension tend to be egocentric, impulsive, sensitive to others, and opposed to social customs. They are often seen as – (i) troublesome, (ii) not fitting in well with others, and (iii) intentionally upsetting other people. Eysenck suggested that psychoticism is a genetic predisposition toward becoming either psychotic or psychopathic. He regarded psychoticism as a personality continuum along which all people can be located. He also added that this trait is found more commonly in men than in women. NSOU ? CC-ED-04 ? 103 4.5 Measurement of Personality

Personality tests are the techniques designed to measure one's personality. They are used to diagnose psychological problems as well as to screen candidates for academic and employment purposes. There are two major types of personality tests – (i) Self-report Inventories and (ii) Projective tests. I. Self-report Inventories Self-report Inventories are a kind of objective test used to assess personality. They typically use multiple-choice items or numbered scales, which represent a range from 1 (strongly disagree) to 5 (strongly agree). They often are called Likert scales after its developer, Rensis Likert (1932). Self-report inventories are generally easy to administer and cost-effective. There is also an increased likelihood of test takers being inclined to answer in ways that are intentionally or unintentionally more socially desirable, exaggerated, biased, or misleading. For example, someone applying for a job will likely try to present oneself in a positive light, perhaps as an even better candidate than they actually are. One of the most widely used personality inventories is the Minnesota Multiphasic Personality Inventory (MMPI), first published in 1943, with 504 true/ false items, and updated to the MMPI-2 in 1989, with 567 questions.

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The original MMPI was based on a small, limited sample, composed mostly of Minnesota farmers and psychiatric patients; the revised inventory was based on a more representative, national sample to allow for better standardization. The MMPI-2 takes 1–2 hours to complete. Responses are scored to produce a clinical profile composed of 10 scales: Hypochondriasis, Depression, Hysteria, Psychopathic Deviance (social deviance), Masculinity versus Femininity, Paranoia, Psychasthenia (obsessive/compulsive qualities), Schizophrenia, Hypomania, and Social Introversion. There is also a scale

to ascertain

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risk factors for alcohol abuse. In 2008, the test was again revised, using more advanced methods,

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the MMPI-2-RF. This version takes about one-half the time to complete and has only 338 questions. Despite the new test's advantages, the MMPI-2 is more established and is still more widely used. Although the MMPI was originally developed to assist in the clinical diagnosis of psychological disorders, it is now also used for occupational screening,

such as in

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law enforcement, and in college, career, and marital counseling (Ben-Porath & Tellegen, 2008).

In addition to clinical scales, the tests also have validity and reliability scales.

NSOU ? CC-ED-04 ? 104 II. Projective Tests : Another method for assessment of personality is projective testing. This kind of test relies on one of the defense mechanisms proposed by Freud—Projection—as a way to assess unconscious processes. During this type of testing, a series of ambiguous cards is shown to the person being tested, who then is encouraged to project his feelings, impulses, and desires onto the cards—by telling a story, interpreting an image, or completing a sentence. Many projective tests have undergone standardization procedures and can be used to access whether someone has unusual thoughts or a high level of anxiety, or is likely to become volatile. Some major examples of projective tests are discussed below: Rorschach Inkblot Test : It was developed in 1921 by a Swiss psychologist named Hermann Rorschach. It is a series of symmetrical inkblot cards that are presented to a client by a psychologist. Upon presentation of each card, the psychologist asks the client, "What might this be?" What the test-taker sees reveals unconscious feelings and struggles (Piotrowski, 1987; Weiner, 2003). The Rorschach has been standardized using the Expert system and is effective in measuring depression, psychosis, and anxiety. Thematic Apperception Test (TAT) : A second projective test is the Thematic Apperception Test (TAT), developed by Henry Murray (1930), an American psychologist, with a psychoanalyst named Christiana Morgan. A person taking the TAT is shown 8–12 ambiguous pictures and is asked to tell a story about each picture. The stories give insight into their social world, revealing hopes, fears, interests, and goals. The storytelling format helps to lower a person's resistance divulging unconscious personal details (Cramer, 2004). The TAT has been used in clinical settings to evaluate psychological disorders; more recently, it has been used in counseling settings to help clients gain a better understanding of them and achieve personal growth. Standardization of test administration is virtually non-existent among clinicians, and the test tends to be modest to low on validity and reliability. Despite these shortcomings, the TAT has been one of the most widely used projective tests. Rotter Incomplete Sentence Blank (RISB) : It was developed by Julian Rotter in 1950. There are three forms of this test for use with different age groups: the School form, the College form, and the Adult form. The tests include 40 incomplete sentences that people are asked to complete as quickly as possible. The average time for completing the test is approximately 20

NSOU ? CC-ED-04 ? 105 minutes, as responses are only 1–2 words in length. This test is similar to a word association test, and like other types of projective tests, it is presumed that responses will reveal desires, fears, and struggles. The RISB is used in screening college students for adjustment problems and in career counseling. For many decades, these traditional projective tests have been used in cross-cultural personality assessments. However, it was found that test bias limited their usefulness. TEMAS Multicultural Thematic Apperception Test It is another projective tool designed to be culturally relevant to minority groups, especially Hispanic youths. TEMAS—standing for "Tell Me a Story" but also a play on the Spanish word temas (themes)—uses images and storytelling cues that relate to minority culture (Constantino, 1982). Though the Projective tests are more time consuming for the evaluator than self-report inventories, still it is widely used by evaluators as it is considered more valid. 4.6 Summary

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Allport is one of those theorists who was so right about so many things that his ideas have simply passed on into the spirit of the times. His theory is one of the first humanistic theories, and would influence many others, including Kelly, Maslow, and Rogers. One unfortunate aspect of his theory is his original use of the word trait, which brought down the wrath of a number of situationally oriented behaviorists who would have been much more open to his theory if they had bothered to understand it. But that has always been a weakness of psychology in general and personality in particular: Ignorance of the past and the theories and research of others. In the present unit we studied Allport's theory of personality. We studied about his definition

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regarded traits as the building blocks of personality and mentioned two types of them, namely – common traits and personal dispositions or traits. Personal traits were further sub-divided into cardinal, central and secondary traits. We studied dynamics of personality and within it we introduced ourselves to the concepts of functional autonomy, the principles upon which it operates, conscious and unconscious motivation and psychological maturity. In the end we made an evaluation of Allport's theory in the light of criticism done by various psychologists.

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The trait-type theory of Eysenck is based on factor analysis. His hierarchical model of personality structure includes the dimensions of types, traits, habitual responses, and specific responses. Types represent super-trait dimensions along which

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people may be located at various points between two extremes. Eysenck suggests that personality types are dimensional and that most people do not fall into separate categories. Eysenck sees only two major types or traits as underlying personality structure: introversion-extraversion and stability-neuroticism. At a later stage he also added one more dimension that is psychoticism and super ego strength. The differences in these two

super-traits,

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as well as a third factor called psychoticism- superego strength, are closely related to differences in

neuro-physiological

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functioning. Eysenck places far more emphasis on the genetic foundations of traits than does Cattell. However, according to Eysenck, the genetic predisposition when interacts with the environmental factors produce the requisite behaviors which may be normal or abnormal. Eysenck has developed several questionnaires to assess the three major super-traits underlying his hierarchical model of personality. EPQ is the most important tool to assess the differences between introverts and extraverts. 4.7 Self Assessment Question 1) Discuss the Type theory of personality highlighting its characteristic features. 2) How does type theory differ from trait theory of personality? 3) Discuss and compare the Sheldon somatotype personality with that of Ayurvedic body type. 4) Discuss Jungian Personality types and indicate how the EPQ was devised. 5) Elucidate Eysenck's trait type theory of personality. 6) Give neuro-physiological explanations for neuroticism, extraversion and psychoticism. 7) How do you measure personality according to Eysenck? 8) What are the basic personality types? 9) Differentiate between extraversion and introversion personality types. 4.8

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Unit 5 ? Psychology of Human Abilities: Concept, Characteristics and Basic Types Structure 5.1 Objectives 5.2 Introduction 5.3 Psychology of Human Abilities: Concept, Characteristics and Basic Types 5.3.1 Concept 5.3.2 Characteristics 5.3.3 Basic Types 5.4 Intelligence: 5.4.1 Concept 5.4.2 Basic Theories (Spearman, Thorndike and Guilford) 5.4.3 Types and Uses of Intelligence Test; 5.5 Creativity: Concept, Characteristics, Significance in Education; 5.5.1 Concept 5.5.2 Characteristics 5.5.3 Significance in Education; 5.6 Summary 5.7 Self Assessment Questions 5.8 References 5.1 Objectives After the completion of the Unit, learners will be able to — ? Know the Concept, Characteristics and Basic Types of Human Abilities; ? Understand Intelligence as human ability with its concept basic theories, measurement and uses in Education; ? Understand Creativity as human ability with its Concept, Characteristics and Significance in Education.

NSOU ? CC-ED-04 ? 109 5.2 Introduction Our knowledge of human abilities has been accelerating rapidly in recent decades and it is now substantial. It is established that abilities develop quite slowly across the years, but once developed, enable the individual to deal with one's social and physical world more effectively. Teachers may use the knowledge of abilities to organize teaching-learning process effectively for every individual learner. This sub- unit deals with the concept, characteristics and types of human abilities. Intelligence as a concept is used very commonly in our day to day life. We often make comments that this person seems to be very intelligent or seems to be dull. Because of this intelligence we human beings are considered superior to the animals. But what this intelligence is? Different people would give different meaning of Intelligence. Similarly, psychologists have attributed a variety of factors to the concept of intelligence. 5.3 Psychology of Human Abilities: Concept, Characteristics and basic Types Meaning of Human Ability: Human ability is the existing competence or skill to perform a specific physical or mental act. Although ability may be either innate or acquired through experience, it is distinct from capacity to competence. It is a union of a native process (or processes) in humans and a content (or contents) inferred from relatively permanent changes in behavior. Abilities are of two kinds: Cognitive and Psychomotor. Both abilities are the products of maturation and learning. When a child understands the meaning of a statement in acquiring language or comprehending a word, his understanding means a process or operation and also certain content i.e., words or their meaning is an example of Cognitive Ability. A psychomotor ability, on the other hand, helps a human being to acquire specific skill for a specific work, e.g., manual dexterity needs acquisition of skill as well as well-coordinated arm-hand-mind movement while manipulating an object. Persons high in this ability are able to perform any specific task involving manual dexterity. Skills and abilities are the tasks that you naturally do well, talents and strengths that you bring to the table as a student and/or an employee. These include

NSOU ? CC-ED-04 ? 110 natural capabilities you've always had, in addition to specific knowledge and skills you've acquired through experience and training. 5.3.1 Concept Human Ability : Human ability is a union of a native process (or processes) in humans and a content (or contents) inferred from relatively permanent changes in behavior. Abilities are of two kinds: Cognitive and Psycho-motor. When a child understands the meaning of a statement in acquiring language or comprehending a word, his understanding means a process or operation and also certain content, i.e., words or their meaning. Through intelligence, humans possess the cognitive abilities to learn, form concepts, understand, apply logic, and reason, including the capacities to recognize patterns, plan, innovate, solve problems, make decisions, retain information, and use language to communicate. Human intelligence is also interpreted as the intellectual capability of humans, which is marked by complex cognitive feats and high levels of motivation and self- awareness. Through intelligence, humans possess the cognitive abilities to learn, form concepts, understand, apply logic, and reason, including the capacities to recognize patterns, plan, innovate, solve problems, make decisions, retain information, and use language to communicate. Nature of Human Ability : The identification of abilities by scientific methods is a complex process. Ability is, in fact, a configuration of abilities, identified through co-relational and Experimental researches. Any single ability needs consistency among separate performances involving that ability. In that sense, ability is a mediator which helps the individual to interpret the ideas and actions of others as well as to take all actions by self. It has been established that abilities develop quite slowly across the years, but once developed they enable the individual to deal with his physical and social world more effectively. The present knowledge can enable us to hypothesize the abilities, using various theoretical frameworks need to be explored. 5.3.2 Characteristics of Human Abilities: An ability, or configuration of abilities, such as speaking English fluently, is a mediator, identified through correlation and experimental research, which accounts

NSOU ? CC-ED-04 ? 111 for consistencies among separate performances. Thus, the ability to speak English well underlies the many separate encounters and experiences one has with others who speak English. In this sense it mediates, or helps the individual to interpret, the ideas and actions of others and also helps him to take action based on what they say. Fleishman and Bartlett (1969) in a comprehensive review of research on human abilities identified five basic characteristics of abilities as given below: i. Abilities are a product of maturation and learning. Much practice and learning are required to comprehend the concepts and principles of any subject. The maturational level of an individual child limits what he or she can learn. Thus, abilities develop at different rates from birth through adolescence. For example, verbal comprehension develops more rapidly than arithmetic in early childhood. ii. Abilities developed during the formative years persist into adulthood. For example, manual dexterity is quite stable from year to year. It is resistant both to improvement and deterioration in adulthood. iii. The ability and task performance are complementary to each other. The present abilities of the individual affect the rate at which he/she learns new tasks. Thus, the student high in spatial ability and arithmetic reasoning achieves higher in physics than the one low in both, motivation and other factors being equal. Equally important is that the study of physics will probably contribute to further development of both abilities. iv. Ability may be transferred to the learning of a greater variety of specific tasks than another. Abilities may vary from specific to general, and thus, the more general the ability the greater is its transfer. Arithmetic computation, an ability, facilitates only the learning of new tasks involving computation, whereas spatial ability facilitates the learning of broad classes of tasks in mathematics, science, engineering and other technical areas. v. Abilities are more fundamental than skills. The term 'skill' refers to the level of proficiency on a unitary task or a configuration of tasks. Driving, swimming, typing are skills acquired at varying levels of proficiency. In acquiring each of these skills, the individual learns a sequence of activities and executes them rapidly and perfectly. Involved in performing each skill, however, are more basic abilities, finger dexterity and finger speed are two of the more basic psychomotor abilities that underlie typing and handwriting; cognitive abilities are also involved in performing these skills.

NSOU ? CC-ED-04 ? 112 5.3.3 Basic Types of Human Abilities We shall now examine five different basic types of human abilities regarding the nature of cognitive ability. They proceed in an order – (i) a single unitary ability, (ii) a set of primary abilities, (iii) a larger number of specific abilities, (iv) an indefinite number of specific abilities related to learning hierarchies, and (v) a hierarchical structure involving both general and specific abilities. a. General Intellectual Ability or 'G' as the single unitary ability or intelligence is an unchanging rate of intellectual growth. It has been widely accepted as universal

capacity of an

individual to act purposefully, to think rationally, and to deal effectively with

the environment. b. Primary Mental Ability was identified on the basis of Thurstone's study (1938) on administration of a large number of separate tests that tapped various mental functions. Through factor analysis he identified a few primary mental abilities. These may be separate in kind but parallel in structure. The five most prominent abilities are - (a) Verbal Meaning, (b) Number Facility, (c) Reasoning, (d) Perceptual Speed, and (e) Spatial Relations. c. Specific Ability was developed by Guilford (1967) from his model of 'Structure of Intellect'. He defines an ability as a union of an operation, a content, and a product. There are five Operations, four types of Content, and six products; therefore, there are $5 \times 4 \times 6$ or 120 Specific Abilities. d. Divergent-Product Ability (Creativity) is the most important contribution of the 'Structure of Intellect Model' as a new way of thinking about the ability of the individual. Human beings can be placed from high to low on a single continuum of general intellectual ability and should be treated accordingly in educational and vocational settings. Some students may be stronger in divergent than in convergent-production abilities, and vice-versa. In this connection, the identification of the divergent-production (or creative) abilities has already made some impact on educational practices. e. Hierarchical Structure of Abilities was formulated by Vernon (1950), Smith (1964) and others. They indicated that the general and group factors are widely accepted by the psychologists. It is not to imply that the abilities as stated at any level in the hierarchy are themselves fully understood. There may be unresolved differences of opinion about how the abilities are manifested in the performance of individuals, which may be considered hypothetical.

NSOU ? CC-ED-04 ? 113 I. Determinants of Intellectual Abilities : The basic determinants of intellectual abilities were classified by Bayley (1970) as follows: a. Role of Heredity operates to influence both nature and the level of mental abilities of individuals to an unspecified extent. b. Socio-economic Background status of the family in which the child is reared may be an important determinant of intelligence. It includes the combined effect of family income, father's education, mother's education, father's occupation etc. c. Environmental Impoverishment, apparently contribute to low intelligence and greater the impoverishment, the greater is the deleterious effect. d. Interventions may improve motivational conditions; create better opportunities for children to learn, reduce anxiety, or eliminate debilitating diseases and malnutrition also raise IQ scores. e. Emotional Climate in which the child is reared affects mental development. IQ fluctuations are found parallel to fluctuations in the emotional climate in the home. II. Significance of Human Abilities in Education Human abilities develop over a period of many years through study and practice. Abilities underlie more specific achievements and skills of all kinds in the cognitive and psychomotor domains. Abilities are identified scientifically through controlled experimentation and factor analyses. Abilities are also identified through careful observation and analysis of the performance of many students. Many psychologists have formulated ideas about the organization of intellectual abilities. Two important contributions of this model to education, more important than the identification of the many separate abilities, are a different way of looking at the nature of intelligence, and an emphasis is given on the nurturing of divergent production, or creative abilities. Cognitive abilities underlie educational achievements and that may be nurtured through education is illustrated by the work of project talent. Thus, consistent progress is being made in identifying and cataloging human abilities. The results of this work, in turn, provide a better foundation for organizing educational programs.

NSOU ? CC-ED-04 ? 114 5.4 Intelligence : Concept, Basic Theories (Spearman, Thorndike and Guilford), Types and Uses of Intelligence Tests 5.4.1 Concept of Intelligence The study of human intelligence dates back to the late 1800s when Sir Francis Galton (the cousin of Charles Darwin) became one of the first people to study intelligence. He was interested in the concept of a gifted individual, so he created a lab to measure reaction times and other physical characteristics to test his hypothesis that intelligence was a general mental ability, a product of biological evolution as the concept was given by Darwin. Galton theorized that because of quickness and other physical attributes were evolutionarily advantageous, they would also provide a good indication of general mental ability (Jensen, 1982). Thus, Galton operationalized intelligence as reaction time. Operationalization is an important process in research that involves defining an unmeasurable phenomenon (such as intelligence) in measurable terms (as reaction time), allowing the concept to be studied empirically (Crowthre-Heyck, 2005). Galton's study of intelligence in the laboratory setting and his theorization of the heritability of intelligence paved the way for decades of future research and debate in this field. Basically, intelligence is the ability to think, to learn from experience, to solve problems, and to adapt to new situations. Psychologists believe that there is a construct, known as general intelligence (g) that accounts for the overall differences in intelligence among people. As two concepts are very close, a distinction is to be made between the intelligence and aptitude. Intelligence is the capacity or the potentiality that a person has, whereas the aptitude is the capacity that predicts what one can accomplish with learning and training. An aptitude is a combination of characteristics indicative of an individual's capacity to acquire some specific knowledge, or skill. i. Definition of Intelligence Most commonly accepted view is that intelligence is a general capacity for comprehension and reasoning that manifests itself in various ways. The most widely accepted definition is "

Intelligence is the global capacity of an individual to act

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purposefully, to think rationally and to deal effectively with his

or her environment. It includes the power of adaptation of an individual to his milieu and his ability to learn and abstract thinking." Intelligence has been defined in many ways: (a) higher level abilities (such as abstract reasoning, (b) mental representation, (c) problem solving, (d) decision making), (e) the ability to learn, (f) emotional knowledge, (g) creativity, and (h) adaptation to meet the demands of the environment effectively. Psychologist Robert Sternberg defined intelligence as "the mental abilities necessary for adaptation to, as well as shaping and selection of any environmental context (1997, p. 1) ii. Nature of Intelligence Nature of intelligence can be understood by the different theories, thoughts or ideas in the following sub-sections. Have you ever consciously considered following questions? • Am I an intelligent person? • How intelligent am I? • How do we judge if someone is intelligent or not? • How can we measure the intelligence of a person? And any more of similar type. Let us think about the following to understand the nature of Intelligence: a. Intelligence is the capacity to acquire and apply knowledge. b. Intelligence, According to Feldman, is the capacity to understand the world, think rationally, and use resources effectively when faced with challenges. c. Intelligence, according to educationists is the capacity for learning, reasoning, understanding, and similar forms of mental activity and also aptitude in grasping truths, relationships, facts, meanings, etc. d. American Psychologists mostly believe intelligence as a Mental process and they devised mental test to measure intelligence. e. The concept of Crystallize and Fluid Intelligence (Cattell & Horn). Crystallized intelligence determines accumulation of information, skills, and strategies that are learned through experience and can be applied in problem solving situations. Fluid intelligence indicates intelligence that reflects information processing capabilities, reasoning, and memory, viz., solving puzzle, analogy, or remembering a set of numbers. NSOU ? CC-ED-04 ? 116 f. Cognitive psychologists examine the processes underlying intelligent behaviors rather than focusing on the structure of intelligence. They emphasize more on initial encoding as Information processing approaches. g. Applying their abilities to the kinds of problems that confront them in everyday life, that is the practical intelligence - the art of common sense or practical intelligence. h. Capacity of individuals to recognize their own and other people's emotions is known as Emotional Intelligence (EI) - Goleman's Theory of Emotional Intelligence. i. Eysenck (1973) distinguishes between speed and power components of intelligence. Speed is measured by the time required to complete the task and power is measured through untimed test of reasoning. j. Jensen splits intelligence into two levels: 'associative ability' being the capacity to learn, remember and recall information. It represents the lower level of continuum. 'Cognitive ability' is concerned with reasoning and is located at the higher level. It depends upon associated ability but not the vice versa. k. Hebb (1966) has distinguished two meanings of intelligence on neurological basis. Intelligence 'A' is the innate potential based on the development process. This type of intelligence is dependent upon the possession of a good brain and a good neural metabolism. Intelligence 'B' involves the functioning of the brain, and is observable indirectly from the individual's behavior. Intelligence 'A' is not observable and cannot be measured, whereas intelligence 'B' is measured through tests. 5.4.2 Basic Theories of Intelligence Some researchers argue that intelligence is a general ability; whereas others make the assertion that intelligence comprises specific skills and talents. Some psychologists contend that intelligence is genetic, or inherited, and others claim that it is largely influenced by the surrounding environment. As a result, psychologists have developed several contrasting theories of intelligence as well as individual tests that attempt to measure this very concept. Three basic theories of Intelligence, namely, (i) Spearman's Two-factor Theory, (ii) Thorndike's Multi-factor Theory and (iii) Guilford's Structure of Intellect are discussed below: I. Spearman's Two-Factor Theory of Intelligence Charles Spearman, an English psychologist, established the two-factor theory of intelligence back in 1904. To arrive at this theory, Spearman used a statistical

NSOU ? CC-ED-04 ? 117 technique known as factor analysis. It is a procedure through which the correlation of related variables is assessed to find out an underlying factor that explains this correlation index. In the case of intelligence, Spearman noticed that those who did well in one area of intelligence tests (for example, mathematics), may also did well in other areas such as science or music (Kalat, 2014). In other words, there was a strong correlation between performing well in mathematics and music, and Spearman then attributed this relationship to a central factor, that of general intelligence (g). Spearman concluded that there is a single g-factor which represents an individual's general intelligence across multiple abilities, and that a second factor 's' refers to an individual's specific ability in one particular area (Spearman, as cited in Thomson, 1947). He further proposed that individuals possess general intelligence factor (g) in varying (degree) amount. This determines the individual's overall ability. In addition to 'g', individuals also possess specific abilities (s), 'g' is universal inborn ability, known as general mental ability. The amount of 'g' differs from individual to individual. Higher the 'g' in an individual, greater is the success in life. The 's' factor is learned and acquired in the environment, which varies from activity to activity even in the same individual; the individuals themselves differ in the amount of 's' ability. Two individuals in a class may be comparable on their 'g' factor, yet may vary with 's' factors, one may be very good with numbers while the other possesses higher musical ability.

II. Thorndike's Multi-Factor Theory of Intelligence One of the sharpest critics of Spearman's two-factor theory was E. L. Thorndike (1926), who believed that the inter correlations studied by Spearman were too small to test the question of a common factor. He objected very strongly to the idea of the existence of a characteristic such as general intelligence. Instead of one kind of factor, he maintained that there are a large number of separate characteristics that make up intelligence. He argued that instead of generality of intelligence, communality in the acts of people to perform intelligently needed to be looked into. According to Thorndike, the common element does not reside in the individual but in the nature of the tasks themselves. People differ in their ability to perform any specific act in terms of the level of difficulty they can manage. They also differ in the range or number of tasks they can or cannot perform. For Thorndike, intelligence was more like a series of skills or talents and several or many tasks might call for the same kind of ability. According to him, the correlations between NSOU ? CC-ED-04 ? 118 various tests are the result of the fact that the tests have features in common with each other even though they are called as measures of different aspects. Thorndike's contention that there is no general intelligence but very specific acts has, however, does not hold water in view of the fact that some tasks have so many elements in common that it is desirable to classify them into groups such as arithmetical reasoning, visual perception, word meaning, analogy, etc. Thorndike believed that there was nothing like General (g) Ability. Each mental activity requires an aggregate of different set of abilities. He distinguished the following four attributes of intelligence: (a) Level—refers to the level of difficulty of a task that can be solved; (b) Range—refers to a

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number of tasks at any given degree of difficulty; (c) Area—means the total number of situations at each level to which the individual is able to respond;

and (d) Speed—is the rapidity with which we can respond to the items. Thorndike assumed that intelligence involves three mutually independent abilities: (a)

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Abstract intelligence - the ability to verbal and symbolic thinking; (b) Mechanical intelligence - the ability to effectively control your body and manipulate objects;

and (c)

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Social intelligence - the ability to communicate with people, understand and perform in social relations.

One can notice that the discrepancy of point of view between Spearman and Thorndike is basically a theoretical one and the types that interested Thorndike are essentially the same as the measures which Spearman used in his correlation matrix.

In human resources management it is used in job creation and staffing - in job analysis. The individual components are relatively independent of each other. During various work tasks and activities, different forms of intelligence

apply in different degrees. III. Guilford's Structure of Intellect : Guilford, (1983) in his book, "Frames of Mind", puts forth a new and different view of human intellectual competencies. He argues boldly and cogently that we are all born with potential to develop a multiplicity of Intelligence, most of which have been overlooked earlier. He concluded that every intellectual activity involves three different basic parameters, known as, (a) Content, (b) Operations and (c) Products. Each of the intellectual abilities in the structure of mind is characterized in terms of types of content, operation and product which result. The fluid aspect of this theory says that intelligence is a basic capacity due to genetic potentiality. While this is affected by the past and new experiences, the

NSOU ? CC-ED-04 ? 119 crystallized intelligence is a capacity resultant of experiences, learning and environment. Three Dimensions of Intellect are discussed below: (a) Content : The Content may be of following five types — 1. Figure-visual (Fv) – It is concrete material to be perceived through visual organs/ senses. Visual material has attributes as size, form, colour etc. 2. Figural-audio (Fa): Concrete materials are to be perceived through auditory senses. A person hears and feels, provides figural-audio materials. 3. Symbolic (S): The material is composed in the form of signs and symbols, i.e., letters, digits and other conventional signs organized in general pattern. 4. Semantic (M): This is in the form of verbal meanings or ideas. 5. Behavioural (B): Matters may be the social behavior in the social context. (b) Operation : It involves following intellectual behaviours: 1. Cognition (C): It is the most fundamental operation in a learning process. 2. Memory (M): It is a primary mental process, which means retention of what is recognized. 3. Divergent Production Thinking (Dt): In this operation, mainly creative potential thinks in different directions, searching and seeking some variety and novelty. 4. Convergent Production Thinking (Ct): In this operation, the given operation guides a person to achieve at accepted best outcomes. 5. Evaluation (E): In evaluation, a person reaches conclusion and decisions concerning criterion satisfaction of information. (c) Product : If a particular operation is applied to a definite type of content, six general kinds of products are involved. These are: 1. Units (U), 2. Classes (Cl) 3. Relations (Rl) 4. Systems (Sy) 5. Transformations (Tr) 6. Implications (I) Fig 1 : Structure of Intellect Model FFv Fa S N B Content Cl V Rl Sy I Tr Operation CM DATE PRODUCT

NSOU ? CC-ED-04 ? 120 Thus, the SI Model consists of 150 primary factors (5X5X6). Later Guilford showed the possibility of one more category of Contents, namely, 'Kinesthetic' and thus th Model consisting of 180 (5X6X6) primary mental abilities. As for example, each ability is described by the combination of three factors representing three letters like Cognitive Behavioural Transformaton (CBT) or DFT (Divergent Figural Transformation) or NST (Convergent Symbolic Transformation). 5.4.3 Types of Intelligence and their Uses Eight basic types of intelligence are described below : i. Logical-mathematical Intelligence Logical-mathematical learning style refers to our ability to reason, solve problems, and learn using numbers, abstract visual information, and analysis of cause and effect relationships. Logical-mathematical learners are typically methodical and think in logical or linear order. Applications : ? Solving logical and mathematical puzzles ? Research projects - collecting statistics and analyzing them ? Measurements and surveys ? Complex scientific and mathematical theories ? Experiment to discover cause and effect relationships ? Classify various objects using diagrams - Venn diagrams, trees etc., ? Using abstract symbols and formula ? Any type of calculation. ii. Linguistic intelligence Linguistic intelligence is how we use language, to express one's thoughts and feelings with clarity so others may comprehend, understand, even enjoy them. This can be verbal or in written form. This is an integral part of conventional intelligence and is well understood by parents. For a child, who is strong in linguistic intelligence, here are some ways in which you can provide interesting learning opportunities. Strengths of the Linguistic intelligence are: Applications : ? Reading books. ? Reading aloud

NSOU ? CC-ED-04 ? 121 ? Hear stories – Oral or even on tape/CD. ? Debating and discussing various issues. ? Writing poems, short stories ? Reading newspapers and magazines. ? Word games like Scrabble. ? Public speaking about issues.

iii. Spatial Intelligence Spatial intelligence, or visuo-spatial ability, has been defined as “the ability to generate, retain, retrieve, and transform well-structured visual images” (Lohman 1996). It’s what we do when we visualize shapes in our “mind’s eye.” It’s the mental feat that architects and engineers perform when they design buildings. Applications : ? It’s what we do when we visualize shapes in our “mind’s eye.” ? It’s the mental feat that architects and engineers perform when they design buildings. ? The capacity that permits a chemist to contemplate the three-dimensional structure of a molecule, or a surgeon to navigate the human body. ? It’s what Michelangelo used when he visualized a future sculpture trapped inside a lump of stone. ? It’s also the mode of thought we use to imagine different visual perspectives. ? This is a classic mental rotation test – one measure of visuo-spatial ability. Another spatial intelligence test presents a figure made of blocks, and asks the test taker to create an exact copy. ? Such skills are only one aspect of a person’s overall intelligence. Research suggests that spatial thinking is an important predictor of achievement in STEM, or science, technology, engineering and mathematics. iv. Musical Intelligence Musical intelligence is dedicated to how skillful an individual is performing, composing, and appreciating music and musical patterns. People who excel in this intelligence typically are able to use rhythms and patterns to assist in learning. Applications : ? Including music in lessons/ education system where appropriate

NSOU ? CC-ED-04 ? 122 ? Allowing learners to include music for independent projects ? Connecting music to a lesson, such as talking about what music was popular during historical periods ? Using songs to help students study for examinations ? Playing Mozart or Beethoven as students study in class ? Studies show that listening to classical music benefits the brain, sleep patterns, the immune system and stress levels in students ? Music therapy is now a very treatment for the deviated people. v. Bodily-kinesthetic Intelligence Bodily kinesthetic learning style or intelligence refers to a person’s ability to process information physically through hand and body movement, control, and expression. It is also known as the physical learning style or tactile-kinesthetic learning style. Applications : ? The bodily kinesthetic learning style student may be drawn to the careers that involve physical interactions. ? In health professions, these can include surgery, nursing, physical therapy, occupational therapy, emergency medical technician, and recreation therapy. ? In the arts, this can include being an actor, dancer, artist (painting, sculpting), craft artist, or designer. ? Physical education and sports professions include athletic coach, personal trainer, aerobics instructor, physical education teacher, and professional athlete. ? Trades include carpentry, woodworking, mechanic, and factory work with moving systems. ? Other professions include a postal carrier, firefighter, police officer, forest ranger, or the military vi. Intrapersonal Intelligence Intrapersonal intelligence is the capacity to explore one’s inner world and feelings. This type of intelligence can help a person focus on planning and managing their life. Children with high intrapersonal intelligence potential have an idea of what they want to achieve and how they can achieve it.

NSOU ? CC-ED-04 ? 123 Applications : ? With the intrapersonal intelligence, you may become aware about your own strengths and weaknesses and thus you can appreciate yourself objectively. ? You can embrace other’s feelings, fears and motivations without hesitation. You’ll be a better leader. And you’ll more easily contribute and communicate your ideas to the team. ? Through intrapersonal intelligence you can – — Combat Your Negative Self-Talk — Self-Care and Being Kind to Yourself — Mindfulness and Effective Multitasking — Improve Your Interpersonal Communication vii.

Interpersonal Intelligence Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. Applications : ? It refers to the ability of a person to relate well with other people and manage relationships. ? It enables people to understand the needs and motivations of those around them which help in strengthening their overall influence. ? It seems to stand out in a crowd as people with lots of friends and can easily adapt to social situation. ? They communicate effectively and enjoy participating in discussions and debates. ? Individuals with interpersonal intelligence are characterized by their sensitivity to other people’s moods, temperaments, motivations, and feelings. viii. Naturalistic intelligence According to Gardner, naturalistic intelligence is the ability to identify, classify and manipulate elements of the environment, objects, animals or plants. They care about the environment and like to be in touch with nature. They are good at identifying fauna and flora.

NSOU ? CC-ED-04 ? 124 Application : ? Physically/emotionally adverse to pollution ? Intense interest in learning about nature ? Dramatic enthusiasm when in contact with nature ? Powers of observation in nature ? Awareness of changes in weather ? Attending class outside ? Illustrate discoveries in nature ? Read books and articles about nature and the environment ? Write articles about nature (poems, short stories, news articles) ? Giving lessons on weather and nature ? Conduct research on local foliage

5.4.3 Types and Uses of Intelligence Test; i. Individual Verbal Tests: In this type of intelligence tests, one person appears the test at a time for whom it is meant. The testee is required to use language while attending the test items. Here the subject's response may be given in oral or written form. The Individual Verbal Tests may act as suitable instrument for literate challenged children of lower age group Examples: a. Stanford-Binnet Test of Intelligence b. Wechsler Intelligence Scale for Children (Verbal Scale) ii. Individual Non-verbal Tests: These tests are administered to one person at a time for whom it is meant. It is also designed for that person who is unable to read and write the language of the test and it is meant for young children also. It includes different activities like completing pictures correctly, setting blocks, cubes etc. it is best suited performance test and appropriate to measure intelligence rather language skill. Examples: a. Wechsler Intelligence Scale for Children (Performance Scale)

NSOU ? CC-ED-04 ? 125 b. Pintour Peterson's Scale iii. Group Verbal Tests: This type of intelligence tests is administered to a large number of subjects at a time who can read and write the language of the test. The subjects are warned to make their pencils and pens ready before the administration of the test. Here time limit of response to the test is almost equal to every student. Mainly the tests are available for adult and literate group only. But tests are economic as well as time saving. Examples : a. Jalota's Scale of Intelligence b. Desai's Verbal Group Test of Intelligence c. CIE Verbal Group Test of Intelligence d. Samoochika Buddhi Parikshan iv. Group Non-verbal Tests: In this category, tests are administered in a group. A large number of subjects who are illiterate, deficient in language appear the test. This test has the features of both group and non-verbal tests of intelligence. Examples : a. Raven's Progressive Matrices Test b. Cattle's Culture Free Test c. Pinter Patterson Scale of Performance Test d. Bhatia's Battery of Performance Test. v. Uses of Intelligence Test: Intelligence Tests are widely used for different purposes: a. Classification of students on the basis of intelligence Test Scores; b. Measurement of the learning readiness of students at different age levels; c. Selection of subjects, courses and careers; d. Diagnosis of reading disability and educational backwardness; e. Prediction of future progress of student;

NSOU ? CC-ED-04 ? 126 f. Selection of candidates for training in defense services; g. Ascertaining the magnitude of individual difference; h. Prediction in vocational success of students in occupational life; i. For the preparation of case study report; j. Providing educational, vocational and personal guidance.

5.5 Creativity: Concept, Characteristics and Significance in Education; Paul Torrance (1995) Quotes: "You need courage to be creative. Just as soon as you have a new idea, you are a minority of one. And being a minority of one is uncomfortable – it takes courage!" "One of my first challenges was to find some way of measuring creative talent, because I knew that the key to progress in any field was measurement." "Creativity defies precise definition. This conclusion does not bother me at all. In fact, I am quite happy with it. Creativity is almost infinite. It involves every sense – sight, smell, hearing, feeling, taste and even perhaps the extrasensory. Much of it is unseen, nonverbal and unconscious. Therefore, even if we had a precise concept of creativity, I am certain we would have difficulty putting it into words." "Don't waste a lot of expensive energy in trying to do things for which you have little ability or love. Do what you can do well and do what you love, giving freely of the infinity of your greatest strengths and most intense loves." "Outstanding creative achievement involves being different, testing known limits, attempting difficult jobs, making honest mistakes and responding to challenge." "People prefer to learn creatively – by exploring, questioning, experimenting, manipulating, re-arranging things, testing and modifying, listening, looking, feeling – and then thinking about it – incubating."

5.5.1 Concept of Creativity The English word creativity comes from the Latin term 'creare', means "to create or to make. The word "create" appeared in English as early as the 14th century, notably in Chaucer (in The Parson's Tale), to indicate 'divine creation'. However, its modern meaning as an 'act of human creation' did not emerge until the Enlightenment

NSOU ? CC-ED-04 ? 127 Teresa Amabile and Pratt (2016) defines creativity as production of novel and useful ideas and innovation as implementation of creative ideas. Innovation is more than a new idea or an invention. An innovation requires implementation, either by being put into active use or by being made available for use by others. There is also an emotional creativity which is described as a pattern of cognitive abilities and personality traits related to originality and appropriateness in emotional experience. Torrance (1995) chose to define creativity as a process because he thought if we understand the creative process, we could predict what kinds of person could master the process, what kind of climate made it grow and what products would be involved. Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others. It is the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others. Guilford (1959) stated, "Creativity is the capacity to produce ideas that are both new and useful through divergent thinking". Drevdahl (1956) defined, "

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Creativity is the capacity of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer". Thus, Creativity is

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the power of human mind to create new contents by transforming relations and generating new correlates

Creativity happens when - Creative people tend to possess a variety of traits that contribute to their innovative thinking. Some of these key-traits include: ? Energy : Creative people tend to possess a great deal of both physical and mental energy. However, they also tend to spend a great deal of time quietly thinking and reflecting. ? Intelligence : Psychologists have long believed that intelligence plays a critical role in creativity. In Terman's famous longitudinal study of gifted children, researchers found that while high IQ was necessary for great creativity, not all people with high IQs are creative. He believes that creative people must be smart, but they must be capable of looking at things in fresh, even naïve, ways.

NSOU ? CC-ED-04 ? 128 · Discipline : Creative people do not just sit around waiting for inspiration to strike. They are playful, yet they are also disciplined in the pursuit of their work and passions. While some people seem to come by creativity naturally, there are things that you can do to increase your own creativity. Creativity requires both a fresh perspective combined with previous one.

5.5.2 Characteristics of Creativity

Creativity is the ability and disposition to produce novelty. Children's play and high accomplishments in art, science, and technology are traditionally called creative, but any type of activity or product, whether ideational, physical, or social, can be creative.

a. Creative Process: Paul Torrance (1966, 1993) identified four major characteristics of the creativity process, including originality (having unique ideas), flexibility (alternative thinking about ideas), fluency (abundant idea generation), and elaboration (adding complexity and richness to ideas.)

b. Creativity as Ability: All individuals with healthy brains have some degree of creative potential, but individuals vary in how much novelty they in fact produce. Psychometric measures of creativity are based on the hypothesis that the ability to create is general across domains of activity (art, business, music, technology, etc.) and stable over time. This view implies that a person whose creativity is above average in one domain can be expected to be above average in other domains also.

c. Creativity and Intelligence: Correlations between two abilities Creativity and Intelligence vary in magnitude from study to study and depend on which tests are used. Some correlations are no smaller than correlations among creativity tests, so they do not provide strong evidence that IQ and creativity are distinct dimensions. The findings can be understood in terms of a so-called triangular correlation (also known as the threshold hypothesis); Individuals in the lower half of the IQ distribution lack the requisite cognitive capacity to create and hence necessarily exhibit low creativity; individuals in the upper half of the IQ distribution have the requisite capacity but may or may not develop a disposition to create. Consequently, creativity and IQ are highly correlated at low IQ levels but weakly correlated at high IQ levels. Alternative

NSOU ? CC-ED-04 ? 129 interpretations of the relation between creativity and intelligence have been proposed, including that they are two aspects of the same ability, that they are unrelated, and that they are mutually exclusive. d. Creativity as Process: The fact that the human mind can generate novel concepts and ideas requires explanation. Cognitive psychologists aim to infer the relevant mental processes from observations of how individuals solve problems that require creativity. One hypothesis states that creation is a process of variation and selection, analogous to biological evolution. The mind of a creative person spontaneously generates a large number of random combinations of ideas, and a few chosen combinations become expressed in behavior. An alternative hypothesis is that a creative person is able to override the constraining influence of past experiences and hence consider a wide range of actions and possibilities. The moment at which a previously unheeded but promising option comes to mind is often referred to as insight. A closely related hypothesis is that creative individuals are more able to break free from mental ruts—trains of thought that recur over and over again even though they do not lead to the desired goal or solution. It has also been suggested that people create by making analogies between current and past problems and situations, and by applying abstractions—cognitive schemas—acquired in one domain to another domain. e. Creativity in Relation to Imagery: There is widespread belief that highly creative individuals think holistically, in visual images, as opposed to the step-by-step process that supposedly characterizes logical thinking. Although consistent with often quoted autobiographical comments by Einstein, Mozart, and others, systematic support for this belief is lacking. There is strong research support for a function for visual imagery in memory recall, but its relevance for creativity is unclear. f. Creativity in Relation to Knowledge: Cognitive and biographical studies have shown that creative problem solutions require thorough knowledge of the relevant domain and domain-specific strategies. For example, scientific discovery depends, in part, on knowing what the current theory predicts, plus the strategy of paying close attention to data that deviate from those predictions; creativity in other domains requires other strategies. It is possible that creativity is not a general ability or process, but that creative behaviors and products emerge when a competent and knowledgeable person is motivated to engage in a cumulative effort over a long period of time. If so, a person who is unusually creative in one domain of activity is not necessarily unusually creative in other domains.

NSOU ? CC-ED-04 ? 130 g. Types of Creativity: Arne Dietrich (2004) identifies 4 different types of creativity with corresponding different brain activities. Think of it like a matrix: Cognitive Thomas Edison Newton and the Apple Therapeutic A-ha Moment Artists, Musicians Deliberate Emotional Spontaneous Creativity can be either emotionally or cognitively based, and it can also be spontaneous or deliberate. That gives you the above four quadrants. 5.5.3 Significance in Education Although it is unclear whether the ability to create can be enhanced, there is consensus that the disposition to create can be suppressed. Creativity and discipline are not antithetical—creative individuals practice much and work hard, but extensive reliance on overtly structured activities can thwart the impulse to create, with negative effects on students' well-being. Students with high ability will perform better than others in activities that require design, imagination, or invention, but participation in such activities encourages the disposition to create in students at any level of ability. There is a widespread concern among educators that the trend to define the goals of schooling in terms of standardized tests forces teachers to prioritize fact learning and analytical ability over creativity. Participation in creative activities is emphasized in schools that implement particular pedagogical theories, for example, the Montessori and Waldorf schools. A good classroom environment always has some elements of creativity which makes the lessons more interesting and interactive. The right mix of creativity along with curriculum helps the students. Critical thinking skills positively reflect on our academic progress. These skills

NSOU ? CC-ED-04 ? 131 help learn new material quicker, improve learning skills, understand science, and other important points. The proper development of these skills determines our success. 5.6 Summary Human abilities develop over a period of many years through study and practice. Abilities underlie more specific achievements and skills of all kinds in the cognitive and psychomotor domains. Abilities are identified scientifically through controlled experimentation and factor analyses. Abilities are also identified through careful observation and analysis of the performance of many students. The concept of intelligence affects the content and organization of the intelligence tests. Hence, it is necessary to examine some of the definitions of intelligence in order to have a clear idea about the nature of intelligence. Intelligence

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is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment.

There is no difference in intelligence due to differences in sex. Heredity exercises a good deal of influence on intelligence. Creativity is one of the distinguishing characteristics of human beings. Creativity

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is the act of turning new and imaginative ideas into reality. It is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between

the seemingly unrelated phenomena, and to generate solutions. The degree and quality of creative expression is relative. It varies from individual to individual and from age to age, as one grows in years, experience and maturity. Creativity means original thinking, new types of associations, divergent thinking and behaviour, new solutions of old problems, flexibility and a new approach in different fields of life. Creativity is considered a highly particularized and substantive capacity. It is characterized by universal, novelty, divergence, requires free atmosphere, wide scope, innate as well as acquired, relationship with intelligence, adventurous and open thinking. 5.7 Self Assessment Questions 1) What do you mean by human ability? 2) What is psycho-motor ability? 3) What is intelligence? 4) What are the two factors of Spearman's intelligence?

NSOU ? CC-ED-04 ? 132 5) What are the three parameters of Guilford's idea of intelligence? 6) What is meant by creativity? 7) What is kinesthetic intelligence 8) What is group non-verbal test? 9) Mention any one verbal intelligence test. 5.8 References / Bibliography

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Unit 6 ? Psychology of Learning Structure 6.1 Objectives 6.2 Introduction 6.3 Psychology of Learning: Concept, Characteristics and Factors of Learning: Attention, Thinking, Memorization, Emotion and Motivation (Basics only) 6.3.1 Concept 6.3.2 Characteristics 6.3.3 Factors of Learning 6.4 Behaviouristic Theories of Learning and its Educational implications: Connectionism, Classical and Operant Conditioning: 6.5 Cognitive Theories of Learning (Insightful and Information Processing) and its Educational Implications. 6.6 Summary 6.7 Self assessment Questions 6.8 References 6.1 Objectives After the completion of the Unit, learners will be able to: ? Explain Concept, Characteristics and Factors of Learning; ? Understand Behaviorist Theories of Learning and its Educational Implications: Connectionism, Classical Conditioning and Operant Conditioning; ? Understand Cognitive Theories of Learning and their Educational Implications.

NSOU ? CC-ED-04 ? 134 6.2 Introduction The psychology of learning is a science that covers the various psychological theories that relate learning. Throughout history, there have been many various psychological learning theories. Some take on a more behaviorist approach which focuses on inputs and reinforcements. Other approaches, such as theories related to neuro-science and social cognition, focus more on the brain's organization and structure to define learning. Some psychological approaches, such as social constructivism focus more on one's interaction with the environment and with others. Other theories, such as those related to motivation, like the growth mindset, focus more on the individual. Psychology of learning is also very applicable today. There has been extensive research in recent years that looks closely at how students are learning both inside and outside the classroom. This information is then used to present new and more cooperative approaches to homework, tests and the student's ability to learn. Theories related to the psychology of learning can also help explain and improve student performance, motivation, and investment in their learning. 6.3.1 Concept Learning is the fundamental process of life. Every individual learns and through learning develops modes of behavior by which he/she lives. It is the term applied in modification of behavior of the learner which occurs as a result of training or experience. With the modification of behavior the learner can do what he/she could not do earlier. Some Definitions of Learning: Encyclopedia of Educational Research has stated, "learning refers to the growth of interests, knowledge and skills and to transfer of these to new situations". According to Wordsworth, "any activity can be called learning

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so far as it develops the individual and makes his behavior different from what that would otherwise have been".

In the words of Crow and Crow, "learning is a sequence of mental events or conditions leading to changes in the learner". Gates defines; learning is the modification of behavior through experience and training. In the words of

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Hilgard, "learning is the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the change in activity cannot be explained on the basis of native tendencies, maturation or temporary states of organism".

NSOU ? CC-ED-04 ? 135 In the views of Gooch, learning as we measure it, is more or less a permanent change in behavior which occurs under motivational conditions of practice. Peal, E.A. states, "learning is a change in the individual following upon changes in the environment". According to Melvin, "learning is relatively enduring change in behavior which is the function of prior behavior". 6.3.2 General Characteristics of Learning General characteristics of learning are multi-dimensional. Those are mainly – a. Purposeful: Human beings are purposive in nature. Thus, true learning is also based on some specific purpose, which plays a very significant role in learning. According to Ryburn, the purpose is always connected with the use of some instinctive power and energy, with which are endowed with at birth. b. Intelligent: Meaningless efforts cannot produce any permanent result. Only efforts made intelligently have lasting effects as it has a basic mental drive to change the permanent behavior. c. Active: Learning does not take place without a purposeful self-activity. Children learn quickly when they participate in some learning activity. They do things with their own hands and thus learn more perfectly. There is better coordination of hands, sense organs and the brain during activity. d. Both Individual and Social: Learning is more than an individual activity. It is a social activity too. Individual mind is always influenced by the social environment either consciously or unconsciously. Thus, learning is both individual and social. e. Product of the Environment: The infant individual starts learning through the interactions with his/her immediate environment. Environmental stimuli are the primary sources of the stimulus-response learning. Hence, learning is the product of environment. f. Development: The learning process starts with the new-born child and it continues throughout

NSOU ? CC-ED-04 ? 136 the life till death. So, life is synonymous with learning and fullest development of the life is possible through learning only. g. Adjustment: Learning helps the individual to adjust himself/herself adequately to the new situations. Life is full of experiences and each experience leaves behind some effects in the mental structure that effect to modify our behavior to adjust the newer situations in life. h. Organization of Experience: Learning is not mere acquisition of facts, skills or experiences in life. It is not even addition of knowledge. It is the organization and reorganization of previous knowledge and experiences for preparation to face the future life. i. Life-long Process: Learning starts from the birth of a child and it continues till death. At every stage the individual faces problems and tries to solve them. Through this process, the individual modifies and improves his/her behavior pattern. One keeps on learning as long as one breathes. j. Universal: All animals in this world can learn. Human beings are rational animals. They are, thus, try to get the maximum benefit from the learning process. So, the learning is universal. 6.3.3 Factors of Learning a. Attention: Attention is the selective process of mind. Without this activity we cannot observe any stimulus as a result we cannot have any experience of the stimulus. Through learning our change in behavioural experience is very essential. So, we can say that without attention learning cannot take place. Attention depends upon motivation, mental environmental factors like distraction or irrelevant stimulus, etc. which affect the efficiency of learning. b. Maturation: Learning starts at birth and continues till death. But a small infant cannot learn whatever we want him to learn. Learning depends on the maturation of central nervous system and other physiological system of the body, e.g., 6 months old baby cannot be made to walk or write because his system has not achieved the maturity

NSOU ? CC-ED-04 ? 137 level for these tasks. If an individual reaches the required level of maturation, learning will be effective and efficient. c. Thinking: Thinking enables us to solve problems and to achieve future plans in life. Critical thinking is an ability which is essential to have successful performance in learning and in solving problems. Through thinking, learners can understand the realities of the world from their respective view points. It is a process within the mind at the same time. Reading, writing and and thinking are the related mental processes so that learning skill as a whole is also another factor. Critical thinking is an ability which is essential to have successful performance in learning and in solving problems. Critical thinking is not limited to a specific subject but it is the capacity of a student to think in a more rational and clear way. Critical thinking is important for students as it gives the ability to think in the right way and solve problems in a more efficient and methodical way d. Memorization: Memory is an active, subjective, intelligent reflection process of our previous experiences. Memory has a fundamental role in life, reflecting the past as the past, and offering the possibility of reusing all past and present experiences, as well as helping to ensure continuity between what was and what was going to be. Memory is essential to learning, as it depends on past learning experience because the information stored in one's memory creates the basis for linking new knowledge by association. It is a symbiotic relationship which continues to evolve throughout our lives. Memory is the superior (logical or intellectual) cognitive process that defines the temporal dimension of our mental organization. It is our ability to encode, store, retain, and retrieve to past recall information and experiences. Five factors that can influence the functioning of the memory: The degree of attention, vigilance, awakening concentration, interest, motivation, need or necessity. The emotional state and emotional value attribute to the learning process. Memory is related to learning but should not be confused with learning. There are three main processes involved in human memory:

NSOU ? CC-ED-04 ? 138 e. Emotion: Emotion has a substantial influence on the cognitive processes in humans, including attention, perception, reasoning, learning, memorizing, and problem solving. It may also facilitate emotions and helps retrieval of past experience efficiently. Emotions stimulate learners' attention and trigger the learning process. They affect what is learned and what is retained. Numerous studies across a range of disciplines including neuroscience, education, and psychology have revealed that emotions play an important role in learning. Positive feelings toward learning can make students more motivated. This in turn can help students engage with learning materials longer. With positive emotions, we can expect less students skipping classes or dropping out altogether. Students always want to be engaged with the learning process, which would be beneficial for student learning in the long run. f. Motivation: Learning has a goal. We try to modify our behaviour either for our own satisfaction or to please others or with a purpose behind it. This shows that a force that directs us towards a goal controls our learning, e.g. a student wants to perform well, motive behind his hardworking is to gain recognition. If we analyze our own behavioural changes we observe that our own motives helped us in acquiring new behaviour. 6.4 Behaviouristic Theories of Learning and its Educational implications: Connectionism, Classical Conditioning and Operant Conditioning I. Theories of Learning Key-Theories in the discipline of Educational Psychology include numerous theories; many experts identify five main schools of thought: Behaviorism, Cognitive, Constructivist, Experiential, and Social-contextual learning theories. Educational psychologists study learners and learning contexts — both within and beyond traditional classrooms — which can influence programs, curricula, and lesson development, as well as classroom management approaches. They leverage educational theory and practice based on the latest research related to human development to understand the emotional, cognitive, and social aspects of human

NSOU ? CC-ED-04 ? 139 learning. Educators can use concepts from educational psychology to understand and address the ways rapidly changing technologies for their students' learning. In addition, educational psychologists play an important role in educating teachers, parents, and administrators about best practices for learners who struggle with conventional education methods. There are five key theories of learning applied in educational psychology, viz., Behaviourism, Cognitivism, Constructivism, Experientialism and Social- contextualism. In the present Sub-unit of the Course, we would discuss about the Behaviourist Theories of Learning and other selected theories in the present Sub-unit: II. Behavioristic Theories of Learning and its Types Behaviorist learning theories first emerged in the late 19th century from the work of Edward Thorndike and Ivan Pavlov. They became popular during the first half of the 20th century through the works of John B. Watson, B.F. Skinner, and others. Behaviorism defines learning as observable behavioral change that occurs in response to environmental stimuli. Positive stimuli or "rewards" create positive associations between the reward and a given behavior. These associations prompt one to repeat that behavior. Meanwhile, negative stimuli or "punishments" discourage the behaviors associated with those stimuli. Through this process of conditioning, people learn to either repeat or avoid behaviors. Because early behaviorists tried to legitimize psychology as a science, their theories emphasized external, scientifically measurable behavioral changes in response to similarly measurable stimuli. Although they admit that thought and emotion influence learning, behaviorists either dismiss these factors as phenomena beyond the realm of scientific inquiry (methodological behaviorism) or convert internal factors into behavioral terms (neo-behaviorism/radical behaviorism). Assuming that changes in behavior signify learning, methodological behaviorists see no fundamental difference between human and animal learning processes, and they often conduct comparative research on animals. a. Thorndike's Connectionism: The theory of Connectionism was first announced by Edward L. Thorndike in his book 'Animal Intelligence' (1898). His experiments on animals had a very profound influence upon human learning and further thinking about learning. He applied an experimental approach by measuring achievement outcomes

NSOU ? CC-ED-04 ? 140 ? Trial-and-Error Learning: In his book of three-volume series 'Educational Psychology' (1914), Thorndike postulated that most fundamental type of learning involves the forming of associations (connections) between sensory experience (perceptions of stimuli or events) and neural impulses (response) that manifest themselves behaviorally and studied the learning process with a series of experiments on animals. He concluded that trial- and-error learning occurs gradually (incrementally) as successful responses are established and unsuccessful ones are abandoned. On the basis of his experiments, Thorndike drew two types of Laws – (i) Primary Laws and (ii) Subordinate Laws. Primary Laws: Thorndike first identified three basic laws as Primary laws. Those are: (i) The Law of Exercise: It has two parts – when a response to a stimulus strengthens their connection with the repetitive uses is based on the Law of Uses, but when a response is not made to a stimulus, the connection is weakened (forgotten) is known as the law of Disuse. (

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ii) The Law of Effect: When a modifiable connection is made between a stimuli (situation) and a response accompanied by a satisfying state of affairs, that connection strength is

increased. But when followed by an annoying state of affair, its strength is decreased. (iii) The Law of Readiness: It characterizes the circumstances under which a learner tends to be satisfied or annoyed. It gives arousal of strong impulse to a particular sequence as the basic of learning activity. Subordinate Laws: Later Thorndike added five Subordinate Laws. Those are – (i) Law of Multiple Response, (ii) Law of Set or Attitude, (iii) Law of Prepotency of Elements, (iv) Law of Response by Analogy, and (v) Law of Associative Shifting. b. Pavlov's Classical Conditioning: Ivan Pavlov, a Russian physiologist, who won the Nobel Prize in 1904 for his work on digestive system. His experimental legacy to learning theory was his work

NSOU ? CC-ED-04 ? 141 on Classical Conditioning. Classical Conditioning is a multistep procedure. Initially it involves presenting an unconditioned stimulus (UCS), which elicits an unconditional response (UCR). Pavlov placed a hungry dog in an apparatus and presented it with meat powders (UCS), which cause the dog to salivate (UCR). To condition the animal requires repeatedly presenting an initially neutral stimulus for a brief period before presenting the UCS. Pavlov often uses the bell as the neutral stimulus. In the early trials, the bell produced no salivation. Eventually, the salivated response is held to the bell prior to the presentation of meat powder. Gradually, the bell, a Conditioned Stimulus (CS) elicited a Conditioned Response (CR) similar to the original UCR. Repeated presentations of the CS without the UCS cause the CR to diminish in intensity and disappear, a phenomenon known as extinction. Classical Conditioning Procedure Phase Stimulus Response 1. UCS (Meat Powder) UCR (Salivation) 2. CS (Bell), then UCS (Meat Powder) UCR (Salivation) 3. CS (Bell) CR (Salivation) (a) Operant Conditioning: Operant Conditioning, a behavioural theory of learning was formulated by B.F. Skinner (1938) when he published a series of papers reporting results of laboratory studies with animals in which he identified the various components of operant conditioning. He was influenced by conditioned reflex of Pavlov and Watson's behaviourism. Conditioning refers to the strengthening of behavior which results from reinforcement. There are two types of conditioning – Type 'S' and Type 'R'. Type 'S' is Pavlovian conditioning, characterized by the pairing of the reinforcing US stimulus with another CS stimulus. The 'S' calls attention to the importance of the stimulus in eliciting a response from the organism. The response made to the eliciting stimulus is known as respondent behavior. Although type 'S' conditioning explains conditioned emotional reactions, most human behaviors are emitted in the presence of stimuli rather than automatically elicited by them. Responses are controlled by their consequences, not by antecedent stimuli. This type of behavior, which Skinner termed type 'R' to emphasize the response aspect, is operant behavior because it operates on the environment to produce an effect.

NSOU ? CC-ED-04 ? 142 Operant conditioning, sometimes referred to as instrumental conditioning, is a method of learning that employs rewards and punishments for behavior. Through operant conditioning, an association is made between a behavior and a consequence (whether negative or positive) for that behavior. Although operant and classical conditioning both involve behaviors controlled by environmental stimuli, they differ in nature. In operant conditioning, stimuli present when a behavior that is rewarded or punished controls that behavior. For example, a child may learn to open a box to get the sweets inside, or learn to avoid touching a hot stove; in operant terms, the box and the stove are "discriminative stimuli". Operant behavior is said to be "voluntary". The responses are under the control of the organism are operants. For example, the child may face a choice between opening the box and petting a puppy. In contrast, classical conditioning involves involuntary behavior based on the pairing of stimuli with biologically significant events. The responses are under the control of some stimulus because they are reflexes, automatically elicited by the appropriate stimuli. For example, sight of sweets may cause a child to salivate, or the sound of a door slam may signal an angry parent, causing a child to tremble. Salivation and trembling are not operants; they are not reinforced by their consequences, and they are not voluntarily "chosen". However, both kinds of learning can affect behavior. Classically conditioned stimuli—for example, a picture of sweets on a box—might enhance operant conditioning by encouraging a child to approach and open the box. Research has shown this to be a beneficial phenomenon in cases where operant behavior is error-prone. The study of animal learning in the 20th century was dominated by the analysis of these two sorts of learning, and they are still at the core of behavior analysis. They have also been applied to the study of social psychology, helping to clarify certain phenomena such as the false consensus. 6.5 Cognitive Theories of Learning (Insightful and Information Processing) and its Educational Implications The term, Cognitive Learning was by Coined by Piaget in 1936. He developed the Cognitive Learning Theory (CLT) to suggest that knowledge is something that

NSOU ? CC-ED-04 ? 143 is actively constructed by learners based on previously-learned knowledge. The cognitive learning process is based on individuals cognitively processing input to result in a behavior. The Cognitive Theories of Learning is about understanding how the human mind works while people learn. The theory focuses on how information is processed by the brain, and how learning occurs through that internal processing of information. As the name suggests, it focuses on thought. It's the theory that is all about understanding human thought and how the brain responds as people learn. The CLT is also concerned with how information is processed by the brain, and how learning occurs through that internal processing of information. The theories are briefly discussed in the following sections: I. Cognitive Theories of Learning: Development of the CLT is credited to Educational Psychologist, Jean Piaget, and is useful in the analysis of the relationship between mental processes and factors, both internal and external. Coined in 1936, Piaget developed the CLT to suggest that knowledge is something that is actively constructed by learners based on previously-learned knowledge. Contrary to behaviorist theory, the CLT pays attention to what the way of the learner's mind and how it dictates behavior, rather than relying strictly on outward behaviors (or responses). The cognitive learning process is based on individuals cognitively processing input to result in a behavior. It has been found that mental processes include a multitude of elements, viz., (i) Organizing, (ii) Interpreting, (iii) Categorizing, (iv) Attention, (v) Observing, and (vi) Forming generalizations. Cognitive learning theory explains how internal and external factors influence an individual's mental processes to supplement learning. Some common examples of cognitive learning strategies are discussed below: i. Implicit learning Learning is implicit if it does not involve an active intention to gain knowledge. It is a form of accidental and automatic learning as you are not aware of the process but find out later you've retained the information. Examples of this learning include talking, walking, eating and other things that you learn without conscious thoughts. ii. Explicit learning When you deliberately seek knowledge, you are learning explicitly. It involves attempting to become proficient at a new skill or process vital to your work, or going back to school for further studies. Unlike implicit learning that comes to you naturally, explicit learning requires deliberate action and sustained attention to

NSOU ? CC-ED-04 ? 144 acquiring new knowledge. Cognitive learning may help to learn more explicitly by giving an exceptional insight into the subject and how it relates to your work now and later. An example is when you enroll in a Computer course to improve your presentation skills. iii. Meaningful learning Meaningful learning occurs when a person relates new knowledge with past information and experiences. It encompasses emotional, motivational and cognitive aspects and helps to deepen knowledge and problem-solving skills. An example is when you go for an advanced management course to become a better team leader and have a deeper understanding of past leadership training. iv. Cooperative and Collaborative learning When you learn a new process as a group or team at work, you are doing cooperative learning. Learning cooperatively helps to deepen collaboration and bring out the best skills in each participant at the event. This cognitive learning comprises four elements, including: a. Simultaneous interaction b. Positive interdependence c. Individual responsibility d. Equal participation Similarly, collaborative learning is a cognitive strategy in which a resource person teaches a group how to develop their ideas on a specific skill or knowledge area. For instance, your company could train a colleague on a new production process so they can pass on the knowledge to team members. v. Discovery learning You learn through discovery when you actively seek new knowledge. If you enjoy researching new concepts and processes, think deeply about subjects that are not your primary area of specialization or adapt new information to your work, you are practicing discovery learning. For example, you may learn more information about a new workflow app professional in your institution. vi. Non-associative learning (Habituation and Sensitization) Non-associative learning is divided into two styles including - (a) Habituation and (b) Sensitization. Both focus on how you learn based on your reaction to a continuous stimulus. Habituation is the learning by habit. It involves a reduced

NSOU ? CC-ED-04 ? 145 reaction to a stimulus after prolonged exposure. For example, habituation prevents you from noticing the noise if you study in a busy road. Over time, the sound does not bother you anymore because you have learned to ignore the stimulus. The opposite of habituation learning is Sensitization because your reaction increases with repeated exposure to the stimulus. For instance, you might be more reactive to the sound of your home telephone ringing. Both types of learning are basic and can be adapted to a wide range of situations in life and work. vii. Emotional learning This cognitive strategy helps people learn emotional intelligence and other aspects of controlling their emotions and understanding those of others. Whether you are a leader or junior employee, emotional intelligence plays a crucial role in empathy, interpersonal relationship and effective communication. For example, emotional learning helps you maintain cordial relations with introverts and extrovert colleagues regardless of their position in the organization. Mastering this learning could improve your relationships at work and also in your private life. viii. Experiential learning People often learn best through experience. Experiential learning is a cognitive strategy that allows you to take valuable life-lessons from your interactions with other people. However, experiences are subjective and depend on your interpretations. For example, a medical intern can gain insights about patient care, diagnosis, empathy, and compassion by shadowing an experienced doctor. So, two people may have the same experience and draw different lessons from the event. The value of your experience depends on your level of introspection and reflection and how you can relate it to past events. ix. Receptive learning If you love learning at lectures where a person stands in front and talks about a subject while the audience listens or takes notes that is a form of receptive learning. This learning strategy is passive for the learner as it involves the active participation of the person who delivers the material. It limits your participation in taking notes and asking questions. An example is when your organization invites experts to train your team in a classroom or workshop setting. x. Observation learning This cognitive learning strategy involves imitation. Imitation is an effective learning tool, particularly among children. However, adults can also imitate others to learn the skills and traits they desire. You can learn leadership qualities by imitating

NSOU ? CC-ED-04 ? 146 leaders in your field, and you can also become a better team player by practicing the habits of great team players. For example, observing a manager who excels at long-term planning can help to improve your strategic thinking skills. xi. Mastery learning Cognitive learning is an excellent way to achieve mastery in your profession. It helps optimize the use of your brain, thoughts, emotions and experiences. Cognitive strategies condense your learning activities into a fully immersive event that builds on past information while applying it to future scenario. If you want to become an effective learner who enjoys seeking knowledge for a lifetime, practice the cognitive learning strategies to achieve excellence at work and in every sphere of life. II. Theories of CLT The CLT is divided into two further cognitive theories of learning: (i) the Cognitive Behavioral Theory (CBT) and (ii) the Social Cognitive Theory (SCT). i. Cognitive Behavioral Theory (CBT) of Learning: Cognition refers to the mental process of absorbing and retaining knowledge. Further, it encompasses the ability to understand through thought, experience and sense. Cognitive learning refers to active and long-lasting learning. This type of learning is generally very engaging, immersing learners in various processes, maximizing brain productivity, leading to learning new things. Cognitive Behavioral Theory (CBT) refers to the role of cognition in the behavioral pattern of individuals. By formulating self-concepts of the individual's own accord, their behavior is directly affected. The concepts can be based on extrinsic or intrinsic factors, both positive and negative. The Cognitive Triad is a major component of CBT, impact upon human thoughts and behavior – The Self, the World/ Environment and the Future. There are three main cognitive theories of CBT – (a) In the Dual Coding Theory, it is said that we learn through two cognitive systems: verbal and nonverbal. We receive verbal and non-verbal stimuli through our sensory-motor systems (visual, auditory, taste, smell, emotion) and associate these stimuli with words or memories. (b) The Cognitive Load Theory suggests that there is a set amount of information that can be remembered at a time and suggests ways to maximize the mind's productivity by minimizing distracting information. In the Cognitive Load Theory of Multimedia Learning, the overarching principle is that we learn more effectively from words and pictures than from words alone.

NSOU ? CC-ED-04 ? 147 (c) The main assumption of CBT is that thoughts are the primary determinants of emotions and behavior. The cognitive approach to learning believes that internal mental processes can be scientifically studied. It is centered on the mental processes by which the learner takes in, interprets, stores, and retrieves information. It compares the functioning of a human mind to that of a computer, in how it processes and reacts to information. Essentially, the CBT believes that in order to understand behavior, it is necessary to first understand what happens in the brain to cause such behavior. ii. Social Cognitive Theory of Learning: The Social Cognitive Theory (SCT) is primarily based on three factors, namely (a) Behavioral factors, (b) Environmental factors (extrinsic) and (c) Personal factors (intrinsic). The combination of all three factors results in an effective cognitive learning experience. It also includes various basic concepts which manifest in the learner: a. Observational Learning: This type of learning refers to the ability of individuals to gain knowledge through the observation of others' behaviour. EdApp's social learning features, like Discussions, enable users to learn from others. b. Reproduction: Increasing the repetition of a behavior increases the chance of greater knowledge retention. This is achieved by putting the learner in a comfortable environment with relevant and easily accessible materials to learn and practice. c. Self-Efficacy: This occurs when newly absorbed knowledge is put into practice. Emotional Coping: Effective coping mechanisms in stressful situations are useful for successful learning. d. Self-Regulatory Capability: This refers to the ability of individuals to control behavior in a potentially unfavorable environment. iii. Benefits of Cognitive learning Cognitive learning is an effective way of fostering a life-long love of learning and improvement in employees. Organizations can use cognitive learning strategies to impact the following benefits on their staff: a. Enhance comprehension In cognitive learning, students learn by doing. This hands-on approach makes learning immersive and promotes comprehension. Thus, you can develop a deeper understanding of the material and its application to your work and life.

NSOU ? CC-ED-04 ? 148 b. Improves problem-solving skills Problem-solving skills are critical at any level of leadership. The cognitive learning approach enhances your ability to develop this core skill and helps them to apply it to every aspect of their job. c. Boosts confidence Cognitive Learning can also improve confidence in your ability to handle challenges at work. This is because it promotes problem-solving skills and makes it easier to learn new things within a short period. d. Encourages continuous learning Cognitive skills promote long-term learning as it allows you to connect previous knowledge with new materials. It helps you merge old and new information and apply both effectively. Cognitive strategies promote a love of learning by making new knowledge exciting and fulfilling. This encourages you to develop a long-term appetite for knowledge acquisition in any environment. e. Information Processing Cognitive Learning strategies aim to improve a learner's ability to process information in a deeper way. The deeper the understanding, the learner can transfer more and apply information to new situations. Beyond surface learning, in which concepts are often limited to short-term memory only, cognitive learning strategies result in better-retained learning, meaning concepts are embedded into long-term memory. III. Insightful Learning: Insight, in learning theory, is immediate and clear learning or understanding that takes place without overt trial-and-error testing. Insight occurs as a cognitive learning when people recognize relationships (or make novel associations between objects or actions) that can help them solve new problems. It is a cognitive form of learning involving the mental rearrangement or restructuring of the elements in a problem to achieve a sudden understanding of the problem and arrive at a solution. a. Meaning of Insightful learning i. Insight leads to change in perception. ii. Insight is sudden. iii. With insight, the organism tends to perceive a pattern or organization.

NSOU ? CC-ED-04 ? 149 iv. Understanding plays important role in insight learning. v. Insight is related with higher order animals and not with inferior animals. vi. Experience of the learner influences insight learning. Insight learning is a type of learning or problem solving that happens all-of-a-sudden through understanding the relationships of various parts of a problem rather than through trial and error. Insightful learning is also known as Gestalt learning which means that learning is concerned with the whole individual and arises from the interaction of an individual with his situations or environment. Through this interaction emerge new forms of perception, imagination and ideas which altogether constitute insight.

b. Meaning of Gestalt Theory The Gestalt theorists were the first group of psychologists to systematically study perceptual organisation around the 1920's, in Germany. They were Wolfgang, Goethe, and particularly Ehrenfels, Wertheimer, Köhler, Koffka, and Lewin. According to the Gestalt psychologists, certain features in visual perception are universal. In semiotic terms, these universal features can be thought of as a perceptual code.

i. Gestalt is a sensual theory, what we see is a result of light and dark objects, edges and contours that we form into a whole image. Sensual theories are of a lower order of thinking than perceptual theories, such as semiotics, that are concerned with the meaning we attach to what we see.

ii. Dissatisfied with the behaviorist approach of learning, the Gestalt psychologists tried to see learning as a more deliberate and conscious effort of the individual rather than a mere product of habit formation or a machine-like stimulus-response connection. According to them, the learner does not merely respond to a stimulus, but mentally processes what he receives or perceives. Thus, learning is a purposive, explorative and creative activity instead of trial and error. Things cannot be understood by the study of its constituent parts only; actually it is understood only by perceiving it in a totality or whole.

iii. Gestalt theory focused on the mind's perceptive. The word 'Gestalt' has no direct translation in English, but refers to "a way a thing has been gestalt; i.e., placed, or put together"; common translations include 'form' and 'shape'. Gaetano Kanizsa refers to it as 'organized structure'. Gestalt theorists followed the basic principle that the whole is greater than the sum

NSOU ? CC-ED-04 ? 150 of its parts. In other words, the whole (a picture, a car) carried a different and altogether greater meaning than its individual components (paint, canvas, brush; or tire, paint, metal, respectively). In viewing the "whole," a cognitive process takes place – the mind makes a leap from understanding the parts to realizing the whole.

iv. Gestalt theory was introduced as a contrast to at the time dominant structuralism, which claimed that complex perceptions could be understood through breaking them into smaller elementary parts of experience, like splitting graphical forms into sets of dots or melody into sequence of sounds. The idea of Wertheimer was that the ability to perceive objects was an ability of the nervous system, which tends to group together objects that are nearby, similar, form smooth lines, form most of the shape we can recognize.

v. According to Gestalt psychology, the whole is different than the sum of its parts. Based upon this belief, Gestalt psychologists developed a set of principles to explain perceptual organization, or how smaller objects are grouped to form larger ones. These principles are often referred to as the 'laws of perceptual organization.'

c. Characteristics of Gestalt Learning:

i. Transition from pre-solution to solution is sudden and complete.

ii. When problem solution is found, performance is smooth and without errors.

iii. Insightful learning results in longer retention.

iv. The principle learned by insight can easily be applied to other problems.

v. Flash of understanding which comes to us all of a sudden.

vi. A type of learning that uses reason, especially to form conclusions, inferences, or judgments, to solve a problem.

d. Steps in Insightful Learning:

i. Identification of the problem: The learner identifies the presence of a block as intervening obstacles on his way to the goal.

ii. Analysis of the Problem situation: The learner observes the problematic situation, analyses of different components in the problematic situation and perceives the relation between the goal and the block.

iii. Establishing mental association in between similar previously acquired ideas: After analyzing the total situation he selects probable solutions in conclusions by means of hesitation, pause, concentrated attention etc.

NSOU ? CC-ED-04 ? 151 iv. Trail of Mode of Response: The learner makes initial efforts in the form of a simple trial and error mechanism. v. Sustained Attention: The learner maintains frequently recurrent attention to the goal and motivation. vi. Establishing cause-effect relationship: In a certain moment there is a sudden perception of the relationship in the total situation and the organism directly performs the required acts. This is Insight development. vii. Steady Repetition of Adaptive Behavior: After getting an insightful solution, the individual tries to implement it in another situation. e. Gestalt laws (law of pragnanz) : In perception, there are many organizing principles called gestalt laws. The most general version is called the law of pragnanz. Pragnanz is German means pregnant, but in the sense of pregnant with meaning, rather than pregnant with child. This law says that we are innately driven to experience things in as good a gestalt as possible. "Good" can mean many things here, such a regular, orderly, simplicity, symmetry, and so on, which then refer to specific gestalt laws. i. The Law of Similarity : As Gestalt principles go, the principle of similarity would seem to be one of the simplest to grasp. It states things that are similar are perceived to be more related than things that are dissimilar. Similarity occurs when objects look similar to one another. People often perceive them as a group or pattern. Similarity means there is a tendency to see groups which have the same characteristics. The principle of similarity states that things which share visual characteristics such as shape, size, color, texture, value or orientation will be seen as belonging together. ii. The law of contrast: The Law of Contrast states that when two items are presented one after another, "If the 2nd item is fairly different from the 1st, we tend to see it as more different than it actually is." The principle based on the assumption that individuals base their behavior on comparison of opposites not with sameness. The phenomenon that when two different but related stimuli are presented close together in space and/or time they are perceived as being more different than they really are. iii. Law of Proximity: Proximity occurs when elements are placed close together. They tend to be perceived as a group. The principle of proximity or contiguity states that things which are closer together will be seen as belonging together.

NSOU ? CC-ED-04 ? 152 Things that are close to one another are perceived to be more related than things that are spaced farther apart. As this principle does not rely on any extraneous structure, it is among the first principles to impact our perception and from which we derive understanding. All of us intuitively understand that the simplest way to indicate relatedness is to manipulate proximity. IV. Information Processing Theories of Learning: I. Meaning: The Information Processing (IP) theory is based on the idea that humans actively process the information they receive through their senses, like a computer does. Learning is what is happening when our brains receive information, record it, mould it and store it. The IP theory is based on the idea that humans actively process the information they receive through their senses, as a computer does. Learning is what is happening when our brains receive information, record it, mould it and store it. The theory is based on the idea that humans process the information they receive, rather than merely responding to stimuli. This perspective equates the mind to a computer, which is responsible for analyzing information from the environment. According to the standard information-processing model of mental development, the mind's machinery includes attention mechanisms for bringing information in, working memory for actively manipulating information, and long-term memory for passively holding information so that it can be used in the future. This theory addresses how as children grow their brains likewise mature, leading to advances in their ability to process and respond to the information they received through their senses. The theory emphasizes a continuous pattern of development, in contrast with cognitive developmental theorists such as Jean Piaget's theory of cognitive development that thought development occurs in stages at a time. Information processing theory is the approach to the study of cognitive development evolved out of the American experimental tradition. In physical development psychologists who adopt the information processing perspective account for mental development in terms of maturational changes in basic components of a child's mind. The theory is based on the idea that humans process the information they receive, rather than merely responding to stimuli. This perspective equates the mind to a computer, which is responsible for analyzing information from the environment. According to the standard information-processing model for mental development, the mind's machinery includes attention mechanisms for bringing information in, working memory for actively manipulating information, and long term

NSOU ? CC-ED-04 ? 153 memory for passively holding information so that it can be used in the future. This theory addresses how as children grow their brains likewise mature, leading to advances in their ability to process and respond to the information they received through their senses. The theory emphasizes a continuous pattern of development, in contrast with cognitive developmental theorists such as Jean Piaget's theory of cognitive development that thought that development occurs in stages at a time. II. Humans as Information Processing Systems: The information processing theory simplified is comparing the human brain to a computer or basic processor. It is theorized that the brain works in a set sequence, as does a computer. The sequence goes as follows, "receives input, processes the information, and delivers an output". This theory suggests that we as humans, will process information in a similar way. Like a computer receives input the mind will receive information through the senses. If the information is focused on, it will move to the short-term memory. While in the short-term memory or working memory, the mind is able to use the information to address its surroundings. The information is then encoded to the long-term memory, where the information is then stored. The information can be retrieved when necessary using the central executive. The central executive can be understood as the conscious mind. The central executive can pull information from the long-term memory back to the working memory for its use. As a computer processes information, it is thought our minds are processing information. The output that a computer would deliver can be likened to the mind's output of information through behavior or an action. III. Components of the Information Processing Theory Though information processing can be compared to a computer, there is much more that needs to be explained. Information Processing has several components. The major components are information stores, cognitive processes, and executive cognition. Information can be stored in the sensory memory of the mind. This information is stored just long enough for us to move the information to the short-term memory. The short-term memory can only hold a small amount of information at a time. George Miller, discovered that the short-term memory can only hold 7 (plus or minus two seconds) things at once. The information here is also stored for only 15– 20 seconds. The information stored in the short-term memory can be committed to the long-term memory store. There is no limit for the information stored in the long-term memory. The information stored here can stay for many years. The long-

NSOU ? CC-ED-04 ? 154 term memory can be divided among the semantic, episodic, and procedural memories. The semantic memory is made up of facts or information learned or obtained throughout the life. The episodic memory is made up of personal experiences or real events that have happened in a person's life. Last the procedural memory is made up of procedures or processes learned such as riding a bike. Each of these is the sub-categories of the long-term memory. i. Cognitive process is the way by which humans transfer information among the different memory stores. Some prominent process used in transferring information is coding, retrieval, and perception. Coding is the process of transferring information from the short to long-term memory by relating the information of the long-term memory to the item in the short-term memory. This can be done through memorization techniques. Retrieval is used to bring information from the long-term memory back to the short-term memory. This can be achieved through many different recall techniques. Perception is the use of the information processed to interpret the environment. Another useful technique advised by George Miller is recoding. Recoding is the process of regrouping or organizing the information the mind is working with. A successful method of recoding is chunking. Chunking is used to group together pieces of information. Each unit of information is considered a chunk; this could be one or several words. This is commonly used when trying to memorize a phone number. ii. Executive cognition is the idea that someone is aware of the way they process information. They know their strengths and weaknesses. This concept is similar to . The conscious mind has the control over the processes of the information processing theory. iii. Emergence is a model for human thinking, and learning is part of the resurgence of cognitive perspectives which asserts that complex mental states affect human learning and behavior that such mental states can be scientifically investigated. Computers, which process information, include internal states that affect processing. Computers, therefore, provided a model for possible human mental states that provided researchers with clues and direction for understanding human thinking and learning as information processing. Overall, information-processing models helped reestablish mental processes -- processes that cannot be directly observed -- as a legitimate area of scientific research.

NSOU ? CC-ED-04 ? 155 Source : John William Atkinson and Richard Shiffrin (1968) Where, Sensory Memory The sensory memory is responsible for holding onto information that the mind receives through the senses such as auditory and visual information. For example, if someone were to hear a bird chirp, they know that it is a bird because that information is held in the brief sensory memory. Short-Term Memory Short-term Memory lasts for about 30 seconds. Short term memory retains information that is needed for only a short period of time such as remembering a phone number that needs to be dialed. Long-Term Memory The long-term memory has an unlimited amount of space. In the long term memory, there can be memory stored in there from the beginning of our life time. The long term memory is tapped into when there is a need to recall an event that happened in an individual's previous experiences.

NSOU ? CC-ED-04 ? 156 Educational Implications of Cognitive Theories of Learning Cognitive Theories of Learning outlines a way of learning that can be used by teachers inside the classroom. Some examples of classroom implications of the Information Processing Theory include: ? Use mnemonics to aid students in retaining information for later use, as well as strengthening the students' remembering skills. ? When teaching a specific lesson, use many different teaching styles and tools. ? Pair students together to review the material covered. ? Break down lessons into smaller more manageable parts. ? Assess the extent of the prior knowledge students have about the upcoming material. ? Give students feedback on each assignment as reinforcement. ? Connect new lessons back to old lessons and real-life scenarios. ? Allow for over-learning. 6.6 Summary Theories of learning represent broad principles and techniques of learning, throwing light on the mechanism of how we learn. Most of these can broadly be classified as Stimulus-Response associationist type theories and Gestalt field of field cognition type theories. In the remaining ones, we can chiefly notice – information processing theories. Theory of trial and error learning or connectionism put up by Thordike emphasizes that in learning we make some attempts or trials. Classical conditioning is the best associated with the names of Russian Psychologists Ivan Pavlov. Through a series of experiments with dogs, Pavlov successfully demonstrated that an artificial stimulus (Like bell) in association with a natural stimulus (like food) become strong enough to produce salvation (natural response to food) even when not accompanied by food. Operant conditioning propagated by Skinner, does not believe in stimulus response trigger like behavior initiating mechanism. Skinner asserted that

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the presence of a stimulus for evoking a response is

not essential. In most of learning situations, our behavior is shaped and maintained by its consequences.

NSOU ? CC-ED-04 ? 157 Insightful learning as a theory of learning evolved out of the attempts of Gestalt psychologists. However, the main initiation in this direction was taken by Kohler. All above mentioned theories have been discussed in this unit. 6.7 Self-Assessment Questions 1. What is learning? 2. State any two characteristics of learning. 3. Mention any two factors of learning. 4. What is behaviorism? 5. What is conditioning? 6. What is the law of effect? 7. Mention primary factors of social cognitive theory. 8. What is reinforcement? 9. Write the name of two behaviorist psychologist. 6.8 References / Bibliography Chauhan, S.S. (1988): Advanced Educational Psychology, Vikas Publications, New Delhi. Kulshrestha, S.P. (1994): Assessing the Non-Scholastic Behaviour of Learning, Association of Indian Universities, New Delhi. Mathur, S.S. (1994): Educational Psychology, Loyal Book Depot, Meerut. Sharma, K.N. (1990): Systems, Theories and Modern Trends in Psychology, H.P.B. Agra. Entwistle, Noel (1985): New Directions in Educational Psychology – Learning and Teaching, The Falmer Press, London & Philadelphia. Gredler-Bell, E. Margaret (1986): Learning and Instruction: Theory and Practice, MacMillan Publishing Company, New York, Collier MachMillan Publishers, London. Woolfolk, E. Anita (2013): Educational Psychology, Prentice Hall International (UK) Limited, London.

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<p>is a theory of learning based on the idea that all behaviors are acquired through conditioning and conditioning occurs through interactions with the environment. Behaviorists believe that our</p> <p>SA MPC101.docx (D141782289)</p>				

4/177	SUBMITTED TEXT	76 WORDS	80% MATCHING TEXT	76 WORDS
<div> <p>There are various approaches in contemporary psychology. An approach is a perspective (i.e., view) that involves certain assumptions (i.e., beliefs) about human behavior; the way they function, which aspects of them are worthy of study and what research methods are important for undertaking the study. There may be several different theories within an approach, but they all share these common assumptions. NSOU ? CC-ED-04 ? 41 The six major perspectives in educational psychology are Behaviorist, Psychodynamics, Humanisticl, Cognitive, Biological and</p> <p>W https://www.simplypsychology.org/perspective.html</p> </div> <div> <p>There are various approaches in contemporary psychology. An approach is a perspective (i.e., view) that involves certain assumptions (i.e., beliefs) about human behavior: the way they function, which aspects of them are worthy of study and what research methods are appropriate for undertaking this study. There may be several different theories within an approach, but they all share these common assumptions. The five major perspectives in psychology are biological, psychodynamic, behavioral, cognitive and</p> </div>				

5/177	SUBMITTED TEXT	83 WORDS	87% MATCHING TEXT	83 WORDS
<div> <p>Most psychologists would agree that no one approach is correct, although in the past, in the early days of psychology, the behaviorist used to say that their perspective was the most scientific one. Each approach has its own strengths and weaknesses, and brings something different to our understanding of human behavior. For this reason, it is important that psychology does have different perspectives on the understanding and study of human and animal behaviors. Below is a summary of the six main psychological approaches (sometimes called perspectives) in psychology: i. Behaviorist Perspective</p> <p>W https://www.simplypsychology.org/perspective.html</p> </div> <div> <p>Most psychologists would agree that no one approach is correct, although in the past, in the early days of psychology, the behaviorist would have said their perspective was the only truly scientific one. Each approach has its strengths and weaknesses, and brings something different to our understanding of human behavior. For this reason, it is important that psychology does have different perspectives on the understanding and study of human and animal behavior. Below is a summary of the six main psychological approaches (sometimes called perspectives) in psychology. Behaviorist Perspective</p> </div>				

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<p>Behaviorism is different from the most other approaches because they view people (and animals) as controlled by their environment and specifically that we are the result of what we have learned from our environment. The behaviorist perspective is concerned with how environmental factors (called stimuli) affect observable behavior (called the response). This perspective proposes two main processes whereby people learn from their environment: namely, classical conditioning and operant conditioning. Classical conditioning involves learning by association, and operant conditioning involves learning from the consequences of behavior.</p> <p>W https://www.simplypsychology.org/perspective.html</p>		<p>Behaviorism is different from most other approaches because they view people (and animals) as controlled by their environment and specifically that we are the result of what we have learned from our environment. The behaviorist perspective is concerned with how environmental factors (called stimuli) affect observable behavior (called the response). The behaviorist perspective proposes two main processes whereby people learn from their environment: namely classical conditioning and operant conditioning. Classical conditioning involves learning by association, and operant conditioning involves learning from the consequences of behavior.</p>		
7/177	SUBMITTED TEXT	85 WORDS	92% MATCHING TEXT	85 WORDS
<p>Behaviorism also believes in scientific methodology (viz., controlled experiments), and that only observable behavior should be studied because this can objectively be measured. Behaviorism rejects the idea that people have free will, and believes that the environment determines all behavior. Behaviorism is the scientific study of observable behavior working on the basis that behavior can be reduced to learn S-R (Stimulus-Response) units only. Behaviorism has been criticized in the way it under-estimates the complexity of human behavior. Many studies used animals which are hard to generalize to humans, and it cannot</p> <p>W https://www.simplypsychology.org/perspective.html</p>		<p>Behaviorism also believes in scientific methodology (e.g., controlled experiments), and that only observable behavior should be studied because this can be objectively measured. Behaviorism rejects the idea that people have free will, and believes that the environment determines all behavior. Behaviorism is the scientific study of observable behavior working on the basis that behavior can be reduced to learned S-R (Stimulus-Response) units. Behaviorism has been criticized in the way it under-estimates the complexity of human behavior. Many studies used animals which are hard to generalize to humans, and it cannot</p>		
8/177	SUBMITTED TEXT	41 WORDS	100% MATCHING TEXT	41 WORDS
<p>Freud believes that events in our childhood can have a significant impact on our behavior as adults. He also believed that people have little free will to make choices in life. Instead, our behavior is determined by the unconscious mind and childhood experiences.</p> <p>W https://www.simplypsychology.org/perspective.html</p>		<p>Freud believes that events in our childhood can have a significant impact on our behavior as adults. He also believed that people have little free will to make choices in life. Instead, our behavior is determined by the unconscious mind and childhood experiences.</p>		
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<p>Many expressions of our daily life come from Freud's theories</p> <p>W https://www.simplypsychology.org/perspective.html</p>		<p>many expressions of our daily life come from Freud's theories</p>		

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	Freud's psychoanalysis is both a theory and therapy. It is the original psychodynamic theory and inspired		Freud's psychoanalysis is both a theory and therapy. It is the original psychodynamic theory and inspired	
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11/177	SUBMITTED TEXT	33 WORDS	100% MATCHING TEXT	33 WORDS
	psychologists such as Jung and Erikson to develop their own psychodynamic theories. Freud's work is vast, and he has contributed greatly to psychology as a discipline. Freud, the founder of psychoanalysis, explained the human mind		psychologists such as Jung and Erikson to develop their own psychodynamic theories. Freud's work is vast, and he has contributed greatly to psychology as a discipline. Freud, the founder of psychoanalysis, explained the human mind	
	W https://www.simplypsychology.org/perspective.html			
12/177	SUBMITTED TEXT	195 WORDS	96% MATCHING TEXT	195 WORDS
	like an iceberg, with only a small amount of it being visible, that is our observable behavior, but it is the unconscious, submerged mind that has the most, underlying influence on our behavior. Freud used three main methods of accessing the unconscious mind: free association, dream analysis and slips of the tongue. He believed that the unconscious mind consisted of three components: the 'id', 'ego' and the 'super ego'. The 'id' contains two main instincts: 'Eros' is the life instinct, which involves self-preservation and sex which is fuelled by the 'libido' the energy force. 'Thanatos' is the death instinct, whose energies, because they are less powerful than those of 'Eros' are channeled away from ourselves and into aggression towards others. The 'id' and the 'superego' are constantly in conflict with each other and the 'ego' tries to resolve the discord. If this conflict is not resolved, we tend to use defense mechanisms to reduce our anxiety. Psychoanalysis attempts to help patients to resolve their inner conflicts. An aspect of psychoanalysis is Freud's theory of psychosexual development. It shows how early experiences affect adult personality. Stimulation of different areas of the body is important as the child progresses through the important developmental stages. Too much or too little can have bad consequences		like an iceberg, with only a small amount of it being visible, that is our observable behavior, but it is the unconscious, submerged mind that has the most, underlying influence on our behavior. Freud used three main methods of accessing the unconscious mind: free association, dream analysis and slips of the tongue. He believed that the unconscious mind consisted of three components: the 'id' the 'ego' and the ' The 'id' contains two main instincts: 'Eros', which is the life instinct, which involves self-preservation and sex which is fuelled by the 'libido' energy force. 'Thanatos' is the death instinct, whose energies, because they are less powerful than those of 'Eros' are channeled away from ourselves and into aggression towards others. The 'id' and the 'superego' are constantly in conflict with each other, and the 'ego' tries to resolve the discord. If this conflict is not resolved, we tend to use defense mechanisms to reduce our anxiety. Psychoanalysis attempts to help patients resolve their inner conflicts. An aspect of psychoanalysis is Freud's theory of psychosexual development. It shows how early experiences affect adult personality. Stimulation of different areas of the body is important as the child progresses through the important developmental stages. Too much or too little can have bad consequences	
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The most important stage is the phallic stage where the focus of the libido is on the genitals. During this stage little boys experience the 'Oedipus complex' and little girls experience the 'Electra complex.' These complexes result in children identifying with their same-sex parent, which enables them to learn sex-appropriate behavior and a moral code of conduct. However, it has been criticized in the way that it over emphasizes the importance of sexuality and under emphasized the role of social relationships. The theory is not scientific, and can't be proved as it is circular. Nevertheless, psychoanalysis has been greatly contributory to psychology in that it has encouraged many modern theorists to modify it for the better, using its basic principles, but eliminating its major flaws. NSOU ? CC-ED-04 ? 43 iii. Humanistic Perspective: Humanistic psychology is a psychological perspective that emphasizes the study of the whole person (known as holism). Humanistic psychologists look at human behavior, not only through the eyes of the observer, but through the eyes of the person doing the behaving. Humanistic psychologists believe that an individual's behavior is connected to his

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on the view that each person is unique and individual, has the free will to change at any time in his or her life. The humanistic perspective suggests that we are responsible for our own happiness and well-being as humans. We have the innate (i.e., inborn) capacity for self-actualization, which is our unique desire to achieve our highest potential as human. Because of this focus on the person and his or her personal experiences and subjective perception of the world the humanists regarded scientific methods as inappropriate for studying human behavior. Two of the most influential and enduring theories in humanistic psychology that emerged in the 1950s and 1960s are those of Carl Rogers and Abraham Maslow. iv. Cognitive Perspective Psychology was institutionalized as a science in 1879 by Wilhem Wundt, who found the first psychological laboratory. His initiative was soon followed by other European and American Universities. These early laboratories, through experiments, explored areas such as memory and sensory perception, both of which Wundt believed to be closely related to physiological processes in the brain. The whole movement had evolved from the early philosophers, such as Aristotle and Plato. Today this approach is known as cognitive psychology. Cognitive Psychology revolves around the notion that if we want to know what makes people tick then the way to do it is to figure out what processes are actually going on in their minds. In other words, psychologists from this perspective study cognition which is 'the mental act or process by which knowledge is acquired.' The cognitive perspective is concerned with 'mental' functions such as memory, perception, attention, etc. It views people as being similar to computers in the way we process information (e.g., input-process-output). For example, both human brains and computers process information, store data and have input

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<p>output procedure. This had led cognitive psychologists to explain that memory comprises of three stages: encoding (where information is received and attended to), storage (where the information is retained) and retrieval (where the information is recalled). NSOU ? CC-ED-04 ? 44 It is an extremely scientific approach and typically uses lab experiments to study human behavior. The cognitive approach has many applications including cognitive therapy and testimony. v. Biological</p>		<p>output procedure. This had led cognitive psychologists to explain that memory comprises of three stages: encoding (where information is received and attended to), storage (where the information is retained) and retrieval (where the information is recalled). It is an extremely scientific approach and typically uses lab experiments to study human behavior. The cognitive approach has many applications including cognitive therapy and eyewitness testimony. Biological</p>		
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<p>behavior ultimately have a biological cause. It is one of the major perspectives in psychology and involves such things as studying the brain, genomics, hormones, and the immune and nervous systems. Theorists in the biological perspective who study behavioral genomics consider how genes affect behavior. Now that the human genome is mapped, perhaps, we will someday understand more precisely how behavior is affected by the DNA we inherit. Biological factors such as chromosomes, hormones and the brain all have a significant influence on human behavior, for example, the</p>		<p>behavior ultimately have a biological cause. It is one of the major perspectives in psychology and involves such things as studying the brain, genetics, hormones, and the immune and nervous systems. Theorists in the biological perspective who study behavioral genomics consider how genes affect behavior. Now that the human genome is mapped, perhaps, we will someday understand more precisely how behavior is affected by the DNA we inherit. Biological factors such as chromosomes, hormones and the brain all have a significant influence on human behavior, for example, gender. The</p>		
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gender psychology. The approach believes that most behavior is inherited and has an adaptive (or evolutionary) function. For example, in the weeks immediately after the birth of a child, levels of testosterone in fathers drop by more than 30 percent. This has an evolutionary function. Testosterone-deprived men are less likely to wander off in search of new mates to inseminate. They are also less aggressive, which is useful when there is a baby around. Biological psychologists explain behaviors in neurological terms, i.e., the physiology and structure of the brain and how this influences behavior. Many biological psychologists have concentrated on abnormal behavior and have tried to explain it. For example, biological psychologists believe that schizophrenia is affected by levels of dopamine (a neurotransmitter). These findings have helped psychiatry take off and help relieve the symptoms of mental illness through drugs. However, Freud and others argue that this just treats the symptoms and not the cause. This is where health psychologists take the finding that biological psychologists produce and look at the environmental factors that are involved to get a better picture. vi. Evolutionary

gender. The biological approach believes that most behavior is inherited and has an adaptive (or evolutionary) function. For example, in the weeks immediately after the birth of a child, levels of testosterone in fathers drop by more than 30 percent. This has an evolutionary function. Testosterone-deprived men are less likely to wander off in search of new mates to inseminate. They are also less aggressive, which is useful when there is a baby around. Biological psychologists explain behaviors in neurological terms, i.e., the physiology and structure of the brain and how this influences behavior. Many biological psychologists have concentrated on abnormal behavior and have tried to explain it. For example, biological psychologists believe that schizophrenia is affected by levels of dopamine (a neurotransmitter). These findings have helped psychiatry take off and help relieve the symptoms of mental illness through drugs. However, Freud and other disciplines would argue that this just treats the symptoms and not the cause. This is where health psychologists take the finding that biological psychologists produce and look at the environmental factors that are involved to get a better picture. Evolutionary

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A central claim of evolutionary psychology is that the brain (and therefore the mind) evolved to solve problems encountered by our hunter-gatherer ancestors during the upper Pleistocene period over 10,000 years ago. The Evolutionary approach explains behavior in terms of the selective pressures that shape behavior. Most behaviors that we see/display are believed to have developed during our EEA (environment of evolutionary adaptation) to help us survive. NSOU ? CC-ED-04 ? 45 Observed behavior is likely to have developed because it is adaptive. It has been naturally selected, i.e., individuals who are best adapted to survive and reproduce. Behaviors may even be sexually selected, i.e., individuals who are most successful in gaining access to mates leave behind more offspring. The mind is therefore equipped with 'instincts' that enabled our ancestors to survive and reproduce. A strength of this approach is that it can explain behaviors that appear dysfunctional, such as anorexia, or behaviors that make little sense in a modern context, such as our biological stress response.

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	<p>Therefore, in conclusion, there exist so many different perspectives in psychology to explain the different types of behavior and viewed from different angles. No one perspective has explanatory powers over the rest. Only with all the different approaches of psychology, which sometimes contradict one another (nature-nurture debate), overlap with each other (e.g. psychoanalysis and child psychology) or build upon one another (biologist and health psychologist) can we understand and create effective solutions when problems arise, so we have a healthy body</p> <p>W https://www.simplypsychology.org/perspective.html</p>		<p>Therefore, in conclusion, there are so many different perspectives in psychology to explain the different types of behavior and give different angles. No one perspective has explanatory powers over the rest. Only with all the different types of psychology, which sometimes contradict one another (nature-nurture debate), overlap with each other (e.g. psychoanalysis and child psychology) or build upon one another (biological and health psychologist) can we understand and create effective solutions when problems arise, so we have a healthy body</p>	
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	<p>a healthy mind. The fact that there are different perspectives</p> <p>W https://www.simplypsychology.org/perspective.html</p>		<p>a healthy mind. The fact that there are different perspectives</p>	
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	<p>the complexity and richness of human (and animal) behavior. A scientific approach, such as Behaviorism or cognitive psychology, tends to ignore the subjective (i.e., personal) experiences that people have. 2.4.3</p> <p>W https://www.simplypsychology.org/perspective.html</p>		<p>the complexity and richness of human (and animal) behavior. A scientific approach, such as Behaviorism or cognitive psychology, tends to ignore the subjective (i.e., personal) experiences that people have.</p>	
22/177	SUBMITTED TEXT	25 WORDS	100% MATCHING TEXT	25 WORDS
	<p>concerned with 'mental' functions such as memory, perception, attention, etc. It views people as being similar to computers in the way we process information (e.g., input-process-output).</p> <p>W https://www.simplypsychology.org/perspective.html</p>		<p>concerned with "mental" functions such as memory, perception, attention, etc. It views people as being similar to computers in the way we process information (e.g., input-process-output).</p>	
23/177	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	<p>The cognitive approach has many applications including cognitive therapy and</p> <p>W https://www.simplypsychology.org/perspective.html</p>		<p>The cognitive approach has many applications including cognitive therapy and</p>	

24/177	SUBMITTED TEXT	26 WORDS	87% MATCHING TEXT	26 WORDS
	<p>is a theory of learning based on the idea that all behaviors are acquired through conditioning. Conditioning occurs through interaction with the environment. Behaviorists believe that our</p> <p>SA MPC101.docx (D141782289)</p>			
25/177	SUBMITTED TEXT	10 WORDS	70% MATCHING TEXT	10 WORDS
	<p>McLeod, S. A. (2013). Psychology perspectives. Simply Psychology. Retrieved from https://www.simplypsychology.org/perspective.html</p> <p>W https://www.simplypsychology.org/perspective.html</p>			
26/177	SUBMITTED TEXT	22 WORDS	97% MATCHING TEXT	22 WORDS
	<p>children construct an understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment,</p> <p>W http://wtcpu.org.in/olms/lesson/1586870923.pdf</p>			
27/177	SUBMITTED TEXT	24 WORDS	92% MATCHING TEXT	24 WORDS
	<p>Piaget's stage theory describes the cognitive development of children. Cognitive development involves changes in cognitive process and abilities. In Piaget's view, early cognitive development involves</p> <p>SA GE-PSY-01_Block 3.edited.docx (D44253053)</p>			
28/177	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	<p>deals with the nature of knowledge itself and how humans gradually</p> <p>SA submission.docx (D130893464)</p>			
29/177	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
	<p>happens when the existing schema (knowledge) does not work, and needs to be changed to deal with a new object or situation. Accommodation</p> <p>W http://wtcpu.org.in/olms/lesson/1586870923.pdf</p>			

30/177	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>for the representation and manipulation of the dynamic or transformational aspects of reality,</p> <p>SA chap 2 finale .docx (D40522406)</p>				
31/177	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>deals with the nature of knowledge itself and how humans gradually</p> <p>SA submission.docx (D130893464)</p>				
32/177	SUBMITTED TEXT	25 WORDS	90% MATCHING TEXT	25 WORDS
<p>tend to struggle with abstract and hypothetical concepts. viii. Children also become less egocentric and begin to think about how other people might think and feel.</p> <p>SA Unit 3.docx (D30009870)</p>				
33/177	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
<p>begin to understand that their thoughts are unique to them and that not everyone else necessarily shares their thoughts, feelings, and opinions.</p> <p>SA Unit 3.docx (D30009870)</p>				
34/177	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
<p>categories of knowledge that help us to interpret and understand the world.</p> <p>W https://www.edrawmind.com/mind-maps/11563/psychology-theories</p>				
35/177	SUBMITTED TEXT	33 WORDS	100% MATCHING TEXT	33 WORDS
<p>In Piaget's view, a schema includes both a category of knowledge and the process of obtaining that knowledge. As experiences happen, this new information is used to modify, add to, or change previously existing schemas.</p> <p>W http://wtcpu.org.in/olms/lesson/1586870923.pdf</p>				

36/177	SUBMITTED TEXT	40 WORDS	100% MATCHING TEXT	40 WORDS
	For example, a child may have a schema about a type of animal, such as a dog. If the child's sole experience has been with small dogs, a child might believe that all dogs are small, furry, and have four legs.		For example, a child may have a schema about a type of animal, such as a dog. If the child's sole experience has been with small dogs, a child might believe that all dogs are small, furry, and have four legs.	
	W http://wtcpu.org.in/olms/lesson/1586870923.pdf			
37/177	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
	in this new information, modifying the previously existing schema to include these new		in this new information, modifies the previously existing schema to include this new	
	W http://wtcpu.org.in/olms/lesson/1586870923.pdf			
38/177	SUBMITTED TEXT	42 WORDS	96% MATCHING TEXT	42 WORDS
	The final stage of Piaget's theory involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas. At this point, people become capable of seeing multiple potential solutions to problems and think more scientifically about the world around them.			
	SA Unit 3.docx (D30009870)			
39/177	SUBMITTED TEXT	17 WORDS	64% MATCHING TEXT	17 WORDS
	subjective because we tend to modify experiences and information slightly to fit in with our preexisting beliefs.		subjective • we tend to modify experience or information somewhat to fit in with our preexisting beliefs • 3.	
	W https://www.xmind.net/m/isE9/			
40/177	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
	adaptation involves changing or altering our existing schemas in light of new information,		adaptation • changing or altering our existing schemas in light of new information •	
	W https://www.xmind.net/m/isE9/			
41/177	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
	balance between applying previous knowledge (assimilation) and changing behavior to account for new knowledge (accommodation).		balance between applying previous knowledge (assimilation) and changing behavior to account for new knowledge (accommodation) •	
	W https://www.xmind.net/m/isE9/			

42/177	SUBMITTED TEXT	19 WORDS	76% MATCHING TEXT	19 WORDS
	<p>of the learner ii. Assimilation The process of taking in new information into our already existing schemas is known as assimilation.</p> <p>SA GE-PSY-01_Block 3.edited.docx (D44253053)</p>			
43/177	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	<p>theory, successful completion of each stage results in a healthy personality and</p> <p>W http://wtcpu.org.in/olms/lesson/1586870923.pdf</p>			
44/177	SUBMITTED TEXT	9 WORDS	100% MATCHING TEXT	9 WORDS
	<p>Piaget's stage theory describes the cognitive development of children.</p> <p>W http://wtcpu.org.in/olms/lesson/1586870923.pdf</p>			
45/177	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
	<p>the word. The term personality has been derived from the Latin word 'Persona',</p> <p>W https://kashmirpulse.com/wp-content/uploads/2016/12/Paper-02-Unit-III-and-IV.pdf</p>			
46/177	SUBMITTED TEXT	49 WORDS	92% MATCHING TEXT	49 WORDS
	<p>known as accommodation. Accommodation involves modifying existing schemas, or ideas, as a result of new information or new experiences. New schemas may also be developed during this process. iv. Equilibration Piaget believed that all children try to strike a balance between assimilation and accommodation, which is achieved through a mechanism Piaget called equilibration.</p> <p>SA GE-PSY-01_Block 3.edited.docx (D44253053)</p>			
47/177	SUBMITTED TEXT	32 WORDS	95% MATCHING TEXT	32 WORDS
	<p>The mask, worn by the actors, was called 'persona'. According to the concept of mask, personality was thought to be the effect and influence which the individual wearing a mask left on the</p> <p>W https://kashmirpulse.com/wp-content/uploads/2016/12/Paper-02-Unit-III-and-IV.pdf</p>			

48/177	SUBMITTED TEXT	31 WORDS	86% MATCHING TEXT	31 WORDS
Stimulus : Some Psychologists define personality in terms of its social stimulus. How an individual affects other persons with whom he/she comes in contact, whether he/she is impressive or repulsive, dominating or submissive		stimulus. Some psychologists define personality in terms of its social stimulus value. How an individual affects other persons, with whom he comes in contact, whether he is impressive or repulsive has he dominating or submissive		
W https://kashmirpulse.com/wp-content/uploads/2016/12/Paper-02-Unit-III-and-IV.pdf				
49/177	SUBMITTED TEXT	24 WORDS	78% MATCHING TEXT	24 WORDS
Summative Approach : It emphasizes the importance of sum total of different processes and activities of the individual. As for example, innate dispositions, habits, impulses, emotions		Summative approach. It emphasizes the importance of sum total of different processes and activities of the individual, e.g., innate dispositions, habits, and emotions. 3.		
W https://kashmirpulse.com/wp-content/uploads/2016/12/Paper-02-Unit-III-and-IV.pdf				
50/177	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
to solve problems. The ability to systematically solve a problem in a logical and methodical way emerges. Children				
SA GE-PSY-01_Block 3.edited.docx (D44253053)				
51/177	SUBMITTED TEXT	26 WORDS	91% MATCHING TEXT	26 WORDS
is the integrative organization of all the cognitive, affective, cognitive and physical characteristics of an individual as it manifests itself in focal distinction from others. iv. Totality View :		is the integrative organization of all the cognitive, affective, cognitive and physical characteristics of an individual as it manifests itself in focal distinction from others" (Warren's Dictionary) 4. Totality view.		
W https://kashmirpulse.com/wp-content/uploads/2016/12/Paper-02-Unit-III-and-IV.pdf				
52/177	SUBMITTED TEXT	44 WORDS	72% MATCHING TEXT	44 WORDS
objected to the idea of aggregation or sum total of parts without introducing the concept of organization and integration of parts into a total whole. NSOU ? CC-ED-04 ? 79 iii. Integrative Approach : The definitions of this category lay emphasis on the integrative aspects of personality				
SA EDN-103- Psychological Foundations of Education.pdf (D141387240)				

53/177	SUBMITTED TEXT	16 WORDS	88% MATCHING TEXT	16 WORDS
	<p>personality is an individual's characteristic pattern of behavior. Individual, through continuous reactions, attempts to adjust himself</p> <p>W https://kashmirpulse.com/wp-content/uploads/2016/12/Paper-02-Unit-III-and-IV.pdf</p>		<p>Personality is an individual's characteristic pattern of behaviour. Individual, through his continuous reactions, attempts to adjust himself</p>	
54/177	SUBMITTED TEXT	32 WORDS	51% MATCHING TEXT	32 WORDS
	<p>the characteristic pattern of behaviors, cognitions and emotions which may be experienced by the individual and/or manifest to others. v.Personality as Adjustment : An individual since birth, attempts to adjust to his or her</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>			
55/177	SUBMITTED TEXT	33 WORDS	63% MATCHING TEXT	33 WORDS
	<p>in his book, The Psychology of Personality and Adjustment tried to summarize the various definitions in a single definition – "Personality is a stable system of complex characteristics by which the life pattern of</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>			
56/177	SUBMITTED TEXT	16 WORDS	96% MATCHING TEXT	16 WORDS
	<p>Though there is diversity of views, but even then psychologists agree on certain common basic characteristics</p> <p>W https://kashmirpulse.com/wp-content/uploads/2016/12/Paper-02-Unit-III-and-IV.pdf</p>		<p>Though there is diversity of views but even then all psychologists agree on certain common basic characteristics.</p>	
57/177	SUBMITTED TEXT	19 WORDS	75% MATCHING TEXT	19 WORDS
	<p>Personality is the dynamic organization within the individual of those psychophysical systems that determine individual unique adjustment to his environment."</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>			
58/177	SUBMITTED TEXT	21 WORDS	85% MATCHING TEXT	21 WORDS
	<p>an advanced system of Ayurveda, in which our ancient physicians broadly categorized all human beings on the basis of three elements –</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>			

59/177	SUBMITTED TEXT	62 WORDS	68%	MATCHING TEXT	62 WORDS
<p>Spranger's Type : German philosopher E. Spranger divided human beings on the basis of interests in the following categories: 1. Theoretical – neglects social and political participations. 2. Economic – interested in money-hoarding. 3. Aesthetic – lover of beauty and is busy in sensuous gratification. 4. Social – interested in social activities. 5. Political – dominating and desirous of power. 6. Religious – devote themselves to religious activities and</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					
60/177	SUBMITTED TEXT	44 WORDS	30%	MATCHING TEXT	44 WORDS
<p>emotional conflicts and stress in his environment. Introvert individual is shy, avoids people and enjoys to be alone. By nature, many scientists and philosophers are found introverts. 2. Extrovert – in contrast, extrovert persons' orientation is towards the external world. They deal people intelligently in social situations.</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					
61/177	SUBMITTED TEXT	15 WORDS	66%	MATCHING TEXT	15 WORDS
<p>is the second stage of sex development, when the child obtains gratifications through anal activities.</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					
62/177	SUBMITTED TEXT	19 WORDS	90%	MATCHING TEXT	19 WORDS
<p>Trait may be defined as a property within the individual that accounts for his unique but relatively stable reactions to environment."</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					
63/177	SUBMITTED TEXT	22 WORDS	78%	MATCHING TEXT	22 WORDS
<p>Inference from Behavior – Personality traits are not directly observable but they are manifested in a number of activities and behavioral expressions. 3.</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					

64/177	SUBMITTED TEXT	26 WORDS	68%	MATCHING TEXT	26 WORDS
<p>manifested consistently in behavior of the individual. 6. Traits as higher order habits – Guthrie conceived that a trait is a higher order habit which recurs in</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					
65/177	SUBMITTED TEXT	15 WORDS	85%	MATCHING TEXT	15 WORDS
<p>frame of reference – Personality of an individual is an organized whole of beliefs, emotions</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					
66/177	SUBMITTED TEXT	18 WORDS	68%	MATCHING TEXT	18 WORDS
<p>distinguishes between subjective reality and things in the external environment. The Ego is called the executive of personality. It</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					
67/177	SUBMITTED TEXT	18 WORDS	76%	MATCHING TEXT	18 WORDS
<p>the reality principle. It often integrates the conflicting demands of Id, the Super Ego and the external world. The</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					
68/177	SUBMITTED TEXT	20 WORDS	50%	MATCHING TEXT	20 WORDS
<p>represents the ideal rather than the real and strives for perfection. It works in accordance with the moral standards authorized by</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					
69/177	SUBMITTED TEXT	15 WORDS	76%	MATCHING TEXT	15 WORDS
<p>human organism is a complex energy system which derives its energy from food it consumes.</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					

70/177	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
<p>a continuous interaction and clash between Id impulses seeking release and inhibition imposed by the</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>				
71/177	SUBMITTED TEXT	18 WORDS	52% MATCHING TEXT	18 WORDS
<p>the probability held by the individual that a particular reinforcement will follow; a specific behavior in a specific situation.</p> <p>SA personality all.docx (D28144935)</p>				
72/177	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>Initially, Allport used the word trait for personal characteristics but later he substituted the word dispositions for traits and usage of traits was reserved for common traits.</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
73/177	SUBMITTED TEXT	36 WORDS	100% MATCHING TEXT	36 WORDS
<p>A personal disposition produces equivalences in function and meaning between various perceptions, beliefs, feelings, and actions that are not necessarily equivalent in the natural world, or in anyone else's mind. Personal dispositions have also been termed as 'Morphological Traits'.</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
74/177	SUBMITTED TEXT	23 WORDS	88% MATCHING TEXT	23 WORDS
<p>Personal dispositions guide and motivate a person's specific acts of adjustment. c. Personal dispositions are important as they reflect the structure and organization of personality.</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				

75/177

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142 WORDS

99% MATCHING TEXT

142 WORDS

A person with the personal disposition of fear of certain phenomenon, as for example fear of speaking in public, may consider all persons who hesitate to speak in public as similar to himself and respond to them in the same way. But according to Allport it must be kept in mind that one person may be basically an introvert and may not want to talk in public, another may have no idea about the language and so may not want to talk in public and yet the third person may find the topic uninteresting and so may not want to talk in public. Hence the individual concerned will have to interact with them differently and not in the same manner as he would respond to a person like him who is afraid of talking in public. Thus the personal dispositions are concrete, can be easily recognized and they are invariably consistent. e. Allport

SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)

76/177

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93 WORDS

96% MATCHING TEXT

93 WORDS

believes that traits are essentially unique to each individual, as for example, one person's "fear of speaking in public for instance may not be the same for two different individuals, as mentioned above. If one has to understand the person and his behavior, it is important to study the individual in detail and in depth. This can be done by interviewing the person, or observing the person or analyzing his speeches and writings to get a clear view of what is making the person afraid to speak in public. This method was termed as the idiographic method by Allport. 4.4.1 Allport'

SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)

77/177	SUBMITTED TEXT	151 WORDS	95% MATCHING TEXT	151 WORDS
<p>s Trait Theory of Personality Gordon Allport's theory is considered to be one of the more scientific theories which has put forward the concept of traits in understanding personality. He takes the biological approach to an extent and mentions about how children are born with reflexes and as they use the reflexes continuously, how in course of time, these reflexes become a habit and how habits by indulging in them continuously turn into traits, which are relatively permanent entities in the individual and which are reflected in the individual's behaviors in different situations. Allport's theory puts forward the new idea of 'functional autonomy' in which he says a particular behavior indulged in initially for some specific purpose, becomes the constant behavior in the individual in course of time. For instance, a person who initially goes to a hill station because the doctor advised, later on goes to the hill station every year as it gives him a satisfaction and his urge gets fulfilled.</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
78/177	SUBMITTED TEXT	29 WORDS	95% MATCHING TEXT	29 WORDS
<p>the dynamics of personality and how traits help in making a person behave in a certain way. We will deal with the concept of Program and functional autonomy which are</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
79/177	SUBMITTED TEXT	44 WORDS	89% MATCHING TEXT	44 WORDS
<p>one sense and 'personalistic' in another sense. He combines the opposites in his theory such as 'objectivity and subjectivity', 'rationality and irrationality' etc. Here, we will discuss (1) Definition and Structure of Personality as conceived by Allport, his ideas about (2) traits, the (3) types of</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
80/177	SUBMITTED TEXT	35 WORDS	93% MATCHING TEXT	35 WORDS
<p>Definition of Personality : According to Allport (1938), "personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment." This definition has put forward many aspects. Let us</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				

81/177	SUBMITTED TEXT	155 WORDS	79% MATCHING TEXT	155 WORDS
<p>both psychological and physical aspects, those interact between themselves. The interacting factors include at the physiological level on the endocrinal system. As for the interacting factors in the psychological aspects these include, traits, emotions, intellect, temperament, character and motives. All these interact with the physiological aspects and contribute to the personality development and behavior. b. Dynamic Organization - of different elements of psychological system is independent but functions in an interlocking manner with physiological and other systems amongst themselves and is subject to change. However, this change can take place in a gradual manner over a long period of time. c. Unique Adjustment to Environment - is characterized by a dynamic organization of psychological traits that makes his/her adjustment. The reason for this is that experiences of every person are unique and therefore, their reaction to the environment is also unique. It is well known that the identical twins though are from the same fertilized egg; do show considerable variations in their behavior because of such unique aspects within them.</p>				
<p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				

82/177	SUBMITTED TEXT	45 WORDS	100% MATCHING TEXT	45 WORDS
<p>Traits or Dispositions : According to Allport, traits constitute the basic unit of individual's personality. He defined traits as the predisposition to respond and react in the same or similar manner to stimuli in the environment. According to him, there are two types of Traits (i) Common Traits</p>				
<p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				

83/177	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>ii) Personal Traits or Dispositions. Some of the important characteristics of</p>				
<p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				

84/177

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104 WORDS

86% MATCHING TEXT

104 WORDS

Traits are not theoretical structures or constructs but are real and found within the individual. NSOU ? CC-ED-04 ?

89 2. Traits guide and direct behavior and enable the individual to behave in a particular manner. 3. Traits are verified empirically. 4. Different traits are not absolutely independent of each other but have overlapping functions. 5. Stable traits can also be changed over time. 6. Persons belonging to a certain country or a community within a society behave similarly in a number of situations. They hold the same view points and behave in like manner as others. This is so because cultural factors play a very significant role in the development of personality.

SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)

85/177

SUBMITTED TEXT

154 WORDS

91% MATCHING TEXT

154 WORDS

Personal Traits : 1. Allport was of the view that personal disposition is something unique to the individual and this disposition makes him/her behave consistently in the same way in a number of situations that are similar. 2. It is a generalized neuro-psychic structure that is unique to the individual concerned and this makes for the difference in the behaviors of many individuals even though they may face the same situation. For example, in a TV program when a sad scene is shown one person cries, another turns the other way from the TV not wanting to see the scene, and the third criticizes the scene as most unreasonable and unrealistic. These three different reactions are typically due to the personal disposition of the three different individuals. In his own words, 3. Allport defined (1938) this disposition as "a generalized neuro-psychic structure, unique to the individual, with the capacity to render many stimuli functionally equivalent, and to initiate and guide consistent or equivalent forms of adaptive and stylistic

SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)

86/177

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98 WORDS

97% MATCHING TEXT

98 WORDS

Cardinal Traits : These are central to the individual and these traits manifest themselves in almost all situations and in the individual's very personality. For instance, if we take compassion as a cardinal trait in one person, you will see that this compassion is manifested in almost all aspects of the individual's behavior, as for instance, if he sees a child begging, he will offer her some eatable or money. Such a person may also join many NGOs that are dealing with orphans and destitute, so as to help these needy persons. He would also write in newspapers and magazines about the conditions of

SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)

87/177

SUBMITTED TEXT

71 WORDS

92% MATCHING TEXT

71 WORDS

such people and call for help and assistance to be given to them. So, his behavior will be reflecting this unique disposition of compassion in almost all aspects of his behavior. Thus, Cardinal traits have an overwhelming influence on the behavior of the individual in that they guide and direct almost all types of behavior of the person. These traits are at the very core of the personality. These are considered as building blocks of

SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)

88/177

SUBMITTED TEXT

77 WORDS

96% MATCHING TEXT

77 WORDS

individual's personality. When you describe someone, you are likely to use words that refer to these central traits: aristocratic, street smart, timid, aggressive, arrogant etc. According to Allport each individual has about 5 to 10 such cardinal traits in them. One of these is indeed dominant while others do dominate but do not have the overriding influence on the person's behavior. Through such traits one can define the personality of the individual concerned. These central traits reveal the structure and organization of personality. 2.

SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)

89/177

SUBMITTED TEXT

163 WORDS

94% MATCHING TEXT

163 WORDS

Traits : These are central to the individual and these traits manifest themselves in almost all situations and in the individual's very personality. For instance, if we take compassion as a cardinal trait in one person, you will see that this compassion is manifested in almost all aspects of the individual's behavior. If he sees a child begging, he will offer her some eatable or money. Such a person may also join many NGOs that are dealing with orphans and destitutes so as to help these needy persons. He would also write in newspapers and magazines about the conditions of such people and call for help and assistance to be given to them. So his behaviour will be reflecting this unique disposition of compassion in almost all aspects of his behavior. Thus, Central traits have an overwhelming influence on the behavior of the individual in that they guide and direct almost all types of behavior of the person. These traits are at the very core of the personality. These are considered as building blocks of

SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)

90/177

SUBMITTED TEXT

109 WORDS

95% MATCHING TEXT

109 WORDS

Personality. When you describe someone, you are likely to use words that refer to these central traits: aristocratic, street smart, timid, aggressive, arrogant etc. According to Allport each individual has about 5 to 10 such central traits in them. One of these is indeed dominant while others do dominate but do not have the overriding influence on the person's behavior. Through such traits one can define the personality of the individual concerned. These central traits reveal the structure and organization of personality. 3. Secondary Traits : These are not overwhelming like the cardinal traits, but it can be reflected or seen in the various preferences and attitudes of the individual concerned. These, to an extent, are specific to

SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)

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97% MATCHING TEXT

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is, for instance showing a disdainful attitude towards a particular community person. These are rather too general and are not as consistent as the cardinal traits. They can also change in certain special situations. For example, the negative disdainful attitude may not be obvious when the person is with others who are in favor of that community person and his contributions.

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92/177	SUBMITTED TEXT	34 WORDS	90% MATCHING TEXT	34 WORDS
<p>Sense of Body (First 2 years of life) : As pointed out earlier, the child in the beginning stages has no idea about which is his/ her body and what is that of another. Even</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
93/177	SUBMITTED TEXT	21 WORDS	86% MATCHING TEXT	21 WORDS
<p>experiences over a period of time, when the pillow is taken away by the mother, he/she realizes that it is not</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
94/177	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
<p>part of his body. This idea of the sense of one's own body develops as a result of experiences that the child goes through in</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
95/177	SUBMITTED TEXT	33 WORDS	100% MATCHING TEXT	33 WORDS
<p>with the environment. Allport went ahead and said that the aspects the child experiences as the most essential and which is warm and central and which gives him comfort are the most central aspects of his/</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
96/177	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>experience. The sense of body has boundaries, that is, we all feel the pain, touch and many other sensations including movement, etc. which all contribute to our becoming.</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				

ii. Self-identity : Another aspect that develops during the first two years is what Allport called as 'Self-identity'. In course of his experience, the child is able to become aware that pillow is not himself and mother is not himself. This kind of realisation through experience continues on and the person is able to develop a sense of his own self called as self-identity. This self- awareness leads to the recognition of oneself as having a past, present and a future. The person is able to see himself as a separate entity who is separated from the pillow, from the mother and various others in his environment. This differentiation of the self from the whole is an important aspect of the development of self-identity. Every individual has a name and a family and this identity is entirely the individual's own.

iii. Self-esteem (2 to 4 years of age) : This aspect develops in the individual around the age of two to four years. The child is able to move around now and is able to accomplish many things that he never used to in the past due to the non-maturation of many of the organ systems. As the child is growing and many of his organs are maturing he is able to make many movements both refined and non-refined and is able to reach his goals, as for instance NSOU ? CC-ED-04 ? 92 to fetch a toy from another corner of the room etc. As the child experiences many achievements and accomplishments he feels good about himself, becomes more confident and tries to do things like climbing the stairs and reaching the rooms on the first floor etc. He is able to control also many of his reflexes in terms of controlling his bowel and bladder. All these are appreciated by the caregivers and the child feels good about himself/ herself and thus develops a good concept about himself that he/she is capable. Thus, he develops self-esteem which is positive. On the other hand, if the experiences were in the negative direction the self-esteem would also have been negative.

iv. Self-extension (4 to 6 years) : The extension to one self- develops between four to six years of age. There are many things in the environment which are supplementary and complementary to the growth and development of the individual. The individual is able to understand that Mr. X and Ms. Y are his parents. They are his own. He lives in a place which again is his own, he has a room in which he studies and does a lot of things including listening to music etc. and these are all his own. Thus, there is an extension of self here into many things in the environment which all are identified with

Some people as they grow up may even identify themselves with being a sportsman, an athlete or a swimmer etc. Some belong to a group or a clan or a gang and identify themselves with the same. Some identify themselves with an occupation such as being a psychologist or a doctor or a lawyer. Thus, there is self extension into many aspects of the environment. v. Self-Image (4 to 6 years) : Self-image means, the self of the person as others see it. It is a mirroring of one's image by others. The impression that the individual makes on others by looks, clothes, behavior etc. In addition other aspects of self that are important include the social esteem or status one enjoys in the society and in the social circle. It also includes the person's sexual identity. Many times the ideal self and self-image may not be the same. While one may have an ideal image in mind as for example, one wants to be like Amitabha Bachhan in look and behavior, the actual image may not be anywhere near it. In some cases, others may consider the individual as resembling someone in looks and behavior, but the person concerned may consider his self-image as different. Thus, there could be a discrepancy in the self-image and what others think about the person. vi. Rational coping (6-12 years): As the individual grows up and his personality develops he is able to have higher cognitive functioning with increase in

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his thinking abilities, decision making and memory capacities. These in turn help the individual to make decisions on many matters related to that age level. The person is able to now think rationally on many issues and is able to understand the pros and cons and takes relatively more appropriate decisions as compared to the earlier age levels. He puts in efforts to understand things and is able to accomplish far more tasks than before. This ability to cope with life related situations rationally is an important development that takes place during these years. vii. Proprium : Every individual has to finally take charge of his life. The individual has to be responsible for his thinking, actions and behaviors. After the varied experience in life the individual is able to look back on his goals, achievements and accomplishments, and then say now is the time he would try to spend on activities that gives him internal satisfaction and a sense of fulfillment. This is almost akin to that of self-actualisation as put forward by Maslow, though in a number of ways it is different. The propiate striving starts only after the age of 12 years and the individual is able to clearly identify his goals, what his future plans are and in which direction think he like to move and what is the purpose of his life etc. He is able to now say that he is the man in charge of his life and would like to do things as he wishes and desires. In all this, of course, the person acts rationally and logically.

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Dynamics of Personality a. What are the various factors underlying the functioning of an individual's personality is a question that needs to be answered, if one

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A personal disposition produces equivalences in function and meaning between various perceptions, beliefs, feelings, and actions that are not necessarily equivalent in the natural world, or in anyone else's mind. Personal dispositions have also been termed as 'Morphological Traits'.

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102/177	SUBMITTED TEXT	22 WORDS	88%	MATCHING TEXT	22 WORDS
<p>Personal dispositions guide and motivate a person's specific acts of adjustment. d. Personal dispositions are important as they reflect the structure and organization of personality.</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
103/177	SUBMITTED TEXT	14 WORDS	100%	MATCHING TEXT	14 WORDS
<p>A person with the personal disposition of fear of certain phenomenon, as for</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
104/177	SUBMITTED TEXT	223 WORDS	97%	MATCHING TEXT	223 WORDS
<p>example fear of speaking in public, may consider all persons who hesitate to speak in public as similar to himself and respond to them in the same way. But according to Allport it must be kept in mind that one person may be basically an introvert and may not want to talk in public, another may have no idea about the language and so may not want to talk in public and yet the third person may find the topic uninteresting and so may not want to talk in public. Hence the individual concerned will have to interact with them differently and not in the same manner as he would respond to a person like him who is afraid of talking in public. Thus, the personal dispositions are concrete, can easily be recognized and they are invariably consistent. Allport also believes that traits are essentially unique to each individual, as for example, one person's "fear of speaking in public for instance may not be the same for two different individuals, as mentioned above. If one has to understand the person and his behavior, it is important to study the individual in detail and in depth. This can be done by interviewing the person, or observing the person or analyzing his speeches and writings to get a clear view of what is making the person afraid to speak in public. This method was termed as the idiographic method by Allport.</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					

105/177	SUBMITTED TEXT	23 WORDS	95% MATCHING TEXT	23 WORDS
<p>Allport's has put forward three basic concepts as underlying dynamics of personality and these are - (i) Functional Autonomy, (ii) Conscious and Unconscious Motivation,</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
106/177	SUBMITTED TEXT	90 WORDS	96% MATCHING TEXT	90 WORDS
<p>iii) Psychological Maturity. Allport described personality dynamics in terms of functional autonomy, conscious and unconscious motivation and psychological maturity. These dynamics are being explained below: (i) Functional Autonomy : Allport did not believe in looking too much into a person's past in order to understand his present. This belief is most strongly evident in the concept of functional autonomy: Your motives today are independent (autonomous) of their origins. In other words the means employed for the attainment of a goal are now themselves a Personality goal. For example, a person develops and inculcates discipline and hard work in his/</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
107/177	SUBMITTED TEXT	123 WORDS	97% MATCHING TEXT	123 WORDS
<p>life to become rich and famous. But even after becoming rich and famous he/she continues to live with discipline and hard work. Actually, discipline and hard work are no longer the means for being rich and famous but they have replaced the goal of being rich and famous in that discipline and hard work by themselves are goals. What is now is more important than what was in the past or what is going to be in the future. A person may have been persuaded by parents to become a lawyer, but as the individual practiced law, it was so interesting and so satisfying, that there was no need for the parents' persuasion any more, being a lawyer and practicing law by itself has become a goal for this individual.</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
108/177	SUBMITTED TEXT	17 WORDS	71% MATCHING TEXT	17 WORDS
<p>Types of functional autonomy : There are two types of functional autonomy. Let us see, what these</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				

109/177	SUBMITTED TEXT	30 WORDS	88% MATCHING TEXT	30 WORDS
<p>Perseverative functional autonomy refers to various behaviors in which a person continues to indulge. These behaviors really have no purpose at the present moment yet; we continue to indulge in these</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
110/177	SUBMITTED TEXT	61 WORDS	95% MATCHING TEXT	61 WORDS
<p>Propriate functional autonomy, on the other hand, refers to the values that the person holds. This comes about as a result of socialization and child rearing practices in which parents incorporate values of honesty, hard work, diligence, generosity, compassion etc. in children through both rewards and punishment. The children internalize the values as they want to be appreciated and rewarded and also want to avoid punishment. (</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
111/177	SUBMITTED TEXT	67 WORDS	84% MATCHING TEXT	67 WORDS
<p>a) Principle of organizing: Here the organizing refers to the organization of one's energy into different activities. The energy is organized into many novel and creative activities which are productive and not in activities which are non productive. (b) Principle of Mastery: Competence refers to the person's efforts to satisfy his/her needs at a higher cognitive levels and higher levels of satisfaction. He/She, therefore, not only masters and competently deals with various situations, he/</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
112/177	SUBMITTED TEXT	77 WORDS	96% MATCHING TEXT	77 WORDS
<p>is doing. This gives satisfaction to the individual at the highest level. This is another important principle of propriate functional autonomy. (c) Principle of propriate patterning: Self is most important in the proprium of an individual. This self consists of all perceptual and cognitive processes of the individual's higher level cognitive functions. In other words the various cognitive functions are organized around this self. Since every behavior cannot be explained by functional autonomy principles many of these patterning if understood can explain a person's</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				

113/177	SUBMITTED TEXT	13 WORDS	96%	MATCHING TEXT	13 WORDS
<p>Allport and his colleagues also categorized as per the contents of the values: (</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
114/177	SUBMITTED TEXT	14 WORDS	100%	MATCHING TEXT	14 WORDS
<p>may value usefulness or utility aspects and he called these values as the economic value. (</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
115/177	SUBMITTED TEXT	19 WORDS	91%	MATCHING TEXT	19 WORDS
<p>The theoretical – a scientist, for example, values truth; (c) The economic – a business person may value usefulness.</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
116/177	SUBMITTED TEXT	20 WORDS	92%	MATCHING TEXT	20 WORDS
<p>The social – a nurse may have a strong love of people. (f) The political – a politician may value power. (</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
117/177	SUBMITTED TEXT	65 WORDS	93%	MATCHING TEXT	65 WORDS
<p>Allport in his theory laid emphasis on conscious motivation stating that an adult individual is fully aware of what he/she is doing. But, he also gave due recognition to the concept of unconscious motivation. In fact, all the conscious motivations are somehow influenced by desires hidden in the unconscious. He refuted Freud's claim that ego does not have energy of its own and personality is controlled by the unconscious</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
118/177	SUBMITTED TEXT	15 WORDS	100%	MATCHING TEXT	15 WORDS
<p>Allport claimed that a mature normal adult's personality is fully in control of the conscious</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					

119/177	SUBMITTED TEXT	20 WORDS	100%	MATCHING TEXT	20 WORDS
<p>Psychological Maturity : If you have a well-developed proprium and a rich, adaptive set of dispositions, you have attained psychological maturity,</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
120/177	SUBMITTED TEXT	19 WORDS	92%	MATCHING TEXT	19 WORDS
<p>Specific, enduring extensions of self, i.e. Involvement; (b) Dependable techniques for warm relating to others (e.g. trust, empathy, genuineness, tolerance</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
121/177	SUBMITTED TEXT	46 WORDS	88%	MATCHING TEXT	46 WORDS
<p>Problem-centeredness, and the development of problem-solving skills; (f) Self-objectification - insight into one's own behavior, the ability to laugh at oneself, etc. (g) A unifying philosophy of life, including a particular value orientation, differentiated religious sentiment, and a personalized conscience. IV. Evaluation of Allport's Theory : A careful analysis of the</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
122/177	SUBMITTED TEXT	65 WORDS	88%	MATCHING TEXT	65 WORDS
<p>Merits : Allport developed his personality theory in academic settings instead of psychoanalytic settings. For this reason, this theory gained much importance and recognition among educational psychologists. According to Allport, present and future are more important in understating personality than past of an individual. Motivations NSOU ? CC-ED-04 ? 97 and behavior of an individual can be better understood by present and future. This characteristic of Allport's theory helps</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					

understand the structure of personality more scientifically. His idiographic approach to personality research is quite praiseworthy as it aids understanding and detailed analysis of personality. He made an important contribution to the field of psychology through his explanation of personality in terms of traits. b. Demerits: Feist criticized Allport's theory saying that it is grounded more in philosophical speculations and common sense than in scientific research. Psychoanalysts objected to Allport's concept of proprium which puts more emphasis of present and future and ignores his past. They say that such ignore of past hinders complete understanding of personality. Past events and experiences that went into the shaping of present personality can't be totally delinked from the present personality. Allport's theory describes the functionally autonomous motives of a psychologically healthy person but motive of children, psychotics and neurotics do not find any mention in his theory. Allport in his theory failed to explain their behavior. Allport in his theory does not mention how an original motive develops into a functionally autonomous motive. For example, discipline and hard work which originally acted as means to get rich and famous become functionally autonomous once the person is rich and famous. Thus, it is difficult to predict which motive of childhood develops into autonomous motive during adulthood. Critics also point to the idiographic approach taken to the personality taken by Allport. According to them nomothetic approach which requires study of several persons at the same time and subjecting the data so gathered to statistical analysis is the only right method for studying personality. Allport's theory is based only on the study of normal and psychologically healthy persons and does not take account of neurotics and others. This fact limits its applicability. Some of the concepts in Allport's theory do not lend themselves to empirical testing. For example, functional autonomy is a concept that can't be manipulated in experimental conditions. Psychologists also refute Allport's claim of discontinuity in the personality of children and adults and normal and abnormal. Furthermore, Allport did not make any sense about the impact of social factor on personality. 4.4.2

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124/177	SUBMITTED TEXT	34 WORDS	91% MATCHING TEXT	34 WORDS
<p>Eysenck, Hans Jurgen (1916-97), was a British psychologist. He was known for his theory of human personality. He suggested that personality is basically determined biologically and is arranged in a hierarchy consisting of types, traits,</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
125/177	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
<p>habitual responses and specific responses. Eysenck did not believe in Freudian Psychoanalysis as he considered it rather unscientific. i. Hierarchical Taxonomy</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
126/177	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>According to Eysenck, Personality can be studied from either temperamental or cognitive</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
127/177	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
<p>or both. He focused on the temperament aspect of personality in his PEN (</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
128/177	SUBMITTED TEXT	28 WORDS	87% MATCHING TEXT	28 WORDS
<p>model. For better understanding of the model, therefore, the concept should begin with its description or 'taxonomy of personality or temperament'. As Eysenck (1991) stated, "In any science, taxonomy precedes</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				

129/177	SUBMITTED TEXT	73 WORDS	89% MATCHING TEXT	73 WORDS
<p>causal analysis." In the course of taxonomy (classification), any organisms can be organized into groups based on characters and their relationships. Eysenck describes in plain terms how taxonomy in the study of personality can be achieved using the correlation technique called factor analysis. In case of personality study, the organisms concerned are human beings; their characters are traits, measured by experiment, by rating, by self-rating, or in some other way. Traits can be related with subjects, or subjects</p>				
<p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				

130/177	SUBMITTED TEXT	84 WORDS	82% MATCHING TEXT	84 WORDS
<p>traits, giving us groups of people showing similarity over traits, or groups of traits, cohering as factors over people. We can then look at the traits (or people) having the highest factor loadings in order to better identify the trait clusters. (Eysenck, 1991) Individual differences in personality or temperament are analyzed in terms of traits, which can be defined as theoretical constructs based on "co-variation of a number of behavioral acts" (Eysenck & Eysenck, 1985). However, Eysenck (1991) further supposes that traits themselves inter-correlate and make up higher-order factors or</p>				
<p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				

131/177	SUBMITTED TEXT	95 WORDS	88% MATCHING TEXT	95 WORDS
<p>model proposes a hierarchical classification of personality containing four levels. At the very bottom level of the hierarchy are behaviors such as talking with a friend on a single occasion. At the second level are habits such as talking with friends on multiple occasions, which are comprised of recurring behaviors. The third level of the hierarchy is that of traits or factors such as sociability, which are comprised of inter-correlated sets of habits. At the top of the hierarchy are super-factors or dimensions of personality such as extraversion, which are inter-correlated sets of traits or factors. Eysenck suggests three such</p>				
<p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				

132/177	SUBMITTED TEXT	31 WORDS	95%	MATCHING TEXT	31 WORDS
<p>Extraversion (E), Neuroticism (N), and Psychoticism (P). These three superfactors or dimensions of personality are orthogonal to each other, which mean that they do not correlate with each other (Eysenck & Eysenck, 1985).</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
133/177	SUBMITTED TEXT	55 WORDS	75%	MATCHING TEXT	55 WORDS
<p>The PEN model is based on the principle of 'aggregation', in which measures will have higher reliability if they are comprised of many items (Eysenck, 1990). NSOU ? CC-ED-04 ? 99 That is, each super-factor in the PEN model is comprised of many different factors, habits, and behaviors, and thus reliability of measurement is increased. The</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
134/177	SUBMITTED TEXT	68 WORDS	95%	MATCHING TEXT	68 WORDS
<p>of extraversion, neuroticism, and psychoticism at the top level of the hierarchy are stable, whereas behaviors, such as, talking with a friend on a single occasion at the bottom of the hierarchy are changeable across time and situation. In this respect, the distinction between levels is very important for the analysis of personality in the PEN model. iii. Three Dimensions of Personality: Eysenck strongly advocates that there are only three major dimensions or</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
135/177	SUBMITTED TEXT	64 WORDS	92%	MATCHING TEXT	64 WORDS
<p>Psychoticism versus Impulse control (Eysenck & Eysenck, 1985). In the PEN model, these dimensions or super-factors are based on "constitutional, genetic, or inborn factors, which are to be discovered in the physiological, neurological, and biochemical structures of the individual" (Eysenck & Eysenck, 1985). Each person does not necessarily have either 100 percent or zero percent of Extraversion, Neuroticism, or Psychoticism. An individual may show some degree of these</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					

136/177	SUBMITTED TEXT	17 WORDS	100%	MATCHING TEXT	17 WORDS
<p>on the continuum. A person may have high Extraversion, moderate Neuroticism, and low Psychoticism. Eysenck suggests after studying</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
137/177	SUBMITTED TEXT	14 WORDS	100%	MATCHING TEXT	14 WORDS
<p>psychosis - (i) Psychotic symptoms and illnesses do not form completely separate diagnostic entities, (</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
138/177	SUBMITTED TEXT	162 WORDS	96%	MATCHING TEXT	162 WORDS
<p>Psychosis is not a separate diagnostic entity which is categorically separated from normality, (iii) This continuum is co-linear with the concept of Psychoticism embodied in the P scale of the EPQ. On this continuum, a person with high Extraversion is sociable, popular, optimistic, and rather unreliable, whereas a person with low Extraversion is quiet, introspective, reserved, and reliable. A person with high Neuroticism is anxious, worried, moody, and unstable, whereas a person with low Neuroticism is calm, even-tempered, carefree, and emotionally stable. A person with high Psychoticism is troublesome, uncooperative, hostile, and socially withdrawn, whereas a person with low Psychoticism is altruistic, socialized, empathic, and conventional (Eysenck & Eysenck, 1985). iv. Causal Aspects based on a three-dimensional description of personality: The PEN model further attempts to provide causal explanation of personality. The PEN model looks for Psycho-physiological, hormonal, and other biological mechanisms responsible for the personality dimensions, so that the theory can be tested by scientific experiments. Eysenck and Eysenck (1985) clearly contend that "no theory would be considered valid that did not make testable and verified</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
139/177	SUBMITTED TEXT	24 WORDS	97%	MATCHING TEXT	24 WORDS
<p>predictions." Consequently, Eysenck (1990) proposes the arousal theory, by modifying his inhibition theory to explain the causal roots of the three dimensions of personality.</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					

basis for each of his three personality super traits or types. According to him, the super trait Introversion-extraversion is closely related to levels of cortical arousal as indicated by electroencephalographic recordings. Eysenck(1982) used the term arousal to denote a continuum of excitation, ranging from a lower extreme (e.g., sleep) to an upper extreme (e.g., state of panic). He was of the view that introverts are over aroused and thus are highly sensitive to incoming stimulation. For this reason, they avoid situations that are apt to overwhelm them. Extraverts are under aroused and thus are highly insensitive to incoming stimulation and thus they constantly seek out situations that are apt to excite them. Eysenck hypothesized those individual differences in stability vs neuroticism reflected the degree to which the autonomic nervous system reacts to stimuli. He linked this dimension with the limbic system, the brain's visceral or feeling system, which influences motivation and emotional behaviour. He pointed out that persons high on neuroticism tend to react more quickly to painful, novel, disturbing, or other stimuli than do more stable persons. Such persons also exhibit a more persistent reaction (even after the stimulus has disappeared) than do highly stable persons. Eysenck's

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interpretation of the dimensions of personality is closely related to his theory of psychopathology. He was of the view that the symptoms or disorders that befall a person are related to the combined impact of personality traits and nervous system functioning. For instance, the person who is high on the dimensions of introversion and neuroticism is more prone to develop anxiety disorders such as phobias, obsessions, and, compulsions. On the other hand, the person who is high on the extraversion and neuroticism dimensions is at a risk for psychopathic (antisocial) disorders. Eysenck stated that psychological disorders do not automatically occur as a result of genetic predisposition. These genetic predispositions when interact with the environment or a certain situation produce psychological disorders.

v. Extraversion and Cortical Arousal According to the Arousal Principle: Eysenck (1990) provides a biological explanation of extraversion in terms of cortical arousal via the ascending reticular activating system (ARAS). Activity in the ARAS stimulates the cerebral cortex, which, in turn, leads to higher cortical arousal. Cortical arousal can be measured by skin conductance, brain waves, or sweating (Eysenck, 1990). Because of the different levels of ARAS activity, "Introverts are characterized by higher levels of activity than extraverts and so are NSOU ? CC-ED-04 ? 101 chronically more cortically aroused than extraverts" (Eysenck & Eysenck, 1985) emphasis added). Based on the Yerkes-Dodson law, which suggests that arousal and performance have an inverted-U relationship, the arousal theory of the PEN model assumes that "some intermediate level of arousal is optimal for performance" (Eysenck & Eysenck, 1985).

vi. Neuroticism and Visceral Brain Activation: Eysenck (1990) also explains neuroticism in terms of activation thresholds in the sympathetic nervous system or visceral brain. The visceral brain is also referred to as the limbic system, which consists of the hippocampus, amygdale, septum, and hypothalamus, and regulates such emotional states as sex, fear, and aggression. It is responsible for the fight-or-flight response in the face of danger. Heart rate, blood pressure, skin conductance, sweating, breathing rate, and muscular tension in the forehead can measure activation levels of the visceral brain. Neurotic individuals have greater activation levels and lower thresholds within the visceral brain. They become easily upset in the face of very minor stresses. However, emotionally stable people are calm under such stresses because they have lesser activation levels and higher thresholds.

vii. Psychoticism and Gonadal Hormones: Eysenck (1990) also provides a biological explanation of Psychoticism in terms of gonadal hormones such as testosterone and enzymes, monoamine oxidase (MAO). Eysenck (1992) reports that "low platelet monoamine oxydase (MAO) has been found in psychotic patients, and also in their relatives and

inpatients who have recovered, suggesting that low MAO activity may be

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142/177

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vulnerability'. Considering all, the PEN model has contributed to the study of personality in

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143/177

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27 WORDS

ways – i. It combines both descriptive and causal aspects of personality in one theory (Eysenck, 1997 & Stelmack, 1997). This characteristic clearly distinguishes the PEN model from most

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144/177

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93%

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61 WORDS

other trait theories such as the five-factor model (Costa & McCrae, 1992a, 1992b; Eysenck, 1991, 1992b, 1992c). ii. It provides causal explanations in addition to the description of personality. iii. The PEN model is supported by more credible evidence than purely descriptive models. iv. The PEN model is comprehensive in description by proposing a hierarchy of four levels and by making a clear distinction among those levels.

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Finally, the PEN model becomes most compelling because of its experimental approach to the study of personality, which makes the model

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more testable. Consequently, the PEN model is likely to generate more specific predictions about personality. Thus, the essence of Eysenck's Trait-Type theory is that –
(i) Elements of personality can be arranged hierarchically;
(ii) Certain

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147/177	SUBMITTED TEXT	10 WORDS	100%	MATCHING TEXT	10 WORDS
<p>or types, such as, Extraversion exert a powerful influence over</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
148/177	SUBMITTED TEXT	11 WORDS	100%	MATCHING TEXT	11 WORDS
<p>comprised of several component traits, and these component traits either</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
149/177	SUBMITTED TEXT	193 WORDS	97%	MATCHING TEXT	193 WORDS
<p>more superficial reflections of the underlying type dimension, or are specific qualities that contribute to that dimension. According to Eysenck, traits are composed of numerous habitual responses, which, in turn, are derived from a multitude of specific responses. The trait of sociability correlates with such response dispositions as activity, liveliness, assertiveness etc. Taken together, these traits define a super trait or type Eysenck calls extraversion. In considering Eysenck's hierarchical model of personality structure, it should be noted that the word 'type' refers to dimensions of personality that he regards as normally distributed along a continuum. This is almost equivalent to traits. Thus, for example, the type concept of extraversion is a dimension with a low end and a high end along which people may fall at various points between the two extremes. It is not a dimension on which people can be classified as either low or high. Eysenck does not imply discontinuity when he uses the word 'type'. Personality Types Eysenck used a variety of methods for gathering information about people in order to delineate their personality. These methods included self-report, observer ratings, biographical information, assessments of physique and physiology, and objective physiological tests. These data are factor analyzed to determine the structure of personality. Initially Eysenck found two basic</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					

150/177	SUBMITTED TEXT	109 WORDS	96% MATCHING TEXT	109 WORDS
<p>dimensions that he labeled as introversion-extraversion and neuroticism-stability (a factor sometimes called instability-stability). Eysenck (1976) added a third type dimension of personality, which he called psychoticism-superego strength. People high on this super-trait dimension tend to be egocentric, impulsive, sensitive to others, and opposed to social customs. They are often seen as – (i) troublesome, (ii) not fitting in well with others, and (iii) intentionally upsetting other people. Eysenck suggested that psychoticism is a genetic predisposition toward becoming either psychotic or psychopathic. He regarded psychoticism as a personality continuum along which all people can be located. He also added that this trait is found more commonly in men than in women. NSOU ? CC-ED-04 ? 103 4.5 Measurement of Personality</p>				
<p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				

151/177	SUBMITTED TEXT	69 WORDS	100% MATCHING TEXT	69 WORDS
<p>The original MMPI was based on a small, limited sample, composed mostly of Minnesota farmers and psychiatric patients; the revised inventory was based on a more representative, national sample to allow for better standardization. The MMPI-2 takes 1–2 hours to complete. Responses are scored to produce a clinical profile composed of 10 scales: Hypochondriasis, Depression, Hysteria, Psychopathic Deviance (social deviance), Masculinity versus Femininity, Paranoia, Psychasthenia (obsessive/compulsive qualities), Schizophrenia, Hypomania, and Social Introversion. There is also a scale</p>				
<p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				

152/177	SUBMITTED TEXT	16 WORDS	83% MATCHING TEXT	16 WORDS
<p>risk factors for alcohol abuse. In 2008, the test was again revised, using more advanced methods,</p>				
<p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				

153/177	SUBMITTED TEXT	52 WORDS	100%	MATCHING TEXT	52 WORDS
<p>the MMPI-2-RF. This version takes about one-half the time to complete and has only 338 questions. Despite the new test's advantages, the MMPI-2 is more established and is still more widely used. Although the MMPI was originally developed to assist in the clinical diagnosis of psychological disorders, it is now also used for occupational screening,</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
154/177	SUBMITTED TEXT	13 WORDS	100%	MATCHING TEXT	13 WORDS
<p>law enforcement, and in college, career, and marital counseling (Ben-Porath & Tellegen, 2008).</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					
155/177	SUBMITTED TEXT	122 WORDS	98%	MATCHING TEXT	122 WORDS
<p>Allport is one of those theorists who was so right about so many things that his ideas have simply passed on into the spirit of the times. His theory is one of the first humanistic theories, and would influence many others, including Kelly, Maslow, and Rogers. One unfortunate aspect of his theory is his original use of the word trait, which brought down the wrath of a number of situationally oriented behaviorists who would have been much more open to his theory if they had bothered to understand it. But that has always been a weakness of psychology in general and personality in particular: Ignorance of the past and the theories and research of others. In the present unit we studied Allport's theory of personality. We studied about his definition</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					

156/177	SUBMITTED TEXT	77 WORDS	96%	MATCHING TEXT	77 WORDS
<p>regarded traits as the building blocks of personality and mentioned two types of them, namely – common traits and personal dispositions or traits. Personal traits were further sub-divided into cardinal, central and secondary traits. We studied dynamics of personality and within it we introduced ourselves to the concepts of functional autonomy, the principles upon which it operates, conscious and unconscious motivation and psychological maturity. In the end we made an evaluation of Allport's theory in the light of criticism done by various psychologists.</p>					
<p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					

157/177	SUBMITTED TEXT	32 WORDS	87%	MATCHING TEXT	32 WORDS
<p>The trait-type theory of Eysenck is based on factor analysis. His hierarchical model of personality structure includes the dimensions of types, traits, habitual responses, and specific responses. Types represent super-trait dimensions along which</p>					
<p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					

158/177	SUBMITTED TEXT	60 WORDS	100%	MATCHING TEXT	60 WORDS
<p>people may be located at various points between two extremes. Eysenck suggests that personality types are dimensional and that most people do not fall into separate categories. Eysenck sees only two major types or traits as underlying personality structure: introversion-extraversion and stability-neuroticism. At a later stage he also added one more dimension that is psychoticism and super ego strength. The differences in these two</p>					
<p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					

159/177	SUBMITTED TEXT	16 WORDS	100%	MATCHING TEXT	16 WORDS
<p>as well as a third factor called psychoticism- superego strength, are closely related to differences in</p>					
<p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>					

160/177	SUBMITTED TEXT	145 WORDS	86% MATCHING TEXT	145 WORDS
	<p>functioning. Eysenck places far more emphasis on the genetic foundations of traits than does Cattell. However, according to Eysenck, the genetic predisposition when interacts with the environmental factors produce the requisite behaviors which may be normal or abnormal. Eysenck has developed several questionnaires to assess the three major super-traits underlying his hierarchical model of personality. EPQ is the most important tool to assess the differences between introverts and extraverts.</p> <p>4.7 Self Assessment Question 1) Discuss the Type theory of personality highlighting its characteristic features. 2) How does type theory differ from trait theory of personality? 3) Discuss and compare the Sheldon somatotype personality with that of Ayurvedic body type. 4) Discuss Jungian Personality types and indicate how the EPQ was devised. 5) Elucidate Eysenck's trait type theory of personality. 6) Give neuro-physiological explanations for neuroticism, extraversion and psychoticism. 7) How do you measure personality according to Eysenck? 8) What are the basic personality types? 9) Differentiate between extraversion and introversion personality types.</p> <p>4.8</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>			
161/177	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
	<p>References Eysenck, H. J. (1976). Sex and Personality. Austin: University of Texas Press. Eysenck, H. J. (1982). Personality, Genetics, and Behaviour. New York: Praeger.</p> <p>48</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>			
162/177	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
	<p>Hjelle, L. A. & Ziegler, D. J. (1992). Personality Theories: Basic Assumptions,</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>			

163/177	SUBMITTED TEXT	104 WORDS	100%	MATCHING TEXT	104 WORDS
	<p>Research and Applications. McGraw-Hill, Inc References Corcoran, D. W. (1964). The relation between introversion and salivation. American Journal of Psychology, 77, 298- 300. Eysenck, S. B., & Eysenck, H.J. (1973). Test –retest reliabilities of a new personality questionnaire for children. British Journal of Psychology, 43, 26-130. Eysenck, S. B., & Eysenck, H. J. (1975). Manual of the Eysenck Personality Questionnaire. San Diego, CA:EdITS. Maddi, S. R. (1989). Personality Theories: A comparative analysis (5th edition). Homewood, IL: Dorsey Press. Mischel, W. (1968). Personality and assessment. New York. Wiley. Pervin, L. A. (1989). Personality: Theory and research (5th edition). New York: Wiley. Wilson, G. (1978). Introversion / extroversion. In H. London & J. E. Exner (Eds.). Dimensions of personality (pp. 217-261). New York: Wiley.</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
164/177	SUBMITTED TEXT	35 WORDS	100%	MATCHING TEXT	35 WORDS
	<p>Hall, Calvin S. and Lindzey, A (1978). Theories of Personality. John Wiley and Sons, New Jersey. Dan, P. McAdams (2008). The Person: An Introduction to the Science of Personality Psychology. John Wiley and Sons, New Jersey.</p> <p>SA DPSY405_PERSONALITY THEORIES (1)(1).pdf (D98843051)</p>				
165/177	SUBMITTED TEXT	26 WORDS	85%	MATCHING TEXT	26 WORDS
	<p>number of tasks at any given degree of difficulty; (c) Area —means the total number of situations at each level to which the individual is able to respond;</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>				
166/177	SUBMITTED TEXT	23 WORDS	93%	MATCHING TEXT	23 WORDS
	<p>Abstract intelligence - the ability to verbal and symbolic thinking; (b) Mechanical intelligence - the ability to effectively control your body and manipulate objects;</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>				















167/177	SUBMITTED TEXT	14 WORDS	100%	MATCHING TEXT	14 WORDS
<p>Social intelligence - the ability to communicate with people, understand and perform in social relations.</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					
168/177	SUBMITTED TEXT	34 WORDS	95%	MATCHING TEXT	34 WORDS
<p>In human resources management it is used in job creation and staffing - in job analysis. The individual components are relatively independent of each other. During various work tasks and activities, different forms of intelligence</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					
169/177	SUBMITTED TEXT	26 WORDS	91%	MATCHING TEXT	26 WORDS
<p>Creativity is the capacity of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer". Thus, Creativity is</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					
170/177	SUBMITTED TEXT	15 WORDS	93%	MATCHING TEXT	15 WORDS
<p>the power of human mind to create new contents by transforming relations and generating new correlates</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					
171/177	SUBMITTED TEXT	23 WORDS	100%	MATCHING TEXT	23 WORDS
<p>is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment.</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>					
172/177	SUBMITTED TEXT	17 WORDS	71%	MATCHING TEXT	17 WORDS
<p>so far as it develops the individual and makes his behavior different from what that would otherwise have been".</p> <p>W https://kashmirpulse.com/wp-content/uploads/2016/12/Paper-02-Unit-III-and-IV.pdf</p> <p>so far as it develops the individual (In any respect, good or bad) and makes his behaviour and experiences different from what that would otherwise have been." ?</p>					






173/177	SUBMITTED TEXT	31 WORDS	100% MATCHING TEXT	31 WORDS
<p>is the act of turning new and imaginative ideas into reality. It is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between</p> <p>SA EDN-103- Psychological Foundations of Education.pdf (D141387240)</p>				
174/177	SUBMITTED TEXT	41 WORDS	97% MATCHING TEXT	41 WORDS
<p>Hilgard, "learning is the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the change in activity cannot be explained on the basis of native tendencies, maturation or temporary states of organism".</p> <p>W https://kashmirpulse.com/wp-content/uploads/2016/12/Paper-02-Unit-III-and-IV.pdf</p> <p>Hilgard (1958), "Learning is the process by which an activity originates or is changed, through reacting to an encountered situation, provided that the characteristics of the change in activity cannot be explained on the basis of native responses, tendencies, maturation or temporary states of organism (</p>				
175/177	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
<p>Aggarwal, J. C. (2014). Essentials of Educational Psychology. New Delhi: Vikas Publishing House.</p> <p>SA Unit 3.docx (D30009870)</p>				
176/177	SUBMITTED TEXT	27 WORDS	50% MATCHING TEXT	27 WORDS
<p>ii) The Law of Effect: When a modifiable connection is made between a stimuli (situation) and a response accompanied by a satisfying state of affairs, that connection strength is</p> <p>W https://kashmirpulse.com/wp-content/uploads/2016/12/Paper-02-Unit-III-and-IV.pdf</p> <p>ii) The law of disuse: When a modifiable connection is not made between a stimulus and a response during a length of time, that connection's strength is</p>				
177/177	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>the presence of a stimulus for evoking a response is</p> <p>W https://kashmirpulse.com/wp-content/uploads/2016/12/Paper-02-Unit-III-and-IV.pdf</p> <p>The presence of a stimulus for evoking a response is</p>				

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PREFACE In a bid to standardize higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses viz. core, generic, discipline specific elective, ability and skill enhancement for graduate students of all programmes at Honours level. This brings in the semester pattern which finds efficacy in sync with credit system, credit transfer, comprehensive continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry their acquired credits. I am happy to note that the university has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade "A". UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 have mandated compliance with CBCS for U.G. programmes for all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme. Self Learning Material (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English / Bengali. Eventually, the English version SLMs will be translated into Bengali too, for the benefit of learners. As always, all of our teaching faculties contributed in this process. In addition to this we have also requisitioned the services of best academics in each domain in preparation of the new SLMs. I am sure they will be of commendable academic support. We look forward to proactive feedback from all stakeholders who will participate in the teaching-learning based on these study materials. It has been a very challenging task well executed, and I congratulate all concerned in the preparation of these SLMs. I wish the venture a grand success. Professor (Dr.) Subha Sankar Sarkar Vice-Chancellor

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Universalization of Elementary Education 7-34 Unit 2 ? Rashtriya Madhyamik Siksha Abhiyan (RMSA) 35-58 Unit 3 ? Rashtriya Uchchatar Siksha Abhiyan (RUSA) 59-84 Module 2 Unit 4 ? Education for Sustainable Development 85-114 Unit 5 ? Education and Social Issues 115-147 Unit 6 ? Education for the Marginalized 148-186 UG : Education (HED)

Unit 1 ? Universalization of Elementary Education Structure 1.1 Objectives 1.2 Introduction 1.3 Universalization of Elementary Education 1.3.1 Concept of Universalization of Elementary Education 1.3.2 Aims and Objectives of Universalization of Elementary Education 1.3.3 Importance of Universalization of Elementary Education 1.3.4 Strategies for Achievement of Universalization on Primary Education 1.4 Constitutional Provisions of Elementary education 1.4.1 Right

to Free And Compulsory Education Act 2009 1.4.1.1 Concept of Right of Children to Free and Compulsory Education

Act, 2009 1.4.1.2

Achievements of

Right to education Act 2009 1.4.1.3

Limitations of Right to Education Act 2009 1.5 Roles of DPEP, SSA and SSM 1.5.1 District Primary Education Programme (DPEP) 1.5.2

Sarva Shiksha Abhiyan (SSA) 1.5.3 Sarva Shiksha Mission (SSM) 1.6 Summary 1.7 Self-Assessment

Questions 1.8 References 1.1

Objectives After reading this unit, you will be able to— ? describe the concept

of elementary education; ? describe the

concept of universalization of elementary education;

NSOU ? GE-ED-11 8 ? discuss about the constitutional provisions of elementary education; ? describe the provisions of

universalization of elementary education in RTE 2009; ? discuss the role DPEP in the universalization of elementary education; ?

discuss the role SSA in the universalization of elementary education; ? discuss the role SSM in the universalization of elementary

education. 1.2 Introduction India, after attaining independence on the 15 th of August in 1947, education system of the nation was a matter of priority of the first government as well as the successive governments of the nation. Though the first education commission in India was the University Education Commission led by Dr. Sarvapalli Radhakrishnan, elementary education occupied one of the most prioritized sector on the successive days in the hands of the successive governments. The law makers of our nation, especially the constitution-builders of our nation had made a provision

that free and compulsory elementary education would be provided to all children up to 14years of age

within a period of ten years from 1950. The logic behind such a provision was that to make all the citizens of the nation literate to nurture a better democracy by producing effective members of the society. Elementary education is generally provided to the children of the age group of 6-14 years. This is the most important and formative period in a child's life. Apart from imparting a child the basic skills of reading, writing and arithmetic, necessary care is taken to foster all round development of the personality through curricular and co-curricular activities. Elementary education can make a person self-reliant, sensible and productive citizen of the country. World Bank research says that even a one year primary schooling has appeared to be evident in increasing output sustainability of the labour force. The importance of elementary education is very crucial not only for the country but also for all the citizens of the country. It is true that the first aim of the constitution to bring all under the umbrella of elementary education within 1960 could not acquire successfully, the successive governments have prepared several provisions and policies for the universalization of elementary education in India.

NSOU ? GE-ED-11 9 The present Unit will have detail discussion about the concept of universalization of elementary education in India. 1.3 Universalization of Elementary Education in India 1.3.1 Concept of Universalization of Elementary Education Universalization of Elementary Education (UEE) means the expansion of elementary education in every nook and corner of our country. It can also be said that elementary education must be made available to every child in the age group of 6- 14 years irrespective of caste, colour, creed, sex, religion etc. The need for universalization of elementary education is so pressing that Article 45 of the Constitution of India highlights the concept in very beautiful words

as “

the state shall Endeavour to provide

within a period of ten years from the commencement of

the

constitution

for

free and compulsory

education for all children until they complete the age of 14 years.”

Universalization of education

means availability of education everywhere according to the specific need of the children and place. The school education of India can be broadly classified under following stages: Preschool : 3-6 years of age. Elementary : Primary (I-V): 6-11 years of age. : Upper Primary (VI-VIII) : 11-14 years of age. Secondary: (IX-X) : 15-16 years of age. Higher Secondary : (XI-XII): 17-18 years of age. Elementary education covers under its jurisdiction the primary (6-11 years) and upper primary (11-14 years) age group. In most of the Indian states, this refers to the successful completion of befitted educational requirements till Class VIII. The essence of the goal is for every 14-year old to have acquired foundation skills such as the ability to read and write with fluency, numeracy, comprehension, analysis, reasoning and social skills such as teamwork. Equally, elementary education should

NSOU ? GE-ED-11 10 input in children confidence, courage, curiosity, independence, resourcefulness, patience, resilience, and understanding. There is certain reason to believe that education till 14 years of age is the basic minimum requirement for the child to have effectively absorbed the aforementioned abilities. Apart from it being a Constitutional objective in India, child development studies support going beyond the primary age of 11 years. Piaget, for instance, opines that two important ingredients for thought to proceed in a cogent and scientific manner—hypothetico-deductive reasoning and propositional thought—appear in the average child only after the age of 11 years. Other important skills like elaboration, i.e. the memory strategy of creating a relation between two or more items that are not members of the same category, rarely appear before age 11 (Schneider and Pressley, 1989). Kail (1991) has shown that there is an age-related gain in basic information processing resources. As a result of this, and through several empirical studies, he has also shown that the rate of decrease in time taken to process basic cognitive tasks begins to taper off by age 14 years and no sooner. Essentially, the age-related gain in basic information processing resources permits the cognitive systems of older children to hold on to more information at once, as a result of which they can scan the information more quickly and generate better responses in a wide range of situations. The facility to do so does not develop until after the age of 11 years. 1.3.2 Aims and Objectives of Universalization of Elementary Education

Universalisation

of Elementary Education (UEE) has been accepted as a national goal

in India. Central and all the State governments are making strenuous efforts to achieve this goal.

The Article 45 in

the Directive Principles of State Policy in the Constitution of India mandated

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the State to endeavour to provide free and compulsory education to

all children

up to age

fourteen

in a period of ten years. The primary objective of Universalization of Elementary Education is that elementary education must be made available to every child in the age group of 6- 14 years irrespective of caste, colour, creed, sex, religion etc. It should be made free and compulsory to all the children of the age group of 6-14 Years.

NSOU ? GE-ED-11 11 Universalisation of Elementary Education in India basically evolves three important things: ? Universalisation of provision ? Universalisation of enrolment and ? Universalisation of retention. 1.3.3 Importance of Universalization of Elementary Education The features that have characterized elementary education, since the country achieved its independence are still prevalent in the present existence. These continue to describe the elementary education and have been stated as follows: (Shiva Kumar, & Rustagi, 2010). Enrolment—Since the initiatives in 1990, India has witnessed a steady increase in the enrolment rate in elementary education. The policymakers introduced a number of schemes which have led to a positive increase in the enrolment ratio, these are, recruitment of local teachers, having an increase in the proximity of the schools, providing mid-day meals and incentives and scholarships for the students. One of the most important factors is, people have begun to recognize more and more the significance of education. They came to realize that with education, they will be able to flourish in their lives. If the parents still feel disinterested in sending their children to schools or if the children think of discontinuing their education, this is because, the teaching-learning processes are not up to the mark, there are not proper availability of creative activities, the management of the schools is not carried out in an appropriate manner and the environmental conditions of the schools are not suitable. Therefore, to lead to an increase in the enrolment rate, it is vital to make improvements in all these areas. Equity—The country has witnessed numerous improvements in education at all levels. In spite of these improvements, there is even an increase in the inequalities in basic education. Discrimination between the regions, genders, castes, class, ethnicities, religions and other marginalized sections of the population still continue to exist and caters to be the biggest challenge for the policy makers and the educationists. The levels of successful educational attainment vary across the regions. Though the average literacy rate for India was 65.4 percent in 2001, the proportion

NSOU ? GE-ED-11 12 of the population who could read and write varied from 48 percent in Bihar and 91 percent in Kerala. Such indicators were observed in the provision of school education as well. There has been an increase in the school drop-out rate amongst the deprived, marginalized and socio-economically backward sections of the society due to various reasons. In addition, there are differences on the basis of gender amongst the Scheduled Castes, and Scheduled Tribes, regarding the children who are in between six to fourteen years of age. Measures should be initiated to eliminate gender differences and equal opportunities should be made available to all the individuals. Quality—Quality of elementary education is considered to be an imperative aspect. The quality of the schools may be improved by making use of meaningful and worthy curriculum and instructional methods, materials and equipment, technology, physical environmental conditions, libraries and resources. Some of the elementary schools have limited materials and equipment available, insufficient to meet the needs and requirements of the students. Therefore, the vital measures to be undertaken to enhance the quality of elementary education are: i. making provision of proper teaching-learning methods; ii. effective communication between the teachers and the students; iii. availability of materials, books, articles, swings, playthings and other resources. These should contribute not only in the learning of the students, but will also generate awareness among them regarding different areas. Teachers should also focus upon making such concepts available to the students that would make them better citizens with values, norms, standards, principles, and etiquettes. Teachers are there to play the most crucial role in enhancing the quality of the schools, especially in rural areas, where they are the sole representatives of the education system. They are the main people who contribute an important part in the management of the school. Efficiency in the management process leads to an improvement in quality. Effectiveness—There are various systemic and structural deficiencies that characterise the functioning of the government or government-aided or sponsored schools. The effectiveness of the schools is characterized by proficiency and expertise in performing the managerial functions of planning, organizing, leading, directing, recruiting and controlling. These functions are applicable to both students and the

NSOU ? GE-ED-11 13 members of the staff. The teachers have to play an important role in maintaining effectiveness of the schools. They need to be supportive and encouraging towards the students. On the other hand, high rate of absenteeism amongst the teachers, ineffective teaching methods, engagement of the teachers on frequent basis in non-teaching work and use of intimidating and uninteresting methods of teaching are the ways that lead to an increase in the drop out of students. Teachers are expected to enrich the learning and understanding of the children. Within the classroom setting, there are various forms of biases and discriminations. In order to promote effectiveness within the elementary education, the primary factors are to treat all students equally, providing them equal opportunities, encouraging operative teaching-learning methods, and creative activities, having proper materials and equipment, and improving the physical environmental conditions of the schools, and effective communication processes. All the members of the schools and students should work in collaboration towards implementation of these factors. 1.3.4 Strategies for Achievement of Universalization on Primary Education In order to solve the problems of universalization of primary education the government both central and state level have undertaken some of the strategies which are as follows: i. The constitution (Eighty third Amendment) Bill, 1997 was introduced in the Rajya Sabha on 28" July, 1997 to make right to free and compulsory education for 6-14 years of age a Fundamental Right. Accordingly the Lok Sabha, on November 28, 2001, unanimously passed a constitution amendment making education for children in the age group of 6-14 years of fundamental right. In this regard the parliament passed

the 262 " Amendment Act, 2002 to make elementary -education a Fundamental Right for children in the age group of 6-14 years.

ii. In

order to create parental awareness and community involvement, a new scheme SarvaShikshaAbhiyan was evolved to pursue universal elementary education in a mission mode.

NSOU ? GE-ED-11 14 iii. It is essential to ensure appropriate economic incentives like free uniforms, free learning materials and compensation to the families of children to economically and socially backward sections of the society, scheduled castes and scheduled tribes. iv. The scheme of operation Blackboard was launched in 1987-88 with the aims of providing improved infrastructure in schools. v.

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District Primary Education programme was launched in 1994 as a major initiative to achieve the objective of Universalization of Primary Education.

vi. A National Programme of Nutritional support to primary education commonly called the Mid-Day-Meal (MDM) scheme launched on 15 August, 1995 is aimed at improving enrolment, attendance and retention in primary classes. vii. The scheme of Non-formal education (NFE) was introduced in 1970-80

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to target out of school children in the age group of 6-14 years

who had remained out-side the formal schooling. viii. Steps were taken to check the wastage and stagnation in primary education level. ix. Universal Provision of girl's education would be a major step forward to the attainment of universal compulsory primary education councils for the Welfare of women and children both at the centre and stake levels should contribute their best efforts in this direction. x. ShikshaKarmi and ShikshaSahayak

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Project aim at universalization and qualitative improvement of primary education on remote and backward areas. 1.4

Constitutional Provisions of Universalization of Elementary Education Elementary education constitutes a very important part of entire structure of education system. Universalisation of elementary education has been one of the most important goals of educational development in India since independence.

Article 45 of the Indian constitution directed states

to

Endeavour

to provide

within a period of 10 years from the commencement of the constitution (1950)

free

NSOU ? GE-ED-11 15 and compulsory education

to all children up to the age of 14 years.

This

resolved to be fulfilled by 1960. In spite of concerted efforts by the centre as well as state governments in promoting elementary education, the target of Universalisation of elementary education has not been achieved till date. Article 45 reads: Provision for free and compulsory education for children-states

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shall endeavour to provide, within a period of 10 years from the commencement of this Constitution, for free and compulsory education for children until they complete the age of 14 years. ?

Originally Part IV of Indian Constitution, Article 45 and Article 39 (f) of DPSP, had a provision for state funded as well as equitable and accessible education. ? The first official document on the Right to Education was Ramamurti Committee Report in 1990. ? In 1993, the Supreme Court's landmark judgment

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in the Unnikrishnan JP vs State of Andhra Pradesh & Others held that Education is a Fundamental right

flowing from Article 21. ? Tapas Majumdar Committee (1999) was set up, which encompassed insertion of Article 21A. ?

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The 86 th amendment to the constitution of India in 2002, provided Right to Education as a fundamental right

in part-III of the Constitution.

The parliament has passed the

constitution 86 th amendment Act, 2002 to make elementary education

a Fundamental Right for children in the age group of 6-14 years. ?

The same amendment inserted Article 21A which made Right to Education a fundamental right for children between 6-14 years. ? The 86th amendment provided for a follow-up legislation for Right to Education Bill 2008 and finally Right to Education Act 2009. Another development is Supreme Court judgment which interpreting the constitutional provision declared basic education as a fundamental right of every citizen requiring the state to make necessary provisions as a basic obligation. This

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was followed by a framework of partnership between the centre and the state governments on a massive scale through a number of centrally sponsored schemes such as District Primary Education Programme, LokJumbish Project, Mid Day Meal Scheme SarvaShikshaAbhiyan, Education Guarantee Scheme, Alternative and Innovative Education, ShikshaKarmi Project, Janshala Programme etc.

All these programmes

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aims at Universalisation and qualitative improvement of primary education in remote and socio-economically backward areas

by increasing enrolment, attendance and retention and also improving nutritional status of children in primary classes.

There are some problems of elementary education such as: ? out of school children ? working children, or child labourers ? parents ignorance ? family's poor financial conditions ? attitude of parents towards girl's education ? distance of the school from the place of residence ? lack of provision of basic infrastructure ? lack of women teachers in the school

To bring out of school children in the fold of elementary education child wise planning should be undertaken, child labour should be minimized, fund for primary education should be increased and part-time and alternate schools should be opened in large number. Nevertheless, unless efforts to attract the children to schools and to retain them in schools by making both parents and children feel that schools are worthwhile, the success of elementary education may remain a distant dream in country's developmental programmes. 1.4.1

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The Right of Children to Free and Compulsory Education Act, 2009 1.4.1.1 Concept of Right of Children to Free and Compulsory Education Act, 2009 In

August 2009, Parliament passed the historic

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Right of Children to Free and Compulsory Education (RTE) Act, 2009.

The

new law must be observed from the

NSOU ? GE-ED-11 17 viewpoint of children. It provides a justifiable legal background that permits all children between the ages of six to fourteen years to an education of rational worth, based on principles of justice and non-discrimination. It provides for children's right to free and compulsory admission, attendance and completion of elementary education. More essentially, it provides for the child's right to education that is free from anxiety, pressure and apprehension. There are several provisions in the Act, including, necessities segregating corporal punishment, detention and dismissal which need to be fore-fronted to ensure that one proceeds towards a system that, as the National Policy on Education states, makes provision of a sincere, hospitable and encouraging approach for children to get engaged in learning. The most important aspect, however, is to ensure that the teaching and the learning process is free from pressure and apprehension (Sec. 29), with apparent inferences for curricular reform. Testing and school grading systems need to be revised to stimulate children to expand and broaden their learning. The RTE Act also lays down the responsibilities of the teachers. Teacher accountability systems would need to ensure that children are learning and that their right to learning in an environment is free from stress and anxiety (Chapter I, n.d.). The RTE Act provides for: (Chapter I, n.d.). The right of children to free and compulsory education till they have completed their elementary education in the school that is located in the neighbourhood. It explains that compulsory education means responsibility of the suitable government to make provision of free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child within the age group of six to fourteen years. '

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Free' means that no child shall be responsible to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

It makes provisions for a non-admitted child to get admitted within the school to a class that is appropriate to his age. This applies to children who have dropped out of school at an early age or who have never been enrolled in school before. It identifies

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the duties and the responsibilities of suitable Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and the State Governments. NSOU ? GE-ED-11 18 It lays down the norms and standards relating to, inter alia, Pupil Teacher Ratios (PTRs), buildings and infrastructure, school working days,

and working hours of the teachers. It makes provision for rational deployment of the

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teachers by ensuring that the identified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is essentially no urban-rural disparity in teacher placements. It also

forbids the

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deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

It makes provision for the appointment of teachers, who are appropriately trained. The teachers with the requisite training and academic qualifications are preferred. Teaching is considered to be a professional job and individuals are required to possess essential training and qualifications. The children who are within the age group of six to fourteen years, to them there are certain areas that need to be prohibited. These are, physical punishment and mental harassment, screening procedures relating to their admission, capitation fees, giving private tuitions by the teachers and functioning of schools without any kind of recognition. The penalties that have been implemented have been stated as, the charging of capitation fee, the fine up to ten times the capitation fee is charged. For resorting to screening process during admission, Rs 25,000 for first contravention, Rs 50,000 for each subsequent contravention, and for functioning of the school without acknowledgement. Fine up to Rs one lakh, and in case of continuing contravention, Rs. 10,000 for each day during which the contravention continues. It provides for the development of the curriculum in accordance to the standards and the principles that have been stated in the Constitution of India. The formulation of the curriculum should focus upon the all-round development of the child. It includes, enhancement of knowledge, proficiency, potentiality, skills and abilities and making the child feel relieved from any kind of pressure or anxiety. This can be done by creating a stress free, child centred and a child friendly learning environment. It provides for safety

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and observing of the child's right to free and compulsory education and redress of grievances by the National and State Commissions for Protection of Child Rights,

which shall have the powers of a civil court.
NSOU ? GE-ED-11 19 The Act comprises several provisions that are required to be put into place to make sure its appropriate implementation, including, inter alia systems for enrolment that is in accordance to the age, devices for school and habitation mapping, recruitment and re-deployment of teachers to ensure that the pupil teacher ratio is sustained in every school, enhancing the quality of the entire teacher workforce to a common national standard and training of 'untrained' teachers, revising the material and process of curriculum, undertaking ongoing and continuous evaluation, instituting school management committees and ensuring management, administration and supervision of the schools with support from the community. 1.4.1.2 Achievements of Right to Education Act, 2009: ? The RTE Act has successfully managed to increase enrolment in the upper primary level (Class 6-8); ? Stricter infrastructure norms resulted in improved school infrastructure, especially in rural areas; ? More than 3.3 million students secured admission under 25% quota norm under RTE; ? It made education inclusive and accessible nationwide; ? Removal of "no detention policy" has brought accountability in the elementary education system; ? The Government has also launched an integrated scheme, for school education named as Samagra Shiksha Abhiyan, which subsumes the three schemes of school education:

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Sarva Shiksha Abhiyan (SSA) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Centrally Sponsored Scheme on Teacher Education (CSSTE). 1.4.1.3

Limitation of Right to Education Act, 2009: ? Age group for which Right to Education is available ranges from 6-14 years of age only, which can be made more inclusive and encompassing by expanding it to 0-18 years.
NSOU ? GE-ED-11 20 ? There is no focus on quality of learning, as shown by multiple ASER reports, thus RTE Act appears to be mostly input oriented. ? Five States namely Goa, Manipur, Mizoram, Sikkim and Telangana have not even issued notification regarding 25% seats for underprivileged children of society under the RTE. ? More focus is being given over statistics of RTE rather than quality of learning. ? Lack of teachers affect pupil-teacher ratio mandated by RTE which in turn affects the quality of teaching. 1.5 Role of DPEP, SSA and SSM 1.5.1 District Primary Education Programme (DPEP) The National Policy on Education, 1986 and the Programme of Action-1992 reaffirmed the national commitment that

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free and compulsory education of satisfactory quality should be provided to all children upto the age of 14 years before we enter 21st Century.

Since independence, the country has been striving to achieve the target of universalisation of elementary education (UEE). But this target still remains unachieved. One of the reasons for this is that the planning or the attainment of UEE has been mainly at the national and state levels. This has resulted in regional imbalances with regard to progress towards the attainment of UEE. This situation demands that the planning process should be decentralised and made participatory with a view to addressing the access for girls and disadvantaged groups. With this background in view, the District Primary Education Programme (DPEP), a centrally-sponsored programme, was launched in 1993 providing special thrust to achieve Universalisation of Primary Education (UPE). The overall goal of the programme is to reconstruct primary education as a whole in selected districts instead of piecemeal implementation of various schemes. For realising the goal, the DPEP envisages district specific projects, with specific activities, clearly defined responsibilities, definite time schedule and specific targets. Each district project framework is tailored to the specific needs of and possibilities in the district. The

NSOU ? GE-ED-11 21 goals of each project include reduction of existing disparities in educational access, provision of alternative systems of comparable standards for the disadvantaged groups, a substantial improvement in quality of schooling facilities, obtaining genuine community involvement in running of schools and building up local capacity. The DPEP is contextual and has a marked gender focus. The specific targets

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of the programme are to provide access to primary education for all children, reducing drop-out rate to less than 10%, increasing learning achievement of primary school students by at least 25% and reducing the gap among different gender and social groups

to less than 5%. The programme had covered 163 districts in 15 states upto 1998. The objective of the programme is to gradually extend the coverage of all

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educationally backward districts with female literacy below the national average; and

also the districts where Total Literacy Campaigns (TLCs) have been successful leading to enhanced demand for elementary education. District plans under DPEP are formulated with the active association of the community, NGOs, teachers and teacher educators. Appraisal of the plans is done with reference to the criteria of equity, participative processes, feasibility, sustainability and replicability. The objectives of the programme are: i) to provide access to all children to primary education through formal primary schools or its equivalent through alternatives; ii) to reduce overall dropouts at the primary level less than 10 percent; iii) to increase achievement levels by 25 percentage points over and above the measured baseline levels; iv) to reduce disparities of all types to less than 5 percent. The focus of each plan may vary depending upon the level of development of primary education in the selected district. In some districts, the priority may be more on access; in certain cases the focus may be on retention; and in still other cases the focus may be on achievement. Only a close scrutiny of the districts in a more disaggregated fashion can provide us a clue regarding the areas of emphasis. The criteria to identify districts under the programme are : i)

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educationally ward districts with female literacy below the national average; and ii) districts where

TLCs have been successful leading to enhanced demand for primary education (Department of Education: 1993). It is quite possible that these two categories of districts can be NSOU ? GE-ED-11 22 from the same state. The priorities and planning concerns may be different in these two category of the districts. The problematic of multilevel planning in general and district planning in particular lies in the satellite imagery view i.e. looking at the people and their problems from above (Misra: 1991). The common practice of decentralized planning in India confirms to this pattern. The usual practice is preparing plans for the district at the state level. The district plans are generally seen as a process of regionalisation of national and state plans. And the effort invariably is to work out the implementation implications of the state plan. The DPEP is an attempt to initiate a process of planning from below. The framework of the programme envisages initiating and completing the process of planning first at the district level. The state level intervention strategies and plans are meant to facilitate the successful implementation of the district plans. It can be seen that looking at linkages between state and district plans in this framework changes the relative roles to be played by agencies at different levels. This process of planning ensures that state plans cannot be prepared unless and until the district plans are complete and the state level plans are nothing but efforts to achieve district level targets. Programs of District Primary Education Programme (DPEP) Some of the programs of activity under this plan are as below. 1. To develop the teaching aids and instruments for a child's education, 2. To provide special facilities for drinking water and sanitation for the girl students, 3. Also, to involve the community people in this plan of activity, 4. To make provision of education for children who were engaged in some other work, 5. To make provision for pre-primary school for children of the age group of 3 to 6 years for their all-round development, 6. Also, to make arrangements for child gathering, an exhibition of dolls, and a child's picture exhibition, 7. To establish co-ordination and co-operation between pre-primary and primary education.

NSOU ? GE-ED-11 23 Planning Process under DPEP: National Level District Primary Education Programme (DPEP) is conceptualised and concretised on the basis of varied experience and expertise the country has gained in the process of planning and implementing national programmes, state level programmes and externally funded programmes in education in India. The DPEP made a serious effort to translate the idea of decentralization into an operational practice through various steps: (i) the programme identified district as the unit for initiating decentralized educational planning. Selection of the unit for planning, namely, a district is in line with the understanding that India had arrived at as per the recommendations of various Committees. (ii) the programme attempted to alter the pattern of resource decisions from state level to local levels; (iii) the programme attempted to strengthen the planning process to make it more consultative, participatory and transparent; (iv) it tried to provide professional resource support to academic activities through new organisational arrangements like the BRCs and CRCs; (v) it attempted to provide support to schools through providing contingency grants of Rs.2000/- to each school and Rs.500/- to every teacher annually; (vi) the planning process tried to create local level capacity both at the district and sub-district levels. These efforts, in the initial stages, were supported through the existing administrative arrangements and professional bodies. The decentralized planning efforts were mostly initiated through providing professional support to the state and district levels by national institutions. The programme design and guidelines were initially formulated by the Government of India in February, 1993. A National Core Team was formed to guide and facilitate district level planning process and preparation of state level documents. The National Core Team consisted of 12 functional areas. These areas were: i) District Planning ii) Teacher Training iii) Curriculum Transaction iv) Early Childhood Education v) State Finances vi) Gender Issues vii) Tribal Education viii) Text Book Production and Distribution ix) School Effectiveness x) Baseline Assessment Studies x) Non-Formal Education and xi) Management Information System. Each of these functional areas was headed by a senior faculty from the National Institutions like NIEPA and NCERT and each of these functional areas constituted a group of specialists. There was a meeting of National Core Team Members in April, 1993 to orient the members of the National Core Team towards DPEP and its major NSOU ? GE-ED-11 24 concerns. After this orientation programme each of the groups of the functional areas developed an outline listing issues and concerns to be incorporated in the district plans. The district planning process made a serious effort to incorporate various issues related to class-room practices, school processes, gender issues, tribal issues, community participation etc. The overall co-ordination of district planning activities and activities of the National Core Team was carried out by the Department of Education, MHRD. One member of the National Core Team was requested to co-ordinate district planning activities in each of the states. From May, 1993 the National Core Team Members visited states and DPEP districts. These meetings were organised primarily to provide the necessary professional support to prepare district plans and to incorporate varying concerns identified by different functional areas. The effort was more to provide guidance than to incorporate any national level concern in a mechanical fashion in any district plan. These visits and meetings with the State and District level people were very helpful in broadening the basis of district planning and also in providing professional and technical support to prepare plans, draw schedules to prepare plans and also to identify activities which will ultimately lead to preparation of district plans. The draft district plans which were prepared were sent to the members of the National Core Team. Once the plans were received these plans were sent to the concerned heads of functional areas to closely examine whether the plan proposals cover aspects related to each functional area. The District Planning Group of the National Core Team had developed a check list to help examine and evaluate the district plans. The comments from each of the functional area was consolidated and sent to the respective states. Based on these comments the State Government and district authorities were requested to revise the draft plans which were further scrutinised by National Core Team Members and Members of the preparatory mission which came to India in July, 1993. Members of the National Core Team also visited the states and districts as part of the preparatory mission. Various state specific and district specific studies were initiated during this period to make district plans more realistic and local specific. In general studies

NSOU ? GE-ED-11 25 were initiated in the areas of Learner Achievement, Teacher Motivation, Gender Issues, Tribal Education, Text Books and State Finances. Findings of these studies were incorporated into the district plans when the plans were revised and finalised. The Mission made a closer scrutiny of the draft district plans and made suggestions for further improvement. After the wrap-up meeting of the preparatory mission, there was a meeting of the DPEP Bureau and members of the National Core Team. During this meeting it was felt that preparation of district plans requires more professional support. For this purpose NIEPA organised a workshop in September, 1993. Participants from the DPEP Districts came with their draft plans. During this workshop comments given on these plans by National Core Team and Mission Members were discussed and directions for further revision of the plans were clearly specified. The participants went back to their respective districts and revised the plans which were submitted to the pre-appraisal mission in October-November, 1993. During the pre-appraisal stage it was realised that while the medium term plan preparation reached a level of completion, the annual work plans were not clearly elaborated. The next effort was to finalise the medium term plans and to prepare annual work plan for the year 1994-95. To provide professional support at this stage, NIEPA organised another workshop in February, 1994 where participants from the districts and state level participated. Based on the deliberations in the workshop district plans were further revised and finalised and annual work plan proposals were developed. This revised document was submitted for appraisal. Parallel to this professional activities associated with preparation of plan documents, sanctions and approvals of the programme were sought at various levels. For example the DPEP guidelines formulated in February were revised in April, 1993. The union cabinet approved the programme in December, 1993 and planning commission approved it as a centrally sponsored programme in January, 1994. Expenditure and Finance Committee of India approved it in May, 1994 and the programme were formally launched in November, 1994 with the release of Rs.352.9 million to the state implementation societies of the seven states covered under the programme in its first phase. It needs to be noted that management structure to implement the programme was also created in all the states during this period.

NSOU ? GE-ED-11 26 1.5.2 Sarva Shiksha Abhiyan (SSA) The Sarva Shiksha Abhiyan is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with State. SSA, which promises to change the face of the elementary education sector of

80%**MATCHING BLOCK 22/58****W**

the country, aims to provide useful and quality elementary education to all children in the 6 -14 age group by 2010.

The SSA is an effort to recognize the need for improving the performance of the school system and to

91%**MATCHING BLOCK 29/58****SA** 1703150003_S.docx (D136706675)

provide community owned quality elementary education in mission mode. It also envisages bridging of gender and social gaps.

SarvaShikshaAbhiyan (

100%**MATCHING BLOCK 24/58****W**

SSA) is a programme for Universal Elementary Education. This programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community-owned quality education in a mission mode. It is a response to the demand for quality basic education all over the country.

Main feature of
SSA: ?

96%**MATCHING BLOCK 25/58****W**

Programme with a clear time frame for universal elementary education. ? A response to the demand for quality basic education all over the country. ? An opportunity for promoting social justice through basic. ? An expression of political will for universal elementary education across the country. ? A partnership between the central, state and the local government. ? An opportunity for states to develop their own vision of elementary education. ? An effort at effective involving the Panchayati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent's Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.

Aims of

90%**MATCHING BLOCK 26/58****W**

SSA: ? To provide useful and elementary education for all children in the 6-14 age group by 2010;

NSOU ? GE-ED-11 27 ?

To bridge social, regional and gender gaps with the active participation of community in the management of schools; ?

To allow children to learn about and master their natural environment in order to develop their potential both spiritually and materially; ? To inculcate value-based learning this allows children an opportunity to work for each other's well-being rather than to permit mere selfish pursuits; ? To realize the importance of Early Childhood Care and education and looks at the 0-14 age as a continuum.

Objectives
of SSA: ?

All children

complete five years of primary schooling by 2007; ? All children complete eight years of schooling by 2010; ?

Focus on elementary education of satisfactory quality with emphasis on education for life; ?

Bridge all

gender and social category gaps at primary stage by 2007 and at elementary education level by 2010; ?

Universal retention by 2010.

Structure for Implementation: The Central and State governments will together implement the SA in partnership with the local governments and the community. To signify the national priority for elementary education, a National Sarva Shiksha Abhiyan Mission is being established with the Prime Minister as the Chairperson and the Union Minister of Human Resource Development as the Vice Chairperson. States have been requested to establish State level Implementation Society for DEE under the Chairmanship of Chief Minister Education Minister. This has already been done in many States. The Sarva Shiksha Abhiyan will not disturb existing structures in States and districts but would only try to bring convergence in all these efforts. Efforts will be made to ensure that there is functional decentralization down to the school level in order to improve community participation. Besides recognizing PRIs/Tribal Councils in Scheduled Areas/including the Gram Sabha, the States would be encouraged to enlarge the accountability framework by involving NGOs/teachers, activists/women's organizations etc.

NSOU ? GE-ED-11 28 Coverage and Period The SSA will cover the entire expanse of the country before March 2002 and the duration of the programme in every district will depend upon the District Elementary Education Plan (DEEP) prepared by it as per its specific needs. However, the upper limit for the programme period has been fixed as ten-years. Strategies Central to SSA programme ? Institutional reforms—As part of the SSA, institutional reforms in the States will be carried out. The states will leave to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already effected institutional reforms to improve the delivery system for elementary education. ? Community ownership—The programme calls for community ownership of school based interventions through effective decentralisation. This null be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions. ? Improving mainstream educational administration—It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches, and by adoption of cost effective and efficient methods. ? Community based monitoring full with full transparency— The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community based information from micro planning and surveys. Besides this, every school will have a notice board showing all the grants received by the school and other details. ? Accountability to community—SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency.

NSOU ? GE-ED-11 29 ? Education of girls—Education of girls, especially those belonging to the scheduled castes and scheduled tribes, will be one of the principal concerns in Sarva Shiksha Abhiyan. ? Focus on special groups—There will be a focus on the educational participation of children from SC/ST, religious and linguistic minorities disadvantaged groups and the disabled children. ? Pre Project phase—SSA will commence throughout the country with a well-planned pre project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. ? Thrust on quality—SSA lays a special thrust on making education at elementary level useful and relevant for children by improving the curriculum, child centred activities mid effective teaching methods. ? Role of teachers—SSA recognizes the critical role of teachers and advocates a focus on their development needs. Setting up of BRC/CRC, recruitment of qualified teachers, opportunities for teacher development through thorough participation in curriculum related material development, focus on classroom process designed to develop the human resource among teachers. Components of SSA The components of Sarva Shiksha Abhiyan includes appointment of teachers, teacher training, qualitative improvement of elementary education, provision of teaching learning materials, establishment of Block and Cluster Resource Centres for academic support, construction of Classrooms and school buildings, establishment of education guarantee centres, integrated education of the disabled and distance education. Requirement of Financial Resources for UEE According to broad assessments made by the Department of Elementary Education & Literacy, nearly Rs. 60,000 crores additional resources are required from the budget of the Central and the State level Departments over the next ten years. Since SSA is a programme for universalisation of elementary education, the actual requirement of funds can only be worked out after the District Elementary Education

NSOU ? GE-ED-11 30 Plans are finalized. Sarva Shiksha Abhiyan (SSA) has two

84%

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aspects-1) It provides a wide convergent framework for implementation of Elementary Education schemes;

II)

100%

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It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.

While all investments in the elementary education sector from the State and the Central Plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the next few years. As a programme, it reflects the additional resource provision for UEE. Financial Norms ? The assistance under the programme of Sarva Shiksha Abhiyan could be on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan, and 50:50 thereafter between the Central government and State governments. Commitments regarding sharing of costs would be taken from State governments in writing. ? The support for teacher salary appointed under the SSA programme could be shared between the central government and the State government in a ratio 0/8 5:15 during the IX Plan. 75:25 during the X Plan and 50:50 thereafter. ? All legal agreements regarding externally assisted projects will continue to apply unless specific modifications have been agreed to in consultation with foreign funding agencies. ? District Education Plans would inter-alia, clearly show the funds/resource available for various components under schemes like JRY, PMRY, Sunishchit Rozgar Yojana, Local Area development fund of MPs/ MLAs. State Plan, foreign funding and resources generated in the NGO sector. ? All funds to be used for upgradation, maintenance, repair of schools and Teaching Learning Equipment and local management to be transferred to VECs/School Management Committees. ? Other incentive schemes like distribution of scholarships and uniforms will continue to be funded under the State Plan. They will not be funded under the SSA programme.

NSOU ? GE-ED-11 31 1.5.3 Sarva Sisksha Mission (SSM) Sarva Shiksha Mission (SSM) is one of the biggest robust educational programme after independence of India and initially the duration of the programme was for eight years from 2002 to 2010 with the financial involvement rising from Rupees 499.8 crore of 2001-02 to Rupees 13100 crore of 2008-09. After successful implementation of District Primary Education Programme (DPEP) though all districts were not covered by this programme, hence both the primary and upper primary classes were taken into account under SSM. 1.6 Summary The need for universalization of elementary education was felt long before the independence of India though, proper planning has been conducted after the independence. It was advocated that all the children of the age group of 6-14 years should be brought under the arena of education. They should be enlightened with the light of knowledge and thereby the nation may be enlightened by increasing the educated labour force of the nation. Several plans and programmes were also taken in the last 75 years to make the dream a true. It's true that we are still some paths away from the desired goal of putting 100 percent children into school for having elementary education; there are still gaps like drop out, child labour, enrolment, retention, etc. are existing but the policies have developed the situation a lot too. The most important plans among all the plans and policies taken by the government have been discussed above. DPEP or District Primary Education Programme has been very much effective in the concept of universalization of elementary education. The objectives and nature of their planning have been discussed in detail. SarvaSikshaAbhiyan and SarvaSiksha Mission have been proven to be most effective for universalizing elementary education. The success of SSA and SSM has led the government to introduce RMSA and RUSA for the development of MadhyamikSiksha and Higher Education respectively. In the first unit the detail of universalization of elementary education has been discussed alongwith the roles of DPEP, SSA and SSM. The constitutional provisions have also been discussed here which will enrich the students to be aware of the

NSOU ? GE-ED-11 32 concept of universalization of elementary education as well as the role of DPEP, SSA and SSM in this regard. 1.7 Self-Assessment Questions 1. What do you mean by universalization of elementary education? Also state the various steps for materializing the dream of UEE. 2. What are the aims and objectives of universalization of elementary education? 3. Discuss in detail the importance of universalization of elementary education in India. 4. What are the Constitutional provisions of universalization of elementary education in India? 5. What is Right of Children to Free and Compulsory Education Act, 2009? How does it contribute to the universalization of elementary education in India? 6. What are the achievements and limitations of Right to Education Act 2009? 7. What is DPEP? Discuss in detail the programmes and planning of DPEP? 8. How does DPEP contribute to the universalization of elementary education in India? 9. What is Sarva Siksha Abhiyan in India? Discuss the constitutional background of Sarva Siksha Abhiyan in detail? 10. How does Sarva Siksha Abhiyan work to universalize the elementary education in India? 11. What are the financial concerns of SarvaSikshaAbhiyan in reference to elementary education? 1.8 References Aggarwal, Y. (1998) Access and Retention under DPEP: A National Overview. Unpublished research report. New Delhi: National Institute of Educational Planning and Administration [NIEPA]. Available from: <http://www.dpepmis.org/downloads/ar98.pdf>

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NSOU ? GE-ED-11 35 Unit 2 ? Rashtriya Madhyamik Siksha Abhiyan (RMSA) Structure 2.1 Objectives 2.2 Introduction 2.3 Universalization of Secondary Education: Aims, Objectives and Significance 2.3.1 Secondary Education System in India 2.3.2 Types of Secondary School 2.3.3 Aims and Objectives of Secondary Education 2.3.4 RTE Act 2009 and Secondary Education 2.4 Role of RMSA in Universalization of Secondary Education 2.4.1 Concept of RMSA 2.4.2 Objectives of RMSA 2.4.3 Physical Facilities of RMSA 2.4.4 Quality Interventions of RMSA 2.4.5 Equity Interventions provided in RMSA 2.4.6 Implementation Mechanism of RMSA 2.5 Problems of Secondary Education in India and its Solution 2.5.1 Problems of Secondary Education 2.5.2 Suggested Solutions to the Problems of Secondary Education 2.6 Summary 2.7 Self-Assessment Questions 2.8 References 2.1 Objectives ? To explain the concept of universalization of secondary education; ? To

describe the universalization of elementary education and emerging concerns for secondary education;

NSOU ? GE-ED-11 36 ? To define RMSA and describe its issues and concerns; ?

To analyse

the issues and concerns in secondary education; ? To elaborate the Government of India (GOI) initiatives towards Universalization of Secondary Education; ?

To discuss the problems of secondary education in India; ? To suggest the way out of the problems of secondary education in India.

2.2 Introduction Secondary Education in India comprises of Class IX and X. it covers the age group of 14-16 years generally. After the completion of the elementary education up to age 14 years a child enters into the arena of secondary education. Secondary education may be considered to be a bridge between elementary education and higher education. The universalization of elementary education in India has brought with it the necessity to widen the arena of secondary education as well as higher education. On the other hand, to nurture the proper democratic nature of our country, the citizens should not only be limited in having universal elementary education. Moreover, the success of the SSA and SSM along with DPEP and the positive impact of RTE 2009, led the thinkers of India as well as the policy makers of the nation to have the idea of the universalization of secondary education in India. Different policies and programmes have come in their mind to implement the thought of universalization of secondary education. The success of SarvaSikshaAbhiyan and SarvaSiksha Mission led the thinkers to prepare such programmes for secondary education too. And the result is the introduction of RasthriyaMadhyamikSikshaAbhiyan or RMSA. RMSA was introduced with the aim of bringing all the children of the age group of 14-16 years under the umbrella of the secondary education. Policy was introduced, design was ready and the funds were also in the flow to bring the success of the mission of the universalization of secondary education. It is true that the post independent system of secondary education has been facing a number of issues and challenges in the way of the progress or bring the universalized quality education at secondary level in India. Different committees and NSOU ? GE-ED-11 37 commissions have cited several problems of quality secondary education. They have also cited possible solutions of those problems too. Problems have been found in the form of policy implementation, structure, curriculum, teaching method, teachers, text books, finance, etc. In this unit, we will discuss in detail the nature of the universalization of secondary education in India as well as the role of RMSA in universalizing secondary education. This unit will also focus on the issues and challenges of secondary education in India and some ways out to meet the challenges.

2.3 Universalization of Secondary Education

2.3.1 Secondary Education System in India

Education in India has always been a significant instrument for social and economic transformation. Educated and skilled population not only drives national and economic development but also ensures personal growth. The challenge to ensure education for all requires concerted efforts to strengthen education system at all levels—elementary, secondary and higher secondary, higher and professional education. Keeping in view the Education—Vision and Goals (MHRD, 2009-10), i.e. “to realize India’s human resource potential to its fullest in the education sector, with equity and inclusion”, the Ministry of Human Resource Development (MHRD), the Department of School Education and Literacy; and the Department of Higher Education have taken several new initiatives like Sarva Shiksha Abhiyan (SSA), Mid Day Meal Programme and National Literacy Mission (NLM). Implementation

of
the

Right of Children to Free and Compulsory Education (RTE) Act, 2009

is

also a direction in this regard. Secondary Education (classes IX and X)

is a crucial stage in the educational hierarchy as it prepares the students for higher
secondary

education and also for the world of work.

Harvey (1990) found that secondary education plays a critical role in addressing the emerging human development concerns in Countries, engaged in building knowledge societies, for staying connected to the globalization process. It is, therefore, absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way.

Besides providing general

NSOU ? GE-ED-11 38 education up to secondary level, it is imperative to impart vocational education and other relevant skills to students at this level so as to compete in the job market.

Secondary education occupies a very strategic position in the educational pattern of the country. It

is the link between primary education and higher education. Primary education

is intended to provide minimum requirements for survival whereas secondary education enables an individual to become a full members of the complex society. After independence our country achieved a great remarkable changes in the field of secondary education. The Government of India, Soon after attainment of independence appointed a number of committees and commissions to review the system of secondary education. The various committees recommended certain suggestions for the improvement of secondary education both quantitatively and qualitatively. Tara Chand Committee in 1948 suggested the multipurpose type of secondary schools without discouraging the unipurpose schools. The university education commission 1948-49 which was appointed under the chairmanship of Dr. S. Radhakrishnan, remarked that “our secondary education remains the weakest link in our educational machinery and needs urgent reform.” The landmark in the reconstruction of India’s

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secondary education is the secondary education commission report 1952-53. The commission was appointed by the Government of India, on September 23, 1952, under the chairmanship of Dr. A.

LakshmanswamiMudaliar to review the existing defects in the secondary education and made some suggestions regarding the improvement of secondary education. 2.3.2 Types of Secondary School Variety and multiplicity of the aims and purposes have naturally made secondary schools many and varied in their nature, structure, and functions. Therefore, a brief outline of them may be presented below. High and Higher Secondary School High schools and Higher Secondary schools give education to boys and girls for 10 years and 12 years’ time respectively. They cover the age group from 13-14 years

NSOU ? GE-ED-11 39 to 17-18 years of adolescence. The bulk of Secondary education in our country is largely constituted of these two types of schools. Their main objectives are to develop a range of knowledge, to diversify the course of study, to train in vocational efficiency, and also to prepare students for higher studies. This level of education is mainly responsible for training in middle-level manpower resources of the country. Multipurpose School In accordance with the recommendations of the Mudeliar Commission of 1952- 53 this type of secondary school has come into being. A Multipurpose school provides varied types of courses to students with diverse aims, interests, and abilities. It gives a suitable opportunity for individual pupils for the development of his innate aptitude for special courses of study. Also, this type of school aims at removing the sense of differentiation, distinction, and complexes from the mind of students towards the vocational subjects and promote the sense of democracy and harmony. Technical School According to Mudeliar Commission, the objective of this type of school is to give an all-round training in the use of tools, machines, and processes that are mainly responsible for turning the wheels of civilization. It is intended not to produce some artisans only. Normally students after completion of high school use to get admission here. But by making somewhat relaxation the students who have studied up to class VIII are also given to undertake the course of its study. Subjects of study include Applied Mathematics and Geometrical Drawing, Elements of Mechanical and Electrical Engineering, and Workshop Technology. This type of school at present has immense scope to serve the technological needs of modern society. Army School Secondary students who are physically and mentally fit and competent are given the opportunity of special education in this type of school. They may receive education in defense that includes army, navy, and air force training along with the general course of study. Army school education is effective in training the sense of national discipline and loyalty to secondary students. On completion of their study provisions are also made for their appointments. Besides, this type of school is residential in character.

NSOU ? GE-ED-11 40 Central School Central Board of Secondary Education under the Central Government has run this type of secondary school spread over the whole country. The Second Pay Commission has suggested for setting up of this type of secondary school specifically for those government officers and workers and the army who are subject to transfer of their services. The medium of education is English and Hindi. The curriculum and examination system is designed and conducted on all India bases. Although this type of school could not satisfy the local educational needs of people. Navodaya Vidyalaya The concept of NavodayaVidyalaya as a secondary school system is comparatively new. The National Education Policy of 1986 has formulated a pace-setting school for secondary education in the country. Its broad objectives are the maintenance of quality and excellence and the establishment of social justice and equity. Children with special talent and aptitude are provided the opportunity of good quality education irrespective of their capacity to pay for it. Therefore, this kind of NavodayaVidyalaya has been established in various districts of the country to promote equality of educational opportunity to all meritorious students. It can provide scope to them to live and learn together and develop full potential. It is a residential type of school free of charges. Public School As a deviation from the general system of education Public school system has been developed in our country. Ironically Public-school education is not easily available for the general public. The system and its tradition have been imported from England during the British rule. It maintains the high tradition of upper-class people in society and their sophisticated way of life. Also, public school is a boarding school of high standards meant for boys and girls up to 18 years of age. Therefore, this type of school is independent of state management and constitutes the education of a special class of its own. Its policies and principles are not in keeping with the democratic traditions of society. Further, the public school gives quality education of high standards and is capable of forming a strong personality in the students. School for Physically and Mentally challenged In view of maintaining equality and social justice through education attention has been given at present for the school of the physically and mentally handicapped

NSOU ? GE-ED-11 41 children. Owing to physical shortcomings and intellectual inability the handicapped children are unable to receive education given to normal children in school. Although physically handicapped are not necessarily low in their intelligence. They need separate educational environments for development. There are separate institutions growing up for them, the major objective of which is to help them attain economic self-sufficiency in life. 2.3.3 Aims and Objectives of Secondary Education Number of committees have recommended their valuable suggestions regarding the aim and objectives of secondary education after independence. They are as follows: Aims of secondary education according to secondary education commission (1952-53): 1. To bring all round development among the learners; 2. To train the youth of the country to be better citizens who will be competent to play their role effectively in the social and economic development of the country; 3. To promote social virtues, intellectual development and practical skills of students; 4. To train the character of students to make them enable to participate creatively as citizens in the emerging social order; 5. To improve practical and vocational efficiency of the students; 6. To develop a scientific attitude of mind to think objectively; 7. To inculcate the qualities necessary for living harmoniously and efficiently with one's fellowmen; 8. To develop artistic interests and cultural interests which are essential for self-expression and development of all round personality of pupils. Objectives of secondary education according to Indian Education Commission (1964-66): 1. The main objective is "national reconstruction by raising the standard of living of our people."

NSOU ? GE-ED-11 42 2. The education is to meet the needs of a modernizing democratic and socialistic society. 3. It would promote productivity. 4. It would strengthen social and national integration. 5. It would consolidate democracy to adopt as a way of life. 6. It would accelerate the pace of modernization. 7. It would enable students to participate in productive work in school, home, workshop, farm and factory etc. 8. It would develop social, moral and spiritual values among the students. As per the recommendations of Indian Education commission, education was reconstructed for the economic and cultural development of the country. Importance was given on qualitative development of secondary education by relating education with the real life situations of the students. The NPE, 1986 and the Revised NPE, 1992 have discussed about the aims and objectives of education in general out of which some are relevant to secondary education. They are as follows: 1. Secondary education is meant essentially for all round development, material and spiritual. 2. It develops manpower for different levels of the economy, ultimately promoting self-reliance. 3. It develops a sense of good citizenship among the learners. 4. It would inculcate democratic values, rights and duties in a democratic set up among the students. 5. It would strengthen the "whole world as one family" view and motivates, the younger generations for international co-operation and peaceful co-existence. 6. It should provide equality of educational opportunity for

all not only in access, but also in the conditions for success. 7.

It would inculcate in children scientific temper and independence of mind.

NSOU ? GE-ED-11 43 8. Minimum Levels of Learning (MLL) would be laid down and steps need to be taken for fostering among students an understanding of a diverse cultural and social systems of the people. 9. It enables to develop physical health through physical education among the students. Besides these, the secondary education should be based on a national curricular frame work which contains a common core along with other components that are flexible. The common core would include the history of India's Freedom Movement the constitutional obligations and the other content essential to nature and national identity. Promotion of vocational efficiency should form an integral part of secondary education. 2.3.4 RTE Act 2009

and Secondary Education

The

Right of Children to Free and Compulsory Education Act, (RTE

Act, 2009)

describes the

modalities

of the

importance of free and compulsory education

for children between 6

to 14 years in India under Article 21A of the Indian Constitution.

The

law came into

effect in the entire country except the state of Jammu and Kashmir from 1st April 2010.

RTE Act, 2009 recommended some major changes in the elementary system of education like making education free and compulsory, construction of curriculum as per constitutional values, ensuring quality of teachers, defining norms for schools, pushing for social reform, protection of child from academic fears and punishments, making admission and transfer procedures more simple, handing over the power and responsibility to hands of people, participation of non-officials and civil society people in the school management, removal of traditional system of examinations and implementation of continuous comprehensive evaluation. RTE Act lays emphasis on free and compulsory education, student-centred learning, fearless learning environment, progressive curriculum etc. The policies laid down at any stage of education like primary, secondary or higher has a direct or indirect impact on other stages of education because various stages of our education are inter linked and provide base for one another. Since

Free and Compulsory

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Elementary Education has become a Constitutional Right of Children in India,

it is absolutely essential to push this vision forward to move towards Universalization of Secondary Education,

which has already been achieved in developed and developing countries

as

well. Secondary Education becomes the means of social transformation in education.

Secondary education needs to be reconstructed in the context of today and tomorrow (CABE Report, 2005).

A successful completion of Elementary Education is the precondition for taking the first step towards Secondary Education.

RTE Act provides strength to elementary education through its various provisions. It also supports secondary education to fulfil its various objectives indirectly. It

emphasizes on

hundred percent enrolment and retention of students at elementary level, which has spontaneously increased enrolment at secondary level. The RTE Act emphasizes curriculum as per constitutional values. This step helps the administrator to construct curriculum at secondary level according to the educational, social, psychological and physical requirements of the students. The RTE Act, also emphasizes on quality of teachers i.e. they should be well qualified and competent. If the teachers are well qualified and professionally trained they will help in developing students who can perform better at secondary level. Such qualified teachers also provide guidance and counselling to students while choosing their subjects and career for themselves after completion of secondary education. The RTE Act lays emphasis on the infrastructure facilities of educational institution

and the

learning environment facilitates students to achieve the objectives of education at elementary level. This helps the learners to continue secondary education in a smooth manner. This Act focuses on association of parents and community members for the development of school at elementary level of education.

Through this process, a positive attitude is developed towards schooling and elementary education among the learners, which creates a platform for them to express their ideas and thoughts in a better way at secondary level. The RTE Act stresses on a friendly environment between students and teachers through which students can reduce their doubts and problems, and as a result of this habit they can also perform better at the secondary level.

NSOU ? GE-ED-11 45 2.4 Role of RMSA in Universalization of Secondary Education 2.4.1 Concept of

95%

MATCHING BLOCK 31/58

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Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a centrally sponsored scheme of the Ministry of Human Resource Development, Government of India, for the development of secondary education in public schools throughout India. It was launched in March 2009. The implementation of the scheme has started from 2009- 2010 to provide conditions for an efficient growth, development and equity for all. The scheme includes a multidimensional research, technical consulting, various implementations and funding support. The principal objectives are to enhance quality of secondary education and increase the total enrolment rate from 52% (as of 2005- 2006) to 75% in five years, i.e. from 2009-2014. It aims to provide universal education for all children between 15-16 years of age. The funding from the central ministry is provided through state governments, which establish separate implementing agencies.

RashtriyaMadhyamikShikshaAbhiyan or popularly known as RMSA is an initiative of the Government of India, in partnership with State governments, which seeks to universalize enrolment in grades 9 and 10 across the country. It supports the expansion of existing schools, the building of new schools to reach underserved areas, investments in quality improvement, and contributions to recurrent and capital costs. The goal is to universalize entry into secondary school by the end of 2017 and achieve universal completion of grade 10 by 2020. RMSA responds to the fact that no more than 60% of all Indian children complete secondary school and net enrolment rates are little more than 40%. Around half of those completing secondary school fail to acquire high level Board qualifications and demonstrate mastery of the national curriculum. In the Northern states, less than half of all children make the transition to secondary school. Those from Scheduled Tribes and Castes and other educationally marginalised groups are especially disadvantaged. Only 11% of children in the lowest quintile of household expenditure are likely to reach secondary school whilst almost all of those in the highest quintile complete grade 10.

NSOU ? GE-ED-11 46 2.4.2

Objectives of RMSA ?

100%

MATCHING BLOCK 32/58

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The scheme envisages achieving a gross enrolment ratio of 75% from 52.26% in 2005-06 for classes IX-X within 5 years of its implementation, by providing a secondary school within reasonable distance of any habitation; ? Improve the quality of education imparted at secondary level by making all secondary schools conform to prescribed norms; ? Remove gender, socio-economic and disability barriers; ? Provide universal access to secondary level education; ? Enhance and universalize retention by 2020. 2.4.3 Physical Facilities

of RMSA i.

40%

MATCHING BLOCK 34/58

SA

Chapter 1 and 2 (Final Setting).pdf (D45945997)

Additional class rooms, ii. Laboratories, iii. Libraries, iv. Art and crafts room, v. Toilet blocks, vi. Drinking water provisions and vii. Residential Hostels for Teachers in remote areas. 2.4.4

Quality Interventions of RMSA i.

79%

MATCHING BLOCK 36/58

SA

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appointment of additional teachers to reduce TPR to 30:1, ii. focus on Science, Math and English education, iii. In-service training of teachers,

iv. science laboratories, v. ICT enabled education, vi. curriculum reforms; and vii. teaching learning reforms. 2.4.5 Equity Interventions provided in RMSA i.

82%

MATCHING BLOCK 37/58

SA

1703150003_S.docx (D136706675)

special focus in micro planning ; ii. preference to Ashram schools for upgradation ; iii. preference to areas with concentration of SC/ST/Minority for opening of schools;

NSOU ? GE-ED-11 47 iv.

special enrolment drive for the weaker section; v. more female teachers in schools; and vi. separate toilet blocks for girls. 2.4.6 Implementation Mechanism of RMSA

The scheme is being implemented by the State government societies established for implementation of the scheme.

The central share is released to the implementing agency directly. The applicable State share is also released to the implementing agency by the respective State Governments. Revision of

Certain Norms of the Scheme

The Government of India has approved the following revised norms of RMSA, with effect from 01.04.2013: ?

To permit State/UT Governments to use State Schedule of Rates(SSOR) or CPWD Rate, (whichever is lower) for construction of civil works permissible under the RMSA. ?

To increase the Management, Monitoring Evaluation and Research (MMER) from 2.2 percent to 4 percent of the total outlay under the programme, with 0.5 percent of the 4 percent earmarked for national level and the rest of the 3.5 percent as part of the State allocation. In cases of States where even with this enhanced allocation of 3.5 percent MMER would not be adequate and would hamper the activities under the head, within the 3.5 percent of the overall MMER component; variations across State/UTs can be approved by the PAB, subject to a maximum of 5 percent of the outlay in any particular State/UT. 2.5

Problems of Secondary Education in India and its Remedies 2.5.1 Problems of Secondary Education Different scholars as well as different committee and commissions have found out several problems of secondary education in India. Their listing of the problems NSOU ? GE-ED-11 48 was almost a time specific listing of problems of secondary education in India. They have suggested some solutions to the cited problems in their recommendations. Some problems have been met and some were left aside. Some new problems came in the way as a result of the demand of time and technological development, the changed need of the generations. So there are several problems which may be cited here. Some are listed in the following to bring forth the contemporary problems of secondary education in India. Learning Gaps from Elementary Education Many of the students at the secondary level lag behind on elementary-level competencies. For example, the 2017 Annual Status of Education Report found that only 43 percent of the children surveyed at the secondary level were able to perform basic arithmetic operations such as division. This presents a huge learning gap that is only intensified when advanced curriculums are introduced in secondary school in preparation for the board exams. Students are left behind from day one, and don't have the opportunity for one-on-one instruction to catch up, and just fall further and further behind. High Stakes Associated with Board Examination Board examination results continue to be the metric of success in secondary education in India given that performance on these exams determines higher education and career choices for most students. However, the exams themselves are tailored towards rote-based learning and do not correlate with the competency-based learning of the elementary grades. As a welcome shift, India has recently announced its participation in Programme for International Student Assessment 2021. Measuring ourselves against global benchmarks is a great first step towards reforming our education systems. However, the testing approaches of these exams are very different from the board exams in India and tend to have a heavier emphasis on conceptual learning. While state and central government board examination systems themselves must undergo reform, they continue to remain the yardstick of success in the short term. Until that changes, teaching pedagogies will need to balance conceptual learning with board exam success.

NSOU ? GE-ED-11 49 School-Facing Challenges In addition, schools themselves are faced with several issues that affect the quality of the education they provide, such as 1) a shortage of skilled teachers, 2) lack of IT infrastructure, and 3) an absence of life skills training for students in this age range. Teacher Availability and Competency According to findings from the All India Survey of Higher Education (AISHE) released in July of 2019, substantial teacher posts remained vacant: 21.6 percent of sanctioned posts for grades IX and X and 26.5 percent of posts for grades XI and XII. Filling these teacher vacancies across the country has been particularly difficult due to the subject specialisations required at the secondary level. Further, improving quality and building expertise among 'in-service' teachers is also a major challenge in secondary schools. The institutional structures needed in schools to help teachers are sorely lacking and there is very little coordination across primary, secondary, and teacher education programmes. Poor IT Infrastructure Computer aided learning could be a useful teacher tool, given low teacher competency and availability. The secondary schools are not equipped with adequate IT infrastructure, namely adequate number of computers, projectors, power backups and internet connectivity. Available EduTech solutions are usually in English language and are not designed for students coming from low income backgrounds. Absence of Life Skills Training Adolescent kids need support with life skills in various areas. However, our school system does not provide any support for school teachers to fill these gaps. Teachers struggle with dealing with these issues in their classrooms, further leading to poor academic performance. Determination of Aims Secondary schools in India were established by the Britishers to prepare and train educated officials and clerks for conducting administrative work. Unfortunately the aim continued to remain more or less the same for a long time. Except preparing the students for entrance into the university, the secondary education had got no definite aim.

NSOU ? GE-ED-11 50 After the recommendations of S.E.C. secondary education is being treated as self-sufficient and independent unit in itself and not merely complementary to university education. For the first time this commission prescribed certain aims for secondary education keeping in view the needs of the independent and democratic India. It is expected that the secondary education should therefore, seek to fulfil all these various aims of education by inculcating in students the qualities of democratic citizenship and leadership, and developing their faculties as complete units so that they might make their own contribution to the prosperity and enrichment of national life in all possible respects. But it is most depressing that most of the present secondary schools are not fully conscious of their essential duties and fall short of the expectation in fulfilling these aims. Neither the students nor the teachers are very much serious in fulfilling these aims. Hence it is of primary importance that the teachers must realize the supreme and magnitude of those aims at the time of imparting instruction to the students, lest everything will be fruitless. Deterioration of the Standards of Education Since the introduction of the compulsory education the enrolment at the elementary level of education has increased to a considerable extent. As a result of this, the number of students reading in high schools has been enormously increasing. Thus the increase in the number of students is bound to affect the quality of education in general and secondary education in particular. Teachers, educational administrators, parents and politicians have been complaining that the standard of education at different stages of education has been going down in recent years and secondary education is no exception to it. The other factors responsible for the low standard of education are: low salary of teachers, growing discontentment among the teachers towards their profession, the lack of necessary requirements and equipment's in the school, inefficiency of the managing bodies and their interference in the internal affairs of the institutions, negligence of the education department, the wretched financial condition of the institutions, growing lack of the sense of responsibility among the teachers and their attitude of negligence towards their duties, indifference of the guardians and the general public towards the numerous educational problems.

NSOU ? GE-ED-11 51 To improve the present backward condition of education in the country the expansion of education is no doubt desirable but it should not be at the cost of 'quality' education. Each secondary school should be well-equipped with regard to teachers and instructional materials in order to maintain the standard and quality. The basis of admission should be on merit.

Therefore, in the expansion of secondary education proper correlation between enrolment and standard should be maintained.

Adequate scholarship facilities should exist for poor but meritorious students. The problem requires proper solution and immediate measures should be taken to produce such young person's as might prove ideal future citizens of the country in all respects.

Inappropriate Curriculum In order to meet the various problems of the secondary education, it is the responsibility of the educational planners to attack the problems from all the sides. They will have to modify the school curriculum in order to keep with the urgent educational needs of future development. The scientific knowledge is advancing so rapidly that the present curriculum may not be relevant to the present needs of the students. Many political, economic and technical changes are taking place in the country at different intervals, but the education in general and secondary education in particular is unable to keep pace with the changing times. Though steps have been taken at the later stage to introduce diversified curriculum at the secondary stage yet the difficulty lies in relating it to the real and practical life of the child and his environments. As much emphasis is given on the external examination, the students follow the curriculum mechanically without curiosity, understanding or appreciation, as the immediate aim is to get through the examination and be admitted to higher class. Various commissions pointed out the defects of the curriculum at different times but the problem has not been tackled radically. The recent trend is to give the curriculum vocational and scientific bias by introducing certain vocational and technical subjects, so that the students should be encouraged and trained to choose subjects according to their ability, interest and aptitude. Nearly 82% of the population of India lives in rural areas.

NSOU ? GE-ED-11 52 Hence, the curriculum should be so formulated as to be related to the main rural occupation, i.e. agriculture, dairy, animal husbandry, and other rural industries. Whatever is added or deleted in the curriculum, it must be individually meaningful and socially relevant. It must create a thirst for knowledge among the students. Methods of Teaching: The curriculum has intimate connection with the method of teaching. The method followed by most of the secondary teachers is stereotyped, obsolete and un-psychological. Modern activity-centred methods are not applied by the teachers. Many of them are not familiar with these methods and as such they fail to attract the attention of the students. As a result the lessons become unproductive and the effects are far from satisfactory. There are practical difficulties also in way of applying modern methods of teaching in our school situations. Many schools are not properly equipped with laboratory and library facilities, necessary teaching aids and appliances. Most of the secondary schools are over-crowded, ill-staffed and suffer from inadequate number of teachers and accommodation. The average teacher-pupil ratio is 1: 50. But for effective and creative teaching it should be 1: 30. There is little scope for tutorial work. No fruitful teaching is possible without personal contact between the teacher and the taught. Text Book Problem: Next comes the problem of text-books which is also intimately connected with the problem of curriculum and methodology of teaching. Many students suffer from want of text-books which are very costly. Text-books are often changed. This has added fuel to the fire. 45% of the population in our country lives below the subsistence level, and it is not possible for them to purchase text-books for their children and to supply necessary stationery needed for educational purposes. They cannot bear other educational expenses of their wards. It might have been better if text-books could be supplied free of cost. In many socialistic as well as capitalistic countries text books are supplied free of cost upto secondary level. But our educational system has not yet been nationalised and the budgetary provision for education is very less. Under the circumstances, the Govt. should give financial assistance to the private publishers so that the prices of text-books may be kept at

NSOU ? GE-ED-11 53 reasonable level. Due to competition the private publishers also will be forced to maintain the reasonable quality or standard. The Lacuna of Private Management and Administration At present secondary schools are controlled and managed by different types of bodies, i.e. Government, local board (District Council's Municipal Board) as well as private managing committees at places. There is no uniformity in management of the schools and it varies from state to state. So far as the private management is concerned this state of affairs is far from being satisfactory. Majority of the schools under private management suffer from financial crisis. They have neither good building nor other physical facilities. Keeping aside the low standards of education there are certain conspicuous defects prevalent in these institutions which are detrimental and pernicious for the growth of secondary education in the country. To some extent the weaknesses in the management of institutions are owing to the laxity and inefficiency of the officials of the education department and specially those belonging to the inspecting group. Their slackness amounts to inefficiency. At present school inspection has become a routine work and mainly confined to show and paper work with no impact what so ever. But it is expected that the supervision of school should be regular and effective and must result in improving the quality and standard of education. The entire system of education is vitiated by examination. The educational achievements of students are measured by the single measuring tool known as examination. The prevailing essay-type examination dominates the educational arena. But it has developed a large number of defects and as such it is no longer regarded as the only measuring tool for determining the academic achievements of students. The main charge against the essay-type examination is that it is vitiated by subjectivity. For this reason, along with essay-type examination which has its own intrinsic merits objective type tests and short-answer type tests have been introduced. But the latter two are not entirely free from defects. It is true that these have improved the examination process and made the system more scientific and reliable. We cannot reject the essay type examination altogether. But it should be reformed in the desired channels. Some reforms are needed after careful thinking and a good deal of research.

NSOU ? GE-ED-11 54 The Radhakrishnan Commission, the Hartog Committee, the Mudaliar Commission and the Kothari Commission all have made important recommendations and observations in respect to examination reform. Many of these have been put into operation and still many are under consideration. External examination alone should not be accepted as a tool for measuring the academic achievements of students. Internal evaluation throughout the year by the internal teachers should also be used for examining the students. Bi-weekly or monthly tests of the students should also be considered for assessing their academic achievements. Instead of percentile marks abilities of students should be measured in grades. For this purpose a five point scale (A, B, C, D, E) may be used. Along with essay type questions at least 30 percent of the total marks should be assigned to objective tests.

Meagre Finance Meagre Finance is the greatest hurdle for the expansion of secondary education in the country. Though education at this level is bit expensive even then it should not be confined within a selected few. Interest is evinced for secondary education and the establishment of new schools is essential for meeting the educational needs of the increasing student population. In every part of the country there is a tremendous hunger for education. For meeting the demand a large amount of money is required. But our economic condition is not likely to be in a position to provide the needed educational opportunity at this level. So it is a challenge to the educational planners, because they will have to work under the constraint of growing numbers and limited resources made available for education. To overcome the financial limitations partly and to solve the problems of mounting numbers the shift system may be tried out in the existing schools instead of spending large amount on new buildings. The society should bear a substantial part of additional burden for educating the increasing number of students. 2.5.2 Suggested Solutions to the Problems of Secondary Education Improvements in secondary education are critical. And while we have a rudimentary understanding of the issues that secondary students and schools face, we know we have a lot to learn. But what we know for sure is that without addressing

NSOU ? GE-ED-11 55 the issues that lie within the current system, we risk losing the advancements that have been made in elementary education. Given that, it's imperative that we begin the process of both understanding the challenges and identifying workable solutions. As with all of our work in elementary education, we know that this will require us to listen and learn to effectively arrive at a template that will work in different contexts. The success of our efforts and the ability to see genuine, sustainable improvements in the quality of secondary education will rely on solutions that are able to deliver system transformation at scale. 2.6 Summary After going through the whole unit, we now have the detail concept of the nature of secondary education in India. It has come clear that secondary education begins just after the completion of the elementary education at the age of 14. And secondary education generally covers the age group of 14-16 years. The necessity of the universalization of secondary education has also been discussed in detail. We have also come to know about the aims, objectives and importance of secondary education in India. The constitutional provisions and the introduction of new programmes and policies have also been brought under discussion. The concept of RTE 2009 has also been discussed in relation to universalization of secondary education in India.

RasthriyaMadhyamikSikshaAbhiyan or more popularly RMSA has also been discussed in detail with the aims, objectives, nature, plan of action, etc. and every point have been discussed in reference to the universalization of secondary education in India. It has also been mentioned that how the success of Sarva Siksha Abhiyan has put forward the concept of RMSA to bring universalization of secondary education. The last section of this unit has dealt with the issues and challenges of secondary education in India, which appears to be hindrances in the way of universalization of secondary education. The issues includes the structure, the curriculum, the social issues, the teaching method, the teachers, the finance of the secondary education and many more. We concluded the unit with a note that how we can reduce down the challenge for quality improvement in secondary education.

NSOU ? GE-ED-11 56 2.7 Self-Assessment Questions 1. What do you know regarding the system and structure of secondary education in India? 2. "Secondary Education is the bridge between elementary education and higher education in India."—Put your comment in reference to the theme of the statement. 3. What should be the contemporary objectives of secondary education in India? 4. Discuss about the importance of different types of schools in universalizing secondary education in India. 5. Do you think that universalization of secondary education is a continuation of the concept of universalization of elementary education? 6. What is RTE Act 2009? How does it initiate the idea of universalization of secondary education in India? 7. What is Rashtriya Madhyamik Shiksha Abhiyan (RMSA)? What are the specific objectives of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)? 8. How does Rashtriya Madhyamik Shiksha Abhiyan (RMSA) work? Comment on the structure of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). 9. How does Rashtriya Madhyamik Shiksha Abhiyan (RMSA) contribute to the universalization of secondary education in India? 10. What are the problems of secondary education identified for the present day education system? 11. Do you think that the political intervention in the autonomy of secondary education actually affects the desired quality of secondary education? 12. What are the probable solutions to the contemporary problems

of secondary education in India? 2.8 References Aggarwal, J.C. (2010). Development of Education System in India. New Delhi: Shipra Publications.

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NSOU ? GE-ED-11 59 Unit 3 ? Rashtriya Uchchatar Siksha Abhiyan (RUSA) Structure 3.1 Objectives 3.2 Introduction 3.3 Role of Higher Education in India 3.3.1 Higher Education in India 3.3.2 Objective of Higher Education 3.3.3 Ministries and Agencies in Higher Education 3.4 Report of the Knowledge Commission and RUSA 3.4.1 Report of the National Knowledge Commission 3.4.2 Rashtriya Uchchatar Siksha Abhiyan or RUSA 3.5 Problems of Higher Education in India and Suggestions 3.5.1 Problems of Higher Education in India 3.5.2 Opportunities in Higher Education 3.5.3 Suggestions Improving the System of Higher Education 3.6 Summary 3.7 Self Assessment

Questions 3.8 References 3.1 Objectives After going through this unit the learners will be able to ? Know the system of higher education in India; ? Know about the different ministries related to higher education in India; ? Understand the objectives of higher education in India; ? Discuss about the report of the National Knowledge Commission; ? Discuss the objectives of RUSA;

NSOU ? GE-ED-11 60 ? Discuss the role of RUSA in expanding higher education in India; ? Point out the issues and challenges to higher education in India; ? Know about the suggestions of meeting up the issues of higher education. 3.2 Introduction In the earlier two units, you have come to know about the universalization of elementary education and the universalization of secondary education in India. It has also been mentioned that secondary education bridges the gap between the elementary education and higher education. In the present unit, we are going to have discussion regarding the higher education. Higher education comes after the school education. Higher education consists of Graduation course of three years and parallels and above. In the present unit, the learners will come familiar with the system and structure of higher education in India. The present Gross Enrolment Ratio (GER) also needs to be increased to develop the nation up to the level of international standard. The success of Sarva Siksha Abhiyan and Rashtriya Madhyamik Siksha Abhiyan in the field of school education to universalize the elementary education and secondary education in India, the educational thinkers along with the policy makers of the nation to introduce Rashtriya Uchchatar Siksha Abhiyan (RUSA) for the development of higher education. This unit will discuss in detail the aims, objectives, nature of work, funding procedure of RUSA

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for the development of higher education in India. It is

true that even after almost seventy five years of independence, the higher education has not reached to the desired level. Even there is the compromise in the concept of quality of higher education too. There are so many issues and challenges in the way of higher education such as political interference, funding, enrolment, teaching and research, etc. The present unit will also discuss about the problems of higher education and some suggestive solutions. Thus, this unit will help you understand the different issues of higher education.

NSOU ? GE-ED-11 61 3.3 Role of Higher Education in India 3.3.1 Higher Education in India The Indian higher education system is viewed as a sun rising sector due to the growing population. Both central and state governments share a concurrent responsibility towards inclusive and sustainable development of higher education. The expectations can be achieved only when the knowledge workforce is accelerated towards global economy with interdisciplinary approach as shown in Figure 1 (‘The future of Indian Higher Education, 2012). The universities are broken into discipline themed schools, where in the ‘inter’ emphasizes the importance of relationships among academic and collaborative approach across nations. Higher education deals with the tertiary level of education. Under-graduate colleges, Post-graduate college. Universities and centres, of advanced studies are coming under scope of higher education. As on 27.07.2021, there were 1003 Universities including 54 central Universities, 435 state Universities, 126 deemed Universities and 388 private universities. The Indian higher education system is robust and complex with the presence of different types of universities and colleges. As per the annual All India survey of higher education (AISHE, 2018), there are totally 49964 institutions categorized as 903 universities, 10011 stand-alone institutions and 39050 colleges. The total Enrolment of higher education is 36.6 million students with Gross Enrolment Ratio (GER) of 25.8 %. The undergraduate programme (29.06 million) has high intake with distributed enrolment in each faculty of discipline as arts and humanities (36.4%), science (17.1%) followed by equal share in Engineering and Commerce (14.1%). The GER of higher secondary schools is 62.5 % with approximate enrolment of 13.5 million students per year. The country is expected to meet higher education GER as 30% by 2020, with the accounted growth of 7% in the last decade. Still there will be a huge qualified higher secondary school students, will find difficulty in higher education access (Sharma, 2018). The current tertiary education enrolment will get expanded five times in the coming years and expect the expansion of institutional capacity with three times (—India’s Education Policy, 2018).

NSOU ? GE-ED-11 62 The number of colleges and universities in rural area is 60.48 % and 47 % respectively. However, there is a large disparity in enrolment ratio between rural and urban population. The dropouts are high in rural population due to family circumstances and lack of support. Most of the rural institutions are also failed to impart quality higher education due to faculty shortage, poor infrastructure and limited funding. There is also a wide disparity in gender and community distribution of rural and urban. As per the human development index report (2018), the country moves upward towards education. However, the women empowerment to be highly concentrated as there is a sluggish improvement in gender development index. Also, there is a need of improving public expenditure on socioeconomic development including education sector. The reservation policies improve the community participation; still it requires additional attention to achieve inclusive growth. India’s higher education system is the world’s third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. India’s Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence. The ‘Right to Education Act’ which stipulates compulsory and free education to all children within the age groups of 6-14 years, has brought about a revolution in the education system of the country with statistics revealing a staggering enrolment in schools over the last four years. The involvement of private sector in higher education has seen drastic changes in the field. Today over 60% of higher education institutions in India are promoted by the private sector. This has accelerated establishment of institutes which have originated over the last decade making India home to the largest number of Higher Education institutions in the world, with student enrolments at the second highest (Shaguri, 2013). The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. Despite these numbers, international education rating agencies have not placed many of these institutions within the best of the world ranking. Also, India has failed to produce world class universities. Today, Knowledge is power. The more knowledge one has, the more empowered one is. However, India continues to face stern challenges. Despite growing investment in education, 25 per cent of its population is still illiterate; only 15 per cent of Indian students reach high school, and just 8.15 per cent graduate (Census 2011). The quality of education in India whether

NSOU ? GE-ED-11 63 at primary or higher education is significantly poor as compared to major developing nations of the world. As of 2018, India's post-secondary institutions offer only enough seats for 25 per cent of India's college-age population, 25 per cent of teaching positions nationwide are vacant. As of 2021, there are 3550 degree-granting engineering colleges in India with an annual student intake of 1400000 plus almost 2500 polytechnics with an annual intake of 1050000. Despite these challenges higher education system of India equally have lot of opportunities to overcome these challenges and have the capability to make its identity at international level. However, it needs greater transparency and accountability, the role of universities and colleges in the new millennium, and emerging scientific research on how people learn is of utmost important. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation.

3.3.2 Objective of Higher Education The University Education Commission 1948-49 have made a number of significant recommendations on various aspects of higher education.

1. **Wisdom and knowledge:** Since education is both a training of minds and training of souls, it should give both knowledge and wisdom. No amount of factual information would take ordinarily into educated men unless something is awakened in them. Therefore, there should be inculcation of wisdom and knowledge.
2. **Aims of the social order:** Our education system must find its guiding principle in the aims of the social order for which it prepares. Unless we preserve the value of democracy, justice, liberty, equality and fraternity, we cannot Preserves our freedom.
3. **Love for higher values of life:** The greatness of a country does not depend on the extent of its territory, the length of its communication or the amount of its wealth, but on the love for higher values of life. We must develop thought for the poor and sufferings, regards and respect for women, faith in brotherhood regardless of race, colour, religion etc.

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4. Training for leadership: One of the important aims of higher education is the training for leadership in the profession and public life. It is the function of universities to train men and women for wise leadership. The Indian Education Commission (1964-66) has made the following recommendations:

1. To seek and cultivate new knowledge, to engage vigorously and fearlessly in the spirit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries.
2. To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, right interests, attitudes and moral and intellectual values.
3. To provide society with competent men and women train in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated citizen individuals imbued with a sense of social justice.
4. To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of knowledge.
5. To foster in the teachers and students and through them in society generally the attitudes and values needed for developing the good life.

The National Policy on Education—1986 viewed higher education as follows: "Higher education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skill. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system." The National Education Policy 2020 viewed higher education as follows: "Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution—a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India

NSOU ? GE-ED-11 65 moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education."

3.3.3 Ministries and Agencies in Higher Education It is worth mentioning that higher education in India is not the exclusive responsibility of the Ministry of Education. There are many other ministries and agencies directly involved in higher education.

- ? **Ministry of Human Resource Development:** The Department of Secondary and Higher Education of the Union Ministry of Human Resource Development (MHRD) is the major agency concerned with higher education. The Ministry operates normally through the UGC. The UGC is a quasi-independent body set up to discharge the responsibility of coordinating and maintaining standards in the fields of higher education.
- ? **Ministry of Agriculture:** The ministry of Agriculture has assumed responsibility of the agricultural education in India. All the Agricultural Universities function under this ministry. In agricultural education, the Ministry operates through the Indian Council of Agricultural Research (ICAR). The agricultural universities are established by the Ministry, in co-operation with the state governments.
- ? **Ministry of Health:** The Ministry of Health looks after medical education. The Medical Council of India (MCI) and the Indian Council of Medical Research (ICMR) assist the Ministry in the planning and development of medical education. The MCI determines the minimum standards of medical education necessary for granting medical degrees.
- ? **Ministry of Law:** The legal education is under the Ministry of Law. The Bar Council of India (BCI) is concerned with legal studies in India. Generally BCI is concerned with the first degree in law, while the post-graduate and research studies are under universities, and hence these come under the purview of the UGC.
- ? **Specialised agencies for promotion of research:** A number of bodies have been set up outside the framework of the university system to direct and support research. The Council of Scientific

NSOU ? GE-ED-11 66 and Industrial Research (CSIR), under the Department of Science and Technology, is a planning and coordinating body operating through a chain of national laboratories and institutions. The Council undertakes and supports pure and applied research, provides junior and senior fellowships, funds research projects and maintains a record of scientific and technical personnel. Similar functions are performed by Indian Council of Social Science Research (ICSSR) in the field of Social Science; Indian Council of Historical Research (ICHR) in the field of historical studies; Indian Space Research Organisation (ISRO) in the area of space research, etc. Among the above agencies, ICSSR has a few branches at the regional level also. 3.4 Report of the National Knowledge Commission and RUSA 3.4.1 Report of the National Knowledge Commission The report to the Nation 2006, produced by the National Knowledge Commission (NKC) deals with most of the concerns on Indian higher education system along with general prescriptions for dealing with them. A large number of such prescriptions have been advanced more elaborately during the past six decades, but with disappointing results. There are several new disturbing trends that are not considered in the report, but will have a significant bearing on the effectiveness of the recommendations. The range of issues in the higher education covered by the report may be broadly grouped under (i) expansion and structural configuration, (ii) curricular concerns, (iii) governance and (iv) finance. Expansion and Structural Configuration The report suggests an increase in the number of universities nationwide to around 1,500 by 2015 with a focus on new universities and also some formed by clustering of the existing affiliated colleges. The deleterious effect of the affiliation system on the Indian higher education system has been recognised since 1966, when the Kothari Commission [Gol 1966] dealt with this issue at considerable length. Some universities have as many as 600 affiliated colleges. Of the nearly 17,700 colleges 7,650 are under unaided private management and another 5,750 are under

NSOU ? GE-ED-11 67 aided private management and there are only 4,300 government colleges [Agarwal 2006]. Consequently, during the past five years the increase in enrolment in the government and aided colleges is a mere 4 per cent compared to 77 per cent in private unaided colleges. Until the affiliation system is eliminated or contained severely, there is no scope for ensuring quality of higher education. The suggestions in the report to deal with this problem require deeper reflection on the enormous range of issues relating to their size, location, programmes, ownership and governance. Now is the opportunity to wipe out this problem in the higher education system within a fixed time frame, of say, five years. Most of our universities are of relatively recent origin – there were 120 in 1983 and as many as 367 in 2006 (see the figure). The increase during the last 20 years has been predominantly in the private sector. The table shows the different categories of the universities. The ambivalent status of the private institutions – permitted to operate under the cloak of “charitable” institutions, but in fact, are de facto profit-oriented commercial establishments—is inimical to national interest. The concerns about private participation relate to the collection of exorbitant capitation and other institutional fees, much of it as unaccounted money manipulation of entrance results and admission processes to maximise illicit payments and the absence of predictable norms in matters of faculty salary and service conditions. Hence in the expansion process care must be taken to avoid such trends. The NKC report suggests that “it is essential to stimulate private investments in higher education as a means of extending educational opportunities”. At the same time, it is necessary to make unambiguous, transparent and mandatory provisions for the establishment of private institutions, similar to the practices in advanced countries. They should be categorised as: private not-for-profit institutions, established and funded by truly charitable trusts and societies consisting of prescribed broad-based membership other than the members of the family of investors; and private for-profit institutions, established and funded as commercial ventures by individuals, their families and friends. The latter category may be free to follow their own norms for admission and fee structure. Their programmes should be accredited by one of the nationally recognised accreditation agencies.

NSOU ? GE-ED-11 68 Curricular Concerns The report contains a compendium of curricular concerns relating to the quality of higher education. This includes such aspects as a rigid and compartmental curricular structure, outdated teaching, learning and evaluation practices; obsolete course contents; lack of mobility within and outside the institutions; and so on. Despite widespread realisation of such maladies for decades, no significant improvement has taken place. This is the time to look at the impediments behind the laxity and ways to overcome them. Our premier institutions for half a century have effectively practised the credit system and yet only a very small number of institutions follow the system. This situation is mainly due to the absence of determined policy to transform the evaluation practices. The suggestion in the report to have central and state boards of undergraduate education ostensibly to separate the academic and administrative functions of colleges and provide quality benchmarks would unfortunately result in opposite effects such as regimentation of curriculum, rote learning for examinations, rigidity in the course and credit systems and massive increase in tutorial colleges. On the other hand, the Knowledge Commission can help persuade the policymakers to establish a national curricular framework for higher education dealing with the key curricular concerns enforceable with a time-bound implementation strategy. Such a framework will enhance the scope for “pluralism and diversity” rightly emphasised in the report. The universities and colleges should have the functional autonomy within the framework to innovate curriculum, forge links with other institutions and deal with the sponsoring and funding agencies. Erosion of University Autonomy At this point of time when the university system in India is subjected to harsh criticism, it would be worthwhile to examine the underlying processes that influence the functions of our universities. The Kothari Commission recognised the imperatives of university autonomy and cautioned that “only an autonomous institution, free from regimentation of ideas and pressure of party or power politics, can pursue truth fearlessly and build up in its teachers and students, habits of independent thinking and a spirit of enquiry unfettered by the limitations and prejudices of the near and the immediate which is so essential for the development of a free society”.

NSOU ? GE-ED-11 69 There is a high degree of propensity to put the blame on the university system itself for all the maladies. While the university system cannot absolve itself of the responsibilities for certain amount of deterioration in standards of teaching and research, it is indeed regrettable that there are clever and concerted efforts to hide the ill-effects of external interference. The report of the Knowledge Commission recognises this phenomenon. It states that "the autonomy of universities is eroded by interventions from governmental and intrusions from political processes". It further adds that, "experience suggests that implicit politicisation has made governance of universities exceedingly difficult and much more susceptible to entirely non-academic interventions from outside. This problem needs to be recognised and addressed in a systematic manner within universities but also outside, particularly in governments, legislatures and political parties." It stops short of elaborating the steps to reduce the non-academic interventions. Form and Mode of Interference The erosion of university autonomy is caused mainly through manipulating the two key instruments of governance, namely, the governing boards and appointment of key functionaries such as vice chancellors (VCs) and registrars. Further erosion is caused by competition to get political control of student and faculty bodies. The institutions in the country that are free from such intrusions have demonstrated their capability for superior performance. Unless the political and bureaucratic intrusions are eliminated, no amount of reforms in other functions will yield results. It can be seen that the best universities/institutes in India are those that have competent and autonomous governing boards. The Radhakrishnan Commission [Gol 1949] had suggested "the inclusion of wisely chosen external members of its governing body and then to leave it free from interference". The governing boards of centrally-sponsored and funded university-level institutions, such as the central universities, centrally-funded deemed universities and institutions of national importance such as IITs, IIMs, etc, consist of only two or three persons from the central bureaucracies in addition to outside experts who have sufficient academic and professional credibility, besides the institutional members. In the state-funded universities, the governance structure varies considerably from state to state and even within a state. With some rare exceptions they are all

NSOU ? GE-ED-11 70 faced with severe interference effects from the political system and bureaucracy. There are several known instances of incompetent persons, nominated to the governing boards/syndicates mainly on the basis of the personal relationships or political patronage or illicit financial consideration. In the case of private universities, those sponsored by respectable philanthropic or corporate organisations, interested in protecting their reputation, seek to constitute governing boards with well-known and respected persons. However, there are many private universities established by individuals or families with sole profit motivations, which seek to formulate the governing boards with docile persons. Presently political consideration dominates the process of selecting VCs in a majority of cases. For more than 50 years, there have been many discussions on the processes for appointing VCs [AIU 2000]. The Kothari Commission [Gol 1966] suggested appointment of persons who can stand for "the commitment of the university to scholarship and pursuit of truth and can ensure that the executive wing of the university is used to assist the academic community in all its activities". The University Grants Commission (UGC) has established detailed guidelines for selection of VCs [UGC 1993]. In violation of the spirit of these guidelines, there are recent trends whereby the state governments sanctify the deviations through legislative actions. Some states expressly mandate the chancellor (the governor of the state) to obtain the concurrence of the chief ministers before choosing the name from the panel of names for the VCs submitted. This situation is ignored whenever the quality and excellence of Indian universities are compared to world-class institutions abroad. The report laments the fact that "the gap between our universities and those in the outside world has widened. And none of our universities rank among the best, say fifty in the world". The relevance of many of the parameters, such as the presence of Nobel laureates in the faculty, enrolment of foreign students and foreign faculty, used for ranking universities by various foreign agencies are irrelevant in the Indian context. What is forgotten is that our universities have not been provided with the same functional environments as the eminent institutions elsewhere. On the contrary, they suffer from an extraordinary intensity of outside interferences.

NSOU ? GE-ED-11 71 It is time to establish a set of enforceable national norms for the constitution of governing boards and selection and appointment of vice chancellors/directors in public as well as private universities along with an indigenous system of ranking to promote competitiveness valid for our society. Regulatory Systems There is a tendency to blame the regulatory system exercised by the statutory bodies for the maladies of the higher education system. The NKC has proposed the stripping of the regulatory roles of the statutory bodies like the UGC, All-India Council for Technical Education (AICTE), Medical Council of India (MCI), etc, and establish a super regulatory body called Independent Regulatory Authority for Higher Education (IRAHE). When eminent persons occupied advisory and policy-making positions in these bodies, the regulatory system commanded a great deal of respect and dignity for contributions to higher and professional education. However, one main problem of the statutory bodies is the packing of their policy organs with persons, not quite suited for the job, based on political considerations. Financing Higher Education Compared to the centrally-funded institutions, the state universities are generally starved of funds. Consequently, they resort to running correspondence courses and self-financing programmes causing diversion of talents from the core functions. Some states have also put a ban on recruitment of teachers for a decade or more due to financial constraints resulting in accumulation of unfilled teaching positions and use of junior and inexperienced staff on ad hoc basis out of funds generated by correspondence and self-financing courses. Consequently, many state universities are unable to initiate any new programmes of study and research. There is insufficient recognition of the extraordinary commitment and dedication of the majority of the faculty in the universities, especially those in the non-metropolitan towns, to maintain the academic activities in the face of severe financial crunch. The NKC report advocates that "the government support for higher education should be at least 1.5 per cent, if not 2 per cent of GDP from a total of 6 per cent of GDP for education". Similar recommendations have been made earlier by several committees. It is important to realise that there should be a normative, rational and

NSOU ? GE-ED-11 72 predictable funding for higher education to plan ahead and not be stifled by vagaries for year-to-year funding. Similar norms for state funding should be established. The report emphasises that the "Universities must become the hub of research once again to capture synergies between teaching and research that enrich each other". The report of the NKC has prescribed approaches to revamp the higher education system. It has dealt with issues relating to expansion, curricular concerns, governance and financing. What is needed at this stage is to reflect on the causes for the disappointing results on these and similar suggestions by several eminent commissions and committees during the past decades, if this report may not see the same fate. 3.5 Rashtriya Uchchatar Shiksha Abhiyan or RUSA Keeping in view the recommendations of the Planning Commission, the need for reforms in the State Higher Education sector, using Central funds in a strategic

90%

MATCHING BLOCK 43/58

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to ensure holistic planning at the State level and enhancement of allocations for the state

institution, a new Centrally Sponsored Scheme is proposed. The Scheme would be spread over the two plan period (XII and XIII), and would be an over-arching scheme for funding the State Universities and Colleges in order to achieve the aim of equity, access and excellence. The scheme is called the Rashtriya Uchchatar Shiksha Abhiyan (RUSA). The scheme has the following salient features: ? It is an umbrella mission mode project scheme that would subsume other existing scheme in the sector ? The Central funding would flow from MHRD to institutions, through the State Councils of Higher Education ?

100%

MATCHING BLOCK 38/58

W

The funding to States would be made on the basis of critical appraisal of

the State Plans for Higher Education. The

97%

MATCHING BLOCK 39/58

W

Plans would describe each State's strategy to address issues of equity, access and excellence in higher education ?

All funding under the RUSA would be norm based and future grants would be outcome dependent. Certain academic, administrative and governance reforms will be a precondition for receiving funding under RUSA.

NSOU ? GE-ED-11 73 The key objectives of RUSA are to

improve access, equity and quality in higher education through planned development of higher

education at the state level. Such planning will include creating new academic institutions, expanding and upgrading the existing ones, developing institutions that are self-reliant in terms of quality education, professionally managed, and characterized by greater inclination towards research and provide students with education that is relevant to them as well the nation as a whole.

The Approach to RUSA The project will require the project institutions to implement academic and non- academic reforms for their self-conceived development programmes that focus on quality and relevance, excellence, resource mobilization, greater institutional autonomy with accountability, research and equity. The project will lay major emphasis on

monitoring and evaluation. The primary responsibility of monitoring will lie with the institutions themselves. The management structure at the institutional level i.e. the Board of Governors (BoG) will monitor the

progress of institutional projects on a regular basis and provide guidance for improving the performance of the institutions in project implementation. The information from project institutions will be collected through a scalable web-based Management Information

System (MIS). State governments will also regularly monitor and evaluate the progress of institutions. The Project Appraisal Board (PAB) at the national level in MHRD will review the project annually. The monitoring will be based on action plans prepared by each project institution and achievements made with respect to a set of norms, which are defined in the Institutional Development Plans. Goal of

RUSA The objectives of RUSA would be to achieve the target of GER in Higher Education of 32% by the end of XIII Plan, which the central Government has set for itself. Government of India aims to improve the quality of State Universities and colleges and enhance their existing capacities so that they become dynamic, demand- driven, quality conscious, efficient and forward looking and responsive to rapid economic and technological developments occurring at the local, state, national and international levels. The salient objectives of the scheme can be enumerated as follows:

NSOU ? GE-ED-11 74 ? Improve the overall quality of existing state institutions by ensuring that all institutions conform

96%

MATCHING BLOCK 40/58

W

to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework. ? Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions. ? Ensure academic and examination

reforms in the higher educational institutions. ?

Enable conversion of some of the universities into research universities at par with the best in the world. ?
 Create opportunities for states to undertake reforms in the affiliation system in ? Order to ensure that the reforms and resource requirements of affiliated colleges are adequately met. ?

100%

MATCHING BLOCK 41/58

W

Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment. ? Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations. ? Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets. ? Correct regional imbalances in access to higher education by

facilitating access to high quality
 institutions in urban & semi-urban
 areas, creating opportunities for students from rural areas to get access to better quality institutions
 and

98%

MATCHING BLOCK 42/58

W

setting up institutions in un-served & underserved areas. ? Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently-abled persons.

NSOU ? GE-ED-11 75 Scope of RUSA All State Universities and colleges (both 12B and 2(f) compliant and non-12B and non-2(f)) from all states and Union Territories (UTs) across the country would be eligible to be covered under RUSA. Subject to eligibility, an estimated 306 state universities and 850099 colleges will be covered under this initiative to improve the learning outcomes and employability of graduates and to scale-up research, development and innovations. The project will also support these institutions to improve their policy, academic and management practices.

RUSA will fund the institutions under a few key components. The yardstick for deciding the quantum of funds for the states and institution will be the norms that will reflect the key result areas (access, equity and excellence), in addition to other monitoring and capacity building functions. The State Higher Education Councils will be the key institution at the state level to channelize resources to the institutions from the state budget.

Strategic funding of state institutions must ensure that the issues of quality and access are addressed in an equitable manner. This would entail encouraging the states to prepare State Higher Education Plan duly keeping the following aspects in mind: ? Spatial and regional planning after due mapping ? Programme and discipline planning ? Mandatory accreditation and quality improvement ? Reforms – governance and academic ? Infrastructure saturation ? Review of the affiliation system ? Transparent and norm-based funding ? Outcome-based reimbursements ? Faculty planning ? Equity interventions ? Focus on research and innovation RUSA will be implemented through the Ministry of Human Resource Development (MHRD) of the Government of India as a “Centrally Sponsored Scheme” with matching contribution from the state governments and Union Territories (UTs).

NSOU ? GE-ED-11 76 3.5 Problems of Higher Education in India and Suggestions 3.5.1 Problems of Higher Education in India Higher Education in India has a long historical past. Universities like Taxkshila, Nalanda, Bikramshila were well known all over the world. These institutions of ancient India are also attested by significant developments in intellectual fields like literature, literary criticism, philosophy, logic, medicine, mathematics and astronomy. After the advent of British the aim and objectives of higher education in India have been changed. They imposed upon India a English model of education. Aims and objectives of higher education is British India was to produce English knowing Indians for doing the subordinate government service and clerical jobs. After independence the earlier institution could now become a part of the general system and the effort was now made to convert the entire system of education to the national pattern. Indian higher education system has undergone many important changes in the recent past and the most significant being its unprecedented growth and its consequent transformation from an elite system to a mass system. The fact that higher education is available to the masses, including the underprivileged and weaker sections of society, is an achievement. It is also creditable that we have been able to create some undoubted centres of excellence. In spite of these achievements, the higher education in India is groaning under very severe strains and stresses. After more than 70 years of independence, India's higher education system has still not been developed fully. It is evidenced by its poor performance in institutional rankings (not a single Indian university in top 100 universities of the world), the poor employment status of its students, poor track record in receiving national awards and recognition, poor share in research funding and so on. Moreover, the status of state public universities that produce over 90% of the graduates in India is more dismal. The following may be listed as the leading problems or issues of higher education in India:

NSOU ? GE-ED-11 77 ? Enrolment: ? According to the All-India Survey on Higher Education (AISHE) report 2018-19, the Gross Enrolment Ratio (GER) in Higher education in India is only 26.3%, which is quite low as compared to the developed as well as, other developing countries. ? With the increase of enrollments at the school level, the supply of higher education institutes is insufficient to meet the growing demand in the country. ? Quality: ? Ensuring quality in higher education is amongst the foremost challenges being faced in India today. ? However, the Government is continuously focusing on quality education. Still, a large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark their place among the top universities of the world. ? Political Interference: ? Increasing interference of politicians in the management of higher education jeopardises the autonomy of HEIs. ? Also, students organise campaigns, forget their own objectives and begin to develop their careers in politics. ? Poor Infrastructure and Facilities: ? Poor infrastructure is another challenge to the higher education system of India, particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure. ? Faculty shortages and the inability of the state educational system to attract and retain well-qualified teachers have been posing challenges to quality education for many years. ? Large numbers of NET/PhD candidates are unemployed even though there are a lot of vacancies in higher education.

NSOU ? GE-ED-11 78 ? Inadequate Research: ? There is inadequate focus on research in higher education institutes. ? There are insufficient resources and facilities, as well as limited numbers of quality faculty to advise students. ? Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centres and to industries. ? Poor Governance Structure ? Management of Indian education faces challenges of over-centralization, bureaucratic structures and lack of accountability, transparency, and professionalism. ? As a result of the increase in the number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted. ? Teaching Quality ? The first issue that higher education in India is facing is decreasing teaching quality. Teachers are not well trained and qualified for the job they are assigned to. ? Some colleges recruit young graduates as professors who have no experience or knowledge. So this is a big problem. ? Poor Remuneration: Poor remuneration has become a major problem for the Indian education system. In India teaching is not a lucrative job in terms of remuneration in comparison many corporate sector jobs. In fact, teaching is a very ill paid job at every stage of education and as such it fails to attract best of the brains in teaching profession. Many meritorious scholars from India even prefer to take up small time job in US rather than a job in India as teacher. This aspect needs serious attention on the part of our policy makers.

NSOU ? GE-ED-11 79 ? Invasion in Autonomy: Invasion on the university autonomy is another important challenge in higher education. University autonomy has to be distinguished from academic freedom which signifies freedom of expression for professionals. Autonomy has several aspects, namely, financial, administrative and academic. It is difficult for university of India to have full financial autonomy as they depend for 90 percent or more of their income on the Government grants moreover they were also required to get approval for specific scheme from the UGC. There are hardly any interference of the government in academic autonomy of the universities. ? Finance: Financing of Higher Education is a very acute problem in India. The report of the Education Commission (1964-66) strongly agreed devoting 6% of the GNP to education. The Majumdar Committee (MHRD. 1999) reiterated the same. The National Policy on Education 1968 and 1986 also categorically laid down and endorsed that the GNP allocation to education should be at least 6%. The NPE 1992 stated that the VIIF Plan onward the GNP share will uniformly exceed 6%. But the target could not be achieved. India spends around 3.7% of its GNP of which 0.56% is the share of higher education. Thus, there is a considerable decline in the state funding of higher education. Governments, both at the centre and in the states, are showing an increasing reluctance to support higher education. ? Privatization: This 'privatisation' of education is a matter of concern for many. While some of the colleges established under private initiative have a professional approach and are striving to impart high quality education, a depressingly large number lack proper facilities and are in effect business enterprises, established with the primary objective of securing financial profit and political power. Strict academic and administrative control of these colleges is essential.

NSOU ? GE-ED-11 80 ? Accreditation: As per the data provided by the NAAC, as of 02.07.2021, only 13719 of the total higher education institutions in the country were accredited. And among those accredited, only 210 of the universities and 1724 of the colleges were found to be of quality to be ranked at 'A' level. ? Research and Innovation: There are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advice students. Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centres. So, this is another area of challenge to the higher education in India.

3.5.2 Opportunities in Higher Education India is a large country, with an estimated population of young people aged between 18 to 23 years to be around 150 millions. The sheer size of the market offers huge opportunities for development of the higher education sector in India. India now boasts of having more than 40,000 colleges and 1003 universities, which has been quite a remarkable growth during the last six decades. The year 2019-20 witnessed 38.5 million enrollments, which makes India the 3rd largest educational system in the world. Unfortunately, the educational infrastructure of India is inadequate to handle such huge volumes. In spite all the government spending in the educational sector, it is just too insufficient to meet the growing requirements. Therefore, higher Education sector has now been identified as one of the promising areas for private and foreign investments. It offers immense investment opportunities in both non- regulated and regulated segments. Indian higher education system is growing very fast irrespective of various challenges but there is no reason that these Challenges cannot be overcome. With the

NSOU ? GE-ED-11 81 help of new-age learning tools, it is easy for country like India to overcome these problems and bring a paradigm shift in the country's higher education sector. With such a vibrant country with huge population properly educated, the possibilities are endless. If knowledge is imparted using advanced digital teaching and learning tools, and society is made aware of where we are currently lagging behind, our country can easily emerge as one of the most developed nations in the world. There are opportunities for strategic engagement and capacity building in higher education leadership and management at the state level. There are opportunities for India to collaboration at national and international level on areas of systemic reform, including quality assurance, international credit recognition, and unified national qualifications framework. Equality of educational opportunity in higher education is considered essential because higher education is a powerful tool for reducing or eliminating income and wealth disparities. The idea of equalising educational opportunities also lies in the fact that "the ability to profit by higher education is spread among all classes of people. There are great reserves of untapped ability in the society; if offered the chance they can rise to the top. A great deal of talent of the highest level is, in fact, lost by an inegalitarian system of education" (Balachander, 1986). The need to enhance the employability of graduates is presenting entry points for collaboration in enterprise education and entrepreneurship, links with industry, research skills and the wide range of transferable skills, including English. The emerging interest in Indian higher education institutions in the vocational skills market provides areas for potential engagement with international partners. There is a need to build stronger relationships and increase mutual understanding in higher education by increasing support and participation in platforms (conferences, workshops, seminars) which enable debate and dialogue with other countries of the world. (British Council, 2014).

3.5.3 Suggestions Improving the System of Higher Education ? There is a need to implement innovative and transformational approach form primary to higher education level to make Indian educational system globally more relevant and competitive.

NSOU ? GE-ED-11 82 ? Higher educational institutes need to improve quality and reputation. ? There should be a good infrastructure of colleges and universities which may attract the students. ? Government must promote collaboration between Indian higher education institutes and top International institutes and also generates linkage between national research laboratories and research centres of top institutions for better quality and collaborative research. ? There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education. ? Universities and colleges in both public private must be away from the political interventions, ? There should be a multidisciplinary approach in higher education so that students' knowledge may not be restricted only up to his own subjects.

3.6 Summary At the end of this unit, the learners have come to know about the system of higher education in India. They have come to know that the higher education also needs to be expanded in our nation for the proper development of the nation. After the successful implementation of Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan, there was the introduction of Rashtriya Uchchatar Shiksha Abhiyan for the development of higher education in India. The target was to increase the enrolment ratio in higher education as well as imparting the quality higher education in India. But even after seventy five years of independence, there are several issues and challenges in the way of higher education in India in the form of enrolment, finance, quality education and research, political intervention, etc. The solutions and ways out have also been discussed in this unit to get rid of the problems of higher education.

NSOU ? GE-ED-11 83 3.7 Self Assessment Questions 1. What is meant by higher education in India? 2. Comment on the structure and system of higher education in India. 3. What was the background of introducing Rashtriya Uchchatar Shiksha Abhiyan? What are the scopes of RUSA? 4. What are the recommendations of the National Knowledge Commission? 5. What problems National Knowledge Commission identified in higher education system in India? 6. Comment on the goals and approach of RUSA. 7. What are the issues and challenges in front of higher education in India? 8. Discuss in detail the problem of finance in higher education in India? 9. How political invasion in the autonomy of the higher education system disturbed the development of higher education in India? 10. What are the probable solutions to the problems of expansions of quality higher education in India?

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NSOU ? GE-ED-11 85 Unit 4 ? Education for Sustainable Development Structure 4.1 Objectives 4.2 Introduction 4.3 Peace Education: Meaning, aims, and Importance 4.3.1 Meaning of Peace Education 4.3.2 Aims of Peace Education 4.3.3 Importance of Peace Education 4.3.4 Peace Education in Action 4.4 Education for Sustainable Development 4.4.1 Meaning of Sustainable Development 4.4.2 Objectives of Sustainable Development 4.4.3 Education for Sustainable Development 4.4.4 Education for Sustainable Development in India 4.5 Equality and Equity in Education and Role of Education 4.5.1 Equity and Equality 4.5.2 Difference between Equity and Equality 4.5.3 Equity and Equality: Importance in Schools 4.5.4 Promoting Equality of Educational Opportunities in India 4.5.5 Problems of equality of Educational Opportunities 4.5.6 Measures taken for Equalisation of Educational Opportunity 4.5.7 Educational Equity vs. Educational Equality 4.5.8 How to Encourage Equity in Education 4.5.9 Benefits of Focusing on Equity in Education 4.6 Summary 4.7 Self Assessment Questions 4.8 References

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Objectives After going through this unit the learners will be able to ? realize the meaning of

peace education. ? understand the objectives and necessity of peace education. ? understand the role of education in establishing peace. ? know the concept of sustainable development. ? understand the role of education to bring sustainable development. ? discuss the concept of equity and equality ? discuss the concept of educational equity and educational equality. ? be aware of the problems of equity and equality. ? be aware of the role of education in bringing equality through educational equity.

4.2 Introduction

The world today, and since the beginning of civilization, has been carrying with it the concept of conflict in different forms. Conflict comes from disagreement and finally may lead to war. And to have a peaceful war-free or conflict-free world, there is the necessity to establish peace, nurture peace and to carry the truth of peace throughout life. But how can this peace be established, nurtured and carried through? Here there is role of peace education. The late 20 th century and the early 21 st century world felt the necessity to promote peace around the world to make either an end to conflict or at least to minimise the conflict. They believed that the education is the key to unite people, unite nations by bringing people closely together to each other. Sustainable development is another most discoursing factor in the 21 st century world. "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." It happens often that for the development in one area of life, we sometimes make harm to some other area or areas. And this harm may bring dark days for the future. And NSOU ? GE-ED-11 87 here comes the priority of the concept of sustainable development which may be termed as all round development of the world. And education plays an important role for this sustainable development too. Another important concept in the arena of education as well as in the arena of development is the concept of equity and equality. These two words are very closely articulated though, they are different in meaning. Equity is the process and equality is the result. For the education of all the backward people equity is very much needed a concept to bring equality of education and equality of opportunity of education. Only then, one day, the world will meet some moment when every people will have equal educational right and equal education too.

4.3 Peace Education: Meaning, Aims and Importance

4.3.1 Meaning of Peace Education

Education is the key to uniting nations, bringing human beings closely together. In many parts of the world, civil society suffers because of situations of violent conflicts and war. It is important to recognise the crucial role of education in contributing to building a culture of peace and condemning instances in which education is undermined in order to attack democracy and tolerance. A culture of peace and non-violence goes to the substance of fundamental human rights: social justice, democracy, literacy, respect and dignity for all, international solidarity, respect for workers' rights and core labour standards, children rights, equality between men and women, cultural identity and diversity, Indigenous peoples and minorities rights, the preservation of the natural environment to name some of the more obvious thematic. These are all issues of concern to Education International (EI) and its member organizations, as reflected in many resolutions endorsed at EI World Congresses as well as at regional EI supported events. EI affirms the right to peace and pledges its support for the peaceful resolution of conflicts and practice of non-violence through education, dialogue and cooperation.

NSOU ? GE-ED-11 88 In 2000, the then UNESCO Director General, Federico Mayor, stressed that "Education International is not only a vast repository of experience, it also has the know-how and talent to implement innovation and change far beyond what is normally found in government circles [...] Education International and UNESCO can work together to achieve the common goals of an educated, intellectually curious and participatory culture of peace and democracy." Education is a key tool in combating poverty, in promoting peace, social justice, human rights, democracy, cultural diversity and environmental awareness. Education for peace implies an active concept of peace through values, life skills and knowledge in a spirit of equality, respect, empathy, understanding and mutual appreciation among individuals, groups and nations. In its Constitution and resolutions, EI committed itself firmly to international peace activities linked to education promoting human rights and democracy and encouraging international understanding and solidarity. EI called on its member organisations to develop their advocacy in line with UNESCO's Charter and aims, the UN Charter,

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the Universal Declaration of Human Rights and the International Convention on the Rights of the Child.

The educational action for promoting the concept of peace concerns the content of education and training, educational resources and material, school and university life, initial and ongoing training for teachers, research, and ongoing training for young people and adults. A culture of peace must take root in the classroom from an early age. It must continue to be reflected in the curricula at secondary and tertiary levels. However, the skills for peace and non-violence can only be learned and perfected through practice. Active listening, dialogue, mediation, and cooperative learning are delicate skills to develop. This is education in the widest sense. It is a dynamic, long term process: a life-time experience. It means providing both children and adults with an understanding of and respect for universal values and rights. It requires participation at all levels-family, school, places of work, news rooms, play grounds, and the community as well as the nation. At the EI World Congress in 1998, EI and its affiliates placed on the record that they wanted "to take every opportunity to promote justice, world peace and education, in the interests of children of all countries." As a token of EI's commitment to a

NSOU ? GE-ED-11 89 culture of peace, General Secretary Fred van Leeuwen, was one of the first to sign the Manifesto 2000 appeal and to support the International Year for the Culture of Peace. In a resolution adopted in 2004, EI Resolution on Education for Peace, EI member organisations "pledged to promote education for peace and intercultural learning as the best antidote to racist and fundamentalist phenomena in order to prevent social conflict and the recourse to social violence." In 2007, teacher organizations were also invited to promote peaceful behaviour in school environments through dispute resolution and peer mediation. Peace education encompasses the key concepts of education and peace. While it is possible to define education as a process of systematic institutionalized transmission of knowledge and skills, as well as of basic values and norms that are accepted in a certain society, the concept of peace is less clearly defined. Many writers make an important distinction between positive and negative peace. Negative peace is defined as the absence of large-scale physical violence—the absence of the condition of war. Positive peace involves the development of a society in which, except for the absence of direct violence, there is no structural violence or social injustice. Accordingly, peace education could be defined as an interdisciplinary area of education whose goal is institutionalized and non-institutionalized teaching about peace and for peace. Peace education aims to help students acquire skills for non-violent conflict resolution and to reinforce these skills for active and responsible action in the society for the promotion of the values of peace. Therefore, unlike the concept of conflict resolution, which can be considered to be retroactive—trying to solve a conflict after it has already occurred—peace education has a more proactive approach. Its aim is to prevent a conflict in advance or rather to educate individuals and a society for a peaceful existence on the basis of non-violence, tolerance, equality, respect for differences, and social justice. Peace education activities promote the knowledge, skills and attitudes that will help people either to prevent the occurrence of conflict, resolve conflicts peacefully, or create social conditions conducive to peace. Core values of non-violence and social justice are central to peace education. Nonviolence is manifested through values such as respect for human rights, freedom NSOU ? GE-ED-11 90 and trust. Social justice is realised by principles of equality, responsibility, and solidarity. In order to achieve these ideals, peace education programmes across the world address a wide range of themes. These include non-violence, conflict resolution techniques, democracy, disarmament, gender equality, human rights, environmental responsibility, history, communication skills, coexistence, and international understanding and tolerance of diversity. Peace education can be delivered to people of all ages, in both formal and informal settings. Programmes exist at local, national, and international levels, and in times of peace, conflict, and post-conflict. To create public dialogue different factions of society are often brought together in peace education programmes – these typically include civil society groups, schools, tribal leaders and the media. Yet due to the many areas covered by peace education, initiatives are primarily determined by culture and context, as well as by the projects' scopes and objectives. Peace education and peacebuilding are therefore intrinsically linked. The UN's actions for peacebuilding include education as one of its principle components. For peacebuilding initiatives to remain sustainable it is vital that attitudes towards war and violence are transformed and translated into long-term behavioural change which seek alternative solutions to armed conflict.

4.3.2 Aims of Peace Education

The overall aim of Education for Peace is to help build a peaceful world. To do so we aim to: ? understand the nature and origins of violence and its effects on both victim and perpetrator; ? create frameworks for achieving peace and peaceful, creative societies; ? sharpen awareness about the existence of unpeaceful relationships between people and within and between nations; ? investigate the causes of conflicts and violence embedded within perceptions, values and attitudes of individuals as well as within social and political structures of society;

NSOU ? GE-ED-11 91 ? encourage the search for alternatives and possible nonviolent skills; ? equip children and adults with personal conflict resolution skills; ? show people that violence and war are learned and not an intrinsic part of human nature and that it is possible to resolve conflict peacefully; ? create a more peaceful world where all of us may become agents for change. Education for Peace gives us the skills that will assist in achieving peaceful societies; ? correct the limited understanding of peace held by many people that it is the absence, however contrived, of direct violence, of wounding and killing; ? create a better learning environment where conflict and relationships may be explored; ? appropriating intellectual and emotional development of the individuals; ? developing a sense of social responsibility and solidarity; ? observing the principles of equality and fraternity towards all; ? enabling the individual to acquire a critical understanding of the problems at national and international levels; ? creating willingness for continuous learning; ? accepting and participating in free discussions; ? taking decisions on a rational basis; ? appreciating other's cultures; and ? overcoming obstacles towards promotion of peace.

4.3.3 Importance of Peace Education

The humankind has been a witness to conflict in some form or other at all levels. Violence in all forms is on increase and has percolated even to the school levels. Violent expressions and aggression are increasingly being resorted to leading further to conflicts. Therefore, peace has become all the more imminent in such contexts. Efforts are now being made to inculcate the values related to harmony, respect and tolerance for better interpersonal relations. These are seen as seeds to ensure in the long-term a conflict-free world. As Meyerhof put it, 'peace studies encompass the

NSOU ? GE-ED-11 92 learning of nonviolent communication, tolerance, acceptance of diversity and love as the basic law of life'. Thus peace education, most importantly, helps in deconstructing the mindset and discourses of power struggle by the use of violence. It helps people to cooperate and negotiate problems at the individual as well as societal levels. In the 1950s and 60s, the definition of 'peace' was confined to the absence of war. The focus of studies on peace was mainly on interstate conflicts, wars and so on. Subsequently, there was a departure from this view of peace; the focus shifted to the aspects of structural violence and the inherent contradictions in social and societal structures. From this, the focus sharpened on the role of individual's moral and ethical disposition and is now zeroed down to the 'human values' that guide the conduct of individuals. The shift in this field has been gradual and steady. Therefore, 'presently character education, moral education and self-esteem development are considered aspects of aiding in the individual reaching this personal inner potential and becoming a valued citizen for peaceful coexistence' (Ibid). Peace education is thus not a history of peace-making as she says but to create peace in one's environment while standing for truth, justice and self-preservation. It is also more than learning about conflict resolution. If one has to mediate for establishing peace, it is necessary that one should be receptive to other's perception, viewpoint and adjust one's own perspectives in order to reach an understanding, compromise and consensus at a collective level. Peace education in UNICEF refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable the children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. Peace Education may be described as well as defined in various ways as there is no such universally accepted definition of peace education found. From peace literature a few well explained definitions are mentioned below to give a holistic meaning as well as concept of peace education, such as: (i) "Peace Education is grounded in active citizenship, preparing learners for assiduous participation in a democracy, through problem-posing and problem-solving education and a commitment to transformative action in our societies."—by John Dewey (1938).

NSOU ? GE-ED-11 93 (ii) "Peace Education, broadly defined, is the cornerstone of a culture of peace."—by MichealWessells (1994). (iii) "Peace Education is a mechanism for the transformation from a culture of violence to a culture of peace through a process of 'conscientization'."—by Freire (2006). (iv) According to Abebe et. al. (2006), Peace Education is a process of developing knowledge, skills, attitudes, behaviours and values that enable learners to identify and understand sources of local and global issues and acquire positive and appropriate sensitivities to these problems. It helps to resolve conflicts and to attain justice in a non-violent way and live by universal standards of human rights and equity by appreciating cultural diversity, respect for the earth and for each other. Peace Education means to learn about and to learn for peace. Learning about peace means obtaining knowledge and understanding of what contributes to peace, what damages it, what leads to war, what does 'peace' mean on each level anyway, what is one's role in it, and how are the different levels connected? Learning for peace means learning the skills, attitudes and values that one needs in order to contribute to peace and help to maintain it forever. For example, this means learning to deal with conflicts without the recourse to violence, learning to think creatively, learning to apply the methods of active non-violence or learning to deal with cultural differences in a constructive way (Space for Peace, 2010). Peace education can also be defined as the transmission of knowledge about requirements of, the obstacles to, and possibilities for achieving and maintaining peace; training in skills for interpreting the knowledge; and the development of reflective and participatory capacities for applying the knowledge to overcome problems and achieve possibilities (Reardon, 2000). Therefore, peace education is holistic. It embraces the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values. It is based on philosophy that teaches love, compassion, trust, fairness, co-operation and reverence for the human family and all life on our beautiful planet (Schmidt and Friedman, 1988, as cited in Abebe et. al., 2006). Peace education is an attempt to respond to problems of conflict and violence on scales

NSOU ? GE-ED-11 94 ranging from the global and national to the local and personal. It is about exploring ways of creating more justice and sustainable futures (R. D. Laing, 1978, as cited in Abebe, et. al., 2006) for all people i.e. both men and women. Towards Positive Peace Peace education is seen as leading to positive peace. Positive peace means state of tranquillity, calm, quietness, harmony and friendship. It flourishes in the presence of the feeling of brotherhood and in the absence of the ignorance in mind. As Dr.SarvepalliRadhakrishnan said, 'If we wish to achieve peace we must maintain that inner harmony, that poise of the soul, which are the essential elements of peace. It cannot be achieved by organizations. It can come only when our minds become endowed with generosity and goodwill towards all. We must be filled with the moral power of love and the vision of spiritual unity. We have to solve our problems through the help of our higher nature' (S.Radhakrishnan, Religion and Culture, p.135; 173). Positive peace is one of the most effective means to get the society rid of biases, structural violence which is mostly latent in nature and such negative traits that impede the progress of the individual in the real sense. Peace education is invariably linked with this concept that is designed in such a way as to 'alter attitudes regarding peace in the hope that this will stimulate changes in structure' (John Baylis, p.277). Similar views are echoed by Johan Galtung wherein he states that 'peace must not only be conceived of as the absence of war and direct violence (negative peace) but rather, working towards peace as the means to the realization of conditions leading to a maximal reduction of structural violence (positive peace)'. 4.3.4 Peace Education in Action Haavelsrud (1975) suggested that peace education, as in the case of all education, should be conducted in three areas: (1) Information; (2) Attitudes; and (3) Action. It consists of Awareness, Analysis and Action. Peace education is a part in the larger framework aiming at social change. It is a transformative change for better. In this scheme, the transformation of the individual is the primary requisite. This individual transformation gradually brings in a change in the system/structure. Individually and collectively, it becomes imperative to come together for 'learning to live together, creating awareness about others' tribulations, analysing the situation rationally and

NSOU ? GE-ED-11 95 taking action with willingness to produce the positive results'. It is important to note that peace education can be promoted only in an atmosphere of nonviolence. There is a crucial link between human nature and violence. As Gandhi believed, the evil can be overcome by a steadfast adherence to nonviolence. But, holistically, he believed that all human beings are inherently good. It is through this belief that he brought out the blueprint for development, 'Constructive Programme'. It aims at social change through nonviolence. Similarly, in the process of peace education, the individual is exposed to the stark realities of the world wherein there are severe disparities and makes him/her understand the ground realities in which millions of their brethren live. This develops the ability to understand others, and also the willingness to change things for better. This is what John Dewey termed as 'world patriotism', for creating a better world. Peace education is not an abstract concept or that which can be imparted only through classroom teaching. It is a continuous learning process. Peace education can begin from the family setting and move on to the other levels like school, institutions of higher education, workplace or areas where related projects take place. It is important to note the following points for an effective learning in the process: ? Emphasis should be on the participatory and self-initiated learning ? Preservation and advancement of peace should be integrated into discussions ? Development of curricula on peace and practical approaches ? Imparting of peace related knowledge through media ? Imparting of the knowledge through religious institutions ? Knowledge dissemination through social work projects ? Cooperation and collaboration in the fields of education ? Selection of information and evaluation ? Eliminating bias in conflict information ? Organising campaigns, conducting seminars and talks on peace ? Giving training to the educators of peace to cater to all sections of society ? Promoting volunteerism to provide learning opportunities ? Maintaining consistent motivation levels to promote peace

NSOU ? GE-ED-11 96 4.4 Education for Sustainable Development: Meaning, Aims and Role of education in Sustainable Development
4.4.1 Meaning of Sustainable Development Sustainable development has become a 21 st century buzzword in different forums, seminars, conferences, workshops. It is found much in environmental and economics literature these days. The concern for sustainable development is becoming increasingly louder with the rapidity of economic growth. Around the globe, throughout history, most modern human institutions have evolved in ways that are at best, oblivious, and, at worst, positively hostile to the health of environment. Economic development, till today, is based on two fallacious premises: i. It considers needs of mankind alone and ignores the interdependent ecosystem ii. It treats the environment as a commodity. Human being strives ceaselessly for riches as enslaved and obsessed by technological advancement and by obtaining higher GNP. This obsession has sullied the environment and is tending to ruin the carrying capacity that is, capacity of the ecosystem to support life of Mother Earth. The land lays scarred and eroded. The waters of rivers, lakes and oceans are contaminated with industrial waste, which is nearly unfit for either industrial use or for human consumption. The air is filled with gaseous and particulate pollutants that are toxic to life. Pesticides used to promote agricultural production and public health has severely poisoned the environment. Each agent of production and consumption regards the disposal cost of waste as zero and uses the environmental sector as long as it permits human being to improve their own welfare. They do not have to pay anything to anybody. The environment is still regarded as common property, each agent acting as if the human being owns it. The reckless use continues, without any heed to the damage inflicted, and causes degraded environmental standards, unhealthy and detrimental to all. "Our Common Future" marks the beginning of the sustainable development concept that has generated all the literatures. New books on sustainable development have been appearing with increasing rapidity since the United Nations Conference on

NSOU ? GE-ED-11 97 Environment and Development popularly known as the Earth Summit held in Brazil in 1992. Divergent economic theorists like E. F. Schumacher of Britain, environmentalists like Barry Commoner and Lester R. Brown, population analysts like Paul Ehrlich, politicians like Willy Brandt of Germany and Jimmy Carter of the United States, all played significant roles in formulating ideas. The era of modernisation has created an atmosphere of excitement of instant economic growth. In fact, all sectors of developing countries seem to be vibrating with economic buoyancy. There is expansion of trade, investment, market, and increase in Gross National product (GNP) productivity, per capita income, profit, efficiency, salary, etc, across the globe. The free trade system could more tellingly be called the free ride system. As the producers do not have to include in their product costs all the indirect costs they cause society. It includes pollution of the land, sea and air, ozone holes, disappearing topsoil, exploding health costs, allergies, global warming, destruction of species, pesticides in food, antibiotic resistant bacteria, crime, unemployment, escalating social costs, etc. Many of the most common and most damaging products on the market would never be manufactured if they were priced at their real costs to society as a whole. The road to success in global business today is to find a way to pass on as many of your costs as possible to the public, preferably to another country's public. The most profitable companies at this time are those that are most successful at getting someone else to pay the real costs of their doing business. Present economic process maximises only the profits to the shareholders, while all the other stakeholders are left bearing the costs, such as, cleaning up the environment and dealing with unemployment. The term, sustainable development, was coined by the Brundtland Commission, which defines sustainable development as development that "meets the needs of the present without compromising the ability of future generations to meet their own needs". Sustainable development is defined as balancing the fulfilment of human needs with the protection of the natural environment so that these needs can be met not only in the present, but in the indefinite future. Sustainable development is a pattern of resource use that aims to meet human needs while preserving the environment. The field of sustainable development is conceptually divided into four general dimensions: social, economic, environmental, and institutional. The first

NSOU ? GE-ED-11 98 three dimensions address key principles of sustainability, while the final dimension addresses key institutional policy and capacity issues. There is, now, a worldwide movement of environmentalism parallel to the more enthusiastic global movement of economic growth. Every section of people around the globe now expresses some amount of concern towards the deterioration of environmental standards. The rise in economic welfare is increasingly accompanied by a considerable decline in the quality of environment and loss of ecological stability. Some groups of environmentalist are very pessimistic while the other group of environmental scientists is very optimistic. But the fact remains that there is acid rain, global warming, the greenhouse effect, erosion and sterility of soil, degradation of land, environmental pollution and ozone layer depletion. There is widespread desertification in one hemisphere and deforestation in another hemisphere of the globe. Deeper and wider concern for environmental degradation springs from two major sources. i. Rise in material production effluents and use of synthetic materials ii. Increased demand for environmental goods. The first refers to the problems of environmental externality and the second, to depletion of natural resources. In addition to the increased supply of economic goods, there is also an increased demand for environmental goods. Environmental goods signify any external environmental conditions that affect human welfare. The following elements are connected with the human welfare: ? Absence of all types of pollution ? Availability of clean water and air ? Quality of natural environment (outdoor recreation, etc) ? Quantity of natural environment (forest, wildlife) ? Availability of public utility systems ? Average space availability for inhabitants 4.4.2 Objectives of Sustainable Development Global objectives for sustainable development are as follows: i. Eradicate poverty in all its forms, everywhere.

NSOU ? GE-ED-11 99 ii. Eradicate hunger, achieve food safety and improved diet and promote sustainable agriculture. iii. Ensure healthy lives and promote well-being for everyone of all ages. iv. Ensure inclusive and fair education of good quality and promote lifelong learning for everyone. v. Achieve gender equality and strengthen the position of all women and girls. vi. Ensure access to and the sustainable management of water and sanitation for everyone. vii. Ensure access to affordable, reliable, sustainable and modern energy for everyone. viii. Promote continuous, inclusive and sustainable economic growth, full and productive employment, and decent work for everyone. ix. Build resilient infrastructure, promote inclusive and sustainable industrialisation and promote innovation. x. Reduce inequalities within and between countries. xi. Make cities and settlements inclusive, safe, flexible and sustainable. xii. Ensure sustainable consumption and production patterns. xiii. Take urgent action to combat climate change and its effects. xiv. Preserve and make sustainable use of seas, lakes and marine resources for sustainable development. xv. Sustainable forestry, stop desertification, slow down and reverse soil degradation as well as halt the loss of biodiversity. xvi. Promote peaceful and inclusive communities for sustainable development, provide access to justice for everyone and build effective, responsible and inclusive institutions at all levels. xvii. Strengthen implementation tools and revitalise the Global Partnership for Sustainable Development. 4.4.3 Education for Sustainable Development Good quality education is an essential tool for achieving a more sustainable world. This was emphasised at the UN World Summit in Johannesburg in 2002

NSOU ? GE-ED-11 100 where the reorientation of current education systems was outlined as key to sustainable development. Education for sustainable development (ESD) promotes the development of the knowledge, skills, understanding, values and actions required to create a sustainable world, which ensures environmental protection and conservation, promotes social equity and encourages economic sustainability. The concept of ESD developed largely from environmental education, which has sought to develop the knowledge, skills, values, attitudes and behaviours in people to care for their environment. The aim of ESD is to enable people to make decisions and carry out actions to improve our quality of life without compromising the planet. It also aims to integrate the values inherent in sustainable development into all aspects and levels of learning. There are a number of key themes in ESD and while the dominant focus is on environmental concerns, it also addresses themes such as poverty alleviation, citizenship, peace, ethics, responsibility in local and global contexts, democracy and governance, justice, human rights, gender equality, corporate responsibility, natural resource management and biological diversity. It is generally accepted that certain characteristics are important for the successful implementation of ESD, reflecting the equal importance of both the learning process and the outcomes of the education process (adapted from 'UN Decade of Sustainable Development' UNESCO Nairobi Cluster, 2006). ESD should: ? Be embedded in the curriculum in an interdisciplinary and holistic manner, allowing for a whole-institution approach to policy making. ? Share the values and principles that underpin sustainable development. ? Promote critical thinking, problem solving and action, all of which develop confidence in addressing the challenges to sustainable development. ? Employ a variety of educational methods, such as literature, art, drama and debate to illustrate the processes. ? Allow learners to participate in decision-making on the design and content of educational programmes. ? Address local as well as global issues, and avoid jargon-ridden language and terms.

NSOU ? GE-ED-11 101 ? Look to the future, ensuring that the content has a long-term perspective and uses medium and long-term planning. To promote ESD, the United Nations Decade of Education for Sustainable Development, 2005-2014, (DESD) was adopted by the UN General Assembly with the United Nations Educational, Scientific and Cultural Organisation (UNESCO) designated as the lead agency for promotion throughout the decade. The decade pursues a global vision 'of a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation' (www.unesco.org/ education/desd). The goal of the decade, as outlined by UNESCO, is to integrate the principles, values and practices of sustainable development into all aspects of education and learning. This aims to encourage changes in behaviour that will create a more sustainable future. One of the most important aspects of the DESD is the recognition that ESD must engage a wide range of stakeholders from government, private sector, civil society, non-governmental organisations and the general public. In its International Implementation Scheme (IIS) for DESD, UNESCO states that ESD is fundamentally about values, particularly respect for others, including those of present and future generations, for difference and diversity, for the environment and for the planet's resources (UNESCO, 2006). Education enables us to understand ourselves and others and our links with the wider natural and social environment; this understanding serves as a durable basis for building respect. Along with a sense of justice, responsibility, exploration and dialogue, ESD aims to move us toward adopting behaviours and practices which will enable us all to live a full life without being deprived of basic human needs. 4.4.4 Education for Sustainable Development in India Traditionally India has been a sustainable society. A large part of the Indian population still has a lifestyle that is based on the principle of reuse, reduce and recycle. In some cases it is a matter of personal choice but for a large majority, it is necessitated by economic compulsions. The Government of India (GOI) has integrated the principle of 'sustainability' in its various policies and developmental programmes. India's developmental strategic

NSOU ? GE-ED-11 102 framework is based on a five year planning system. The first five year plan was rolled out in 1951. Presently, the soon-to-be concluded eleventh plan is underway which focuses in a big way on education. In order to promote the value of sustainable development in education, the Indian government directed its various education departments to actively work on an Environment Education (EE) component as part of the curriculum. This strategy was adopted post Stockholm conference in 1972 by setting up Centres of Excellence for Environment Education under Ministry of Environment and Forests (MoEF) in the early 1980s. For a very long time, most of these activities were restricted to the MoEF but gradually the government realized that the purview of education is very broad in a developing country like India and cannot be limited to the workings of one single ministry. As a result, the GOI recommended Ministry of Human Resource Development (MHRD) to integrate environmental concerns into all aspects and levels of education. India is the only country to have passed one of the landmark judgments passed by the Supreme Court of the country directing all education boards to include environmental education (EE) as part of the formal education system at all levels. Besides the different ministries of the GOI, a large number of government and non-government organizations are diligently working to promote ESD. Most notable amongst them are Centre for Environment Education (CEE) which is the nodal agency for implementing UNDESD in India; The Energy and Resources Institute (TERI); Bharati Vidya Peeth (BVP); Centre for Science and Environment (CSE); World Wide fund (WWF); National Council for Science Museums (NSCM) and National Council of Education, Research and Training (NCERT). These organizations work with schools, colleges, youth groups on ESD and conduct training programmes not just for students but teachers, principals, school administrators and policy makers. What is heartening is the fact that the ESD field in India is also occupied by young and passionate professionals who are working across the country to raise awareness on sustainable development issues. These professionals come from different

NSOU ? GE-ED-11 103 walks of life like media, architecture, medicine, education, social work, alternative art and literature. A lot of work is being done at the grassroots level involving local communities. The latest ICT (Information, Communication, Technology) tools are being employed to connect with the upwardly mobile urban youth and to reach out to a larger audience. The Multi-national corporations are also contributing by funding projects on ESD as part of their CSR strategy. The last five years have seen a notable increase in corporate spending on CSR in India and it has slowly but certainly helped the cause of developmental initiatives in the country. 4.5 Equity and Equality in Education 4.5.1 Equity and Equality Equal access to a high quality public education has been a top social justice issue for the past century. After all, it was only 67 years ago that the Brown vs. Board of Education ruling was made and "separate but equal" education was found to be decidedly unequal. One would hope that a landmark ruling of the US Supreme Court and the passage of time might heal an education system that was designed to limit access to students of color and benefit white students. Unfortunately, issues of educational equality and equity are still the most commonly raised issues in communities across the nation (See: McNeel, 2019; McMillan, 2019; Peetz, 2019; Wilson Phelan, 2019). This blog series seeks to answer the question: What does equity in education look like? Defining Equality According to Merriam Webster Dictionary, equality is the "quality or state of being equal," where equal is defined as having the same measurement in quality, nature or status. When applying this definition to social structures—like education, politics, and government—equality means that all segments of society have the same level of support and opportunity. This means that regardless of one's gender, race, sex, religion, etc., opportunities remain the same. It ensures that people in different social statuses or groups will not be discriminated against.

NSOU ? GE-ED-11 104 In the United States, equality in education was ensured in the 1954 Supreme Case of Brown vs. Board of Education, where the Court ruled that "separate is inherently unequal" with regards to having segregated schools between African American and white students. After this ruling, schools became integrated, and it led to the Civil Rights Act of 1964. Defining Equity The Merriam Webster Dictionary defines equity as, "something that is equitable," where equitable is defined as, "dealing fairly and equally with all concerned." In education and social structures, equity refers to the fact that different people have varying needs of support and assistance. Therefore, systems exist to be able to support individuals based on their specific needs. The goal of equity is to help achieve fairness in treatment and outcomes. It's a way in which equality is achieved. For example, the Americans with Disabilities Act (ADA) was written so that people with disabilities are ensured equal access to public places. For example, it means that public restrooms need to have ramps so that people in wheelchairs can enter. 4.5.2 Difference between Equity and Equality? Educational researchers, Cramer, Little, and McHatton (2018) explain that using the correct language to describe issues in education is critical. The words equity and equality are often used interchangeably, confused as having the same meaning. It is important to note that though the words sound and are spelled similarly, they have very different meanings. Equality is the provision of equal treatment, access, and opportunity to resources and opportunities (Gunn, 2018). Essentially, everyone gets the same thing, regardless of where they come from or what needs they might have. Equity is the provision of personalized resources needed for all individuals to reach common goals. In other words, the goals and expectations are the same for all students, but the supports needed to achieve those goals depends on the students' needs (Equity Education, 2019).

NSOU ? GE-ED-11 105 This popular cartoon illustrates the difference between equality and equity: Source: (Interaction Institute for Social Change, 2016) On each side of the picture, the goal for the three individuals is to see the baseball game. When provided with equal resources, the goal cannot possibly be achieved. However, when the resources are made equitable and adjusted based on the needs of the individuals, each person can successfully see the game. 4.5.3 Equity and Equality: Importance in Schools Public education is supposed to serve the public. What is known about the public is that there are a variety of experiences, cultures, and beliefs represented, all of which contribute to a unique and vibrant community. Similarly, different members in a community have different needs and resources (financial, emotional, and physical, to name a few). Schools are tasked with educating all members of the public regardless of income, level of ability, native language, or prior education. For this reason, equity is critically important to public education.

NSOU ? GE-ED-11 106 In school, equality is often associated with access and outcomes. Equality asserts that every student should have the same access to a high quality education regardless of where they come from. It also requires that all students be held to the same standards and objectives regardless of their circumstances, abilities, or experiences. Equity recognizes that different students need different resources to achieve the same goals as their peers. It takes into consideration the fact that a student with a disability requires different physical supports at school than a peer who does not have a disability. Similarly, a bilingual student who speaks a native language other than English needs different language supports than a monolingual English speaker. None of the children are better or worse than another, they just have different needs. Every child brings to school a unique set of needs, talents, and resources that prompt teachers to respond in different ways to each individual student. Equality focuses on what is fair within the group. Equity highlights what is fair for the individual. In public education, both group and individual needs are important. All students should have equal access to high quality education and once they get it, they should be afforded equitable supports to achieve success. 4.5.4 Promoting Equality of Educational Opportunities in India India is a democratic country. The success of democracy depends upon education of its citizens. Education should aim at total development of individual's personality. Modern education is a process of learning from real life and from the pulsating, dynamic society around us. So the learning from real life and from the pulsating, dynamic society around us. So the learning should be at the choice and pace of the learner. It is only in this way that education becomes relevant to life. So educational opportunities are to be provided to individuals to develop their personalities into the fullest extent. The Constitution of India also writes for the provision of educational opportunities to all peoples of the country. Since education is one of the most important means for development, it is through education that one can aspire to achieve higher status, position and emolument. So every individual should have similar opportunities for getting education. Ordinarily, equality of opportunity means to give equal chance to every individual for the development of his capacity. The concept of equality of opportunity can be NSOU ? GE-ED-11 107 interpreted in two ways such as horizontal equality and vertical equality. The horizontal equality treats all constituents in equal manner whereas the vertical equality requires special consideration to bring about equality of opportunity. There is a great need for emphasizing the equality of opportunity in education due to the following reasons: 1. It is needed for the establishment of an egalitarian society. 2. It is needed because it is through the education to all people in a democracy that the success of democratic institution is assured. 3. The equality of educational opportunities will ensure a rapid advancement of a nation. When the people have opportunities to get education, they will have a chance to develop their natural talent and thus enrich the society. 4. The equality of educational opportunity will extend the search of talent among all the people of a nation. 5. It will help to develop a close link between the manpower needs of a society and the availability of skilled personnel. 4.5.5 Problems of equality of Educational Opportunities In India there are some reasons which create inequality of educational opportunities. These reasons are: 1. Difference in economic status of home. 2. Gender disparities. 3. Regional Imbalance. 4. Physiological difference. 5. Difference in home conditions. 6. Disparity between backward and advanced classes. 7. Non-availability of adequate opportunities. 8. Difference in mental and physical abilities. 4.5.6 Measures taken for Equalisation of Educational Opportunity Equalisation of educational opportunities has been one of the major objectives of the successive Five-Year Plans. Considerable works in this respect has been done

NSOU ? GE-ED-11 108 through the programme of expansion of educational facilities at the elementary, secondary and university stages. For achieving the target of equality of educational opportunity in India our efforts must be directed in many directions for recognizing the educational system. Some of these directions are as follows: 1. Constitutional Provisions: On the basis of the constitutional provisions we must provide compulsory elementary education to all children of the country. Democracy, socialism, secularism, justice and equality are to be cultivated through the provision of equalizing educational opportunity for establishing an egalitarian society. 2. Debarring restriction on admission in educational institutions: Admission to educational institutions has been made available to all irrespective of caste and religion. 3. Wide distribution of Institutions: Educational institutions have been opened in large numbers in order to provide opportunity to all for getting education. 4. Provision of Pre-school education: In order to overcome wastage and stagnation in primary education, Pre- school education is to be given priority. Pre-school education centres like Balwadi, Anganwadi etc. have been opened and are to be set up in large scale. 5. Provision of scholarship and other facilities: Provision of free ship6 and scholarships are being made for the backward and disadvantaged groups. 6. Special treatment for S.C., S. T. and Other Backward Communities: Special treatment as being made for S.C., S.T and Other Backward Communities in relation to reservation of seats, provision of different types of scholarships to ensure equality in education. 7. Residential School: In tribal areas, residential schools or Ashram schools have been set up. Kanyashram schools have been commissioned in the tribal areas to facilitate education of girls.

NSOU ? GE-ED-11 109 8. Special education of the handicapped: Steps have been taken for the education and training of blind, deaf, orthopaedically handicapped and educable sub-normal children by the government and voluntary organisations. The New Education Policy, 1986 lays special emphasis on removing disparities and equalizing educational opportunity. To promote equality, it will be necessary

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to provide for opportunity to all not only in access but also in the conditions for success. 1.

Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. 2. Numerous incentives, helps, benefits, facilities will be provided to SC and ST population to equalize them with other developed communities. 3. People of educational backward areas like rural areas, hill tracks and desert areas will be given adequate institutional and infrastructural facilities. 4. Minority community will be allowed to set up and administer their own educational institutions. 5. Education for physically and mentally handicapped children should be integrated with the general community as equal partner to prepare them for normal growth and to enable them to face with courage and confidence. Truly speaking in spite of all attempts in the direction of the national goal-quality of opportunity, the result is not satisfactory. Hence in order to accelerate in the progress of providing equality of opportunity, incentive measures are to be properly implemented and administrative structure has to be properly streamlined with a strong will and determination. Various media, methods and materials are to be utilized to fulfil the special needs of the deprived children of the country. 4.5.7 Educational Equity vs. Educational Equality Educational equity ensures that the needs of individuals from disadvantaged socioeconomic backgrounds, individuals with disabilities, and other disenfranchised minorities are provided with educational tools, resources, and support that are individualized to a student's educational needs. In juxtaposition, educational equality assumes that all students' educational needs are the same, and that individualized systems of educational resources are not warranted. Educational equality negates the

NSOU ? GE-ED-11 110 ability to transition into the next iteration of public education that focuses on education that is equitable. Educational equity allocates educational resources by equalizing the educational system for students whose low SES (socioeconomic status), ethnic background, family background, or geographic region impeded their academic growth. This would help close the gap between students from a low SES compared to those individuals from a high SES. Advancing Educational Equity The pursuit of educational equity is key to the sustainability and evolution of education systems across the world. To advance educational equity, equitable academic resources, programs, and opportunities must be available to students from all backgrounds. Each student's strengths need to be nurtured by specialty learning programs that are geared toward advancing academic success, closing the achievement gap, and eliminating inequities in education. Equity can be achieved in the education system by utilizing technology, preparing educators with the skills necessary to teach in diverse settings, developing inclusive methods of teaching students from different backgrounds, as well as celebrating diversity. Achieving educational equity requires educators to reflect on their implicit and explicit biases, and understand that the inequities within the education system are based on systemic biases. 4.5.8 How to Encourage Equity in Education Educational leaders can take concrete steps to introduce equity into their schools and classrooms. The following approaches can change teaching dynamics and improve outcomes for students of all backgrounds. ? Cultural Responsiveness: Culturally responsive teaching is a skill that all educators must implement within their classrooms. Students from diverse cultural backgrounds should be provided a safe environment in which to learn. Educators must also understand that a disproportionate number of students of color are expelled or held back each school year compared to their white counterparts. The key to culturally responsive teaching is to

NSOU ? GE-ED-11 111 dismantle systemic biases and provide high-quality education that is tailored to students' unique needs. ? Personalized Learning: Educators must develop the skills to understand the individual needs of students to excel academically. This typically entails implementing individualized lesson plans and advocating for individual students who may need tailored educational resources or opportunities. The ultimate goal is to ensure that no student falls behind academically, thus further closing the achievement gap. ? Early Intervention: Providing personalized, dedicated support at an early stage in the educational process is key to achieving equity. Early intervention can have a significant impact on the future success of a student by helping to cultivate strengths and develop vital skills for overcoming challenges. ? Community Engagement: Education extends beyond the classroom and into the communities and homes of students. Teachers should engage families and communities in the learning process. This will encourage diverse voices to assess and correct systemic inequities, further promoting educational equity for all students. 4.5.9 Benefits of Focusing on Equity in Education Equity in schools is the answer to supporting every student, not just those from disadvantaged backgrounds. When schools provide their students with resources that fit individual circumstances, the entire classroom environment improves. Not only that, but the importance of equity extends to our society as a whole. In equitable communities, everyone has the opportunity to succeed regardless of their original circumstances. On a surface level, the benefits of inclusive and equitable classrooms extend to academic achievement. Schools with the smallest achievement gaps between demographics have the highest overall test scores. This means that when the most disadvantaged student scores improve, students from more privileged backgrounds improve, too. When schools are mindful of different backgrounds and provide the right resources, all students are prepared to learn and help each other succeed. Equity can also strengthen a student's health and social-emotional development. In a study involving over 4,300 students in Southern California, the children who felt

NSOU ? GE-ED-11 112 safer, less lonely, and reported less bullying also had higher diversity levels in their classes. Being equipped to promote diversity and provide for students from all backgrounds makes for an environment where students feel comfortable and have better emotional regulation. Additionally, equitable communities are linked to better health and longer average lifespans. Surrounding communities benefit from equity in schools as well. Equity is linked to stronger social cohesion, meaning that individuals connect with each other better and are more compassionate. It also leads to long-term economic growth. This means that promoting equity in schools can be one of the best and most effective social investments. 4.6 Summary So, the learners have come to know about peace education, sustainable development and the concept of equity and equality in detail in the present unit. They have also come out with the fact that in all the cases, education is a key factor. So far peace education is concerned, education plays an important role too realize the cause of conflict and to wipe out the causes of conflict to establish and nurture peace. Peace education has been given utmost priority by the international organizations like UNESCO. Education brings development. But it happens often that to develop one area of life we put some other areas in such a situation that it will put negative impact for the future generation. Mainly the environment is affected mostly in this kind of development. And sustainable development addresses this area by pointing out the fact that all round development should be aimed at. We should also be aware of the affective factors of a particular development in one field. And education plays the most vital role to nurture the concept of sustainable development. The learners have also come to know about the concept of equity and equality. And these two have also been discussed in relation to education. Equity is to provide required level of opportunity to have access to something. And this equity is provided to bring equality in the world. Educational equity is also providing such opportunity to the backward people to reach the equal educational opportunity for all at a certain moment.

NSOU ? GE-ED-11 113 4.7 Self Assessment Questions 1. What is meant by peace education? Why is it necessary to reduce conflict in the world? 2. What are the objectives and importance of peace education? 3. What is positive peace? How is it nurtured through peace education? 4. How are education and peace related to each other? 5. What do you understand by the concept of sustainable development? 6. What are the objectives of sustainable development? 7. How can education promote sustainable development? 8. What is status of sustainable development in India? How is it nurtured through education? 9. What is equity? How is it different from equality? 10. "Equity is the process, and equality is the result."—discuss the concepts of equity and equality in the light of this statement. 11. What is educational equity? How does it pave the way for educational equality? 12. What are the problems of educational equity and educational equality in India? 4.8 References Allport, G.W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley. Baylis, J. (1982)., Peace Research and Peace Education, Review of International Studies, Vol.8, no.4, October, pp.277-281. Brown, L.R. (1981), Building a Sustainable Society, W.W. Norton, New York. Chagla, M.C. (1966). Education and Nation. Bombay, Allied Publishers. Coleman, J.S. (et.al.) (1966). Equality of Educational Opportunity. Washington, D.C.: U.S. Government Printing office. Darling-Hammond, L. (1997). The right to learn: A blueprint for creating schools that work. San Francisco: Jossey-Bass. NSOU ? GE-ED-11 114 Galtung, J. (1969), Violence, Peace and Peace Research, Journal of Peace Research, vol.6, no.3, 1969, pp.167-191. Gene Sharp on Political Development of Nonviolent Struggle (Documentation Series), Gandhi Smriti and Darshan Samiti, New Delhi, 2000. Grossman, G. and Krueger, A. (1995), "Economic growth and the environment", Quarterly Journal of Economics, 110, pp 353-77. Hart, B., & Risley, T. (1995). Meaningful differences. Baltimore: Paul H. Brookes. http://www.un.org/esa/sustdev/documents/WSSD_POI_PD/English/POIchapter11.htm <http://www.wri.org/project/sd-pams> Kohn, M. L. (1969). Class and conformity: A study in values. Homewood, IL: Dorsey Press. Kothari, R. (1982), Environment and Development in Asia and the Pacific: Experiences and Prospects, UNEP. Kuznets, S. (1955), "Economic growth and income inequality". American Economic Review 45, pp 1-28. Meadows, D.H., et. al. (1972), The Limits to Growth, Signet, New York. Meyerhof, N. (1984) From Peace Education to Education for Spiritual Peacebuilding (www.transformedu.org/) Naik, J. P. (1972). Equality, Quality and Quantity: The Elusive Triangle in Indian Education. New Delhi: Allied Publishers. Panchauri, R.K. (1977), Energy and Economic Development in India, Prager Publisher, New York. Pearce, P.W. and Atkinson, G. (1992), Measuring Sustainable Development, CERGE University College of London. Radhakrishnan, S. (1968), Religion and Culture, Orient Paperbacks, Delhi. Tobla, M.K. (1984), Sustainable Development, Butterworth, London. Umeed (2016). Umeed – A Drop of Hope. A Non Government Organisation. New Delhi. Retrieved from <http://www.umeedngo.com/index.php> on 15.03.2016. UNESCO (1998), Peace and Conflict Issues After the Cold War, Paris. Vandana, Shiva (2000), Stolen Harvest, South End Press, pp 61-62 Weber, Thomas., Arne Naess and Gandhi (2010). Gandhi Marg, vol.32, no.1, April- June, 2010, pp.87-100.

NSOU ? GE-ED-11 115 Unit 5 ? Education and social issues Structure 5.1 Objectives 5.2 Introduction 5.3 Education and Unemployment 5.3.1 Meaning of Unemployment 5.3.2 Nature of Unemployment in India 5.3.3 Causes of Unemployment: 5.3.4 Education and Unemployment 5.4 Poverty in relation to Education 5.4.1 Poverty as a Social Problem 5.4.2 Definition of Poverty 5.4.3 Causes of Poverty 5.4.4 Education and Poverty 5.5 Education and Population Explosion 5.5.1 Meaning of Population Explosion 5.5.2 Causes of Population Increase 5.5.3 Effects of Population Explosion 5.5.4 Education and Population Explosion 5.6 Summary 5.7 Self Assessment Questions 5.8 References 5.1 Objectives After going through this unit the learners will be able to ? understand the status of unemployment in

India; ? understand the causes of unemployment;

NSOU ? GE-ED-11 116 ? know about the causes of educated unemployment in India; ? understand the role of education in relation to unemployment; ? define poverty in Indian society; ? understand the causes of poverty; ? understand how poverty affects education and education can wipe out poverty; ? discuss the problem of population growth in developing countries like India; ? describe the causes of population explosion; and ? understand the role of education in controlling population growth. 5.2 Introduction Where there is the discussion about education and development, a discussion about employment and unemployment is a must. And along with this also comes the discussion regarding poverty too. Another important fact is the concept of population explosion which also comes in the way of education and employment. This unit will have detail discussion regarding all these concepts. Unemployment has been an issue of discourse since long. After a certain period of life, every individual needs a suitable employment to earn the livelihood and live a better life according to the quality and capability of the individual. And when that individual lacks that opportunity, it is termed as unemployment. Once it was believed that unemployment was there mainly because of the lack of education. But with the course of time, it has been identified that education also generates unemployment, i.e. educated unemployment. So education is related to both employment and unemployment. There are some other causes of unemployment too. When there is the discussion of unemployment, a discussion of poverty is a must in that sector. Poverty means the lack of the minimum ability to live the minimum standard life without any material luxury. Employment helps an individual to live a life of standard, and unemployment leads to poverty. Education has a close relation with poverty. Generally it may be said that education can enkindle a lamp in the dark room of a poor individual. But this same poverty also appears to be an affective factor in the way of education. This unit will discuss both the angles of this concept.

NSOU ? GE-ED-11 117 And the above two concepts of unemployment and poverty is closely related to the concept of population explosion. Education and thereby the development of medical science and technology, on the one hand, has decreased the mortality rate to become a reason of population growth, and on the other hand, education may become the deciding factor of population control. 5.3 Unemployment and Education 5.3.1 Meaning of Unemployment In simple words a person, who is not gainfully employed in any productive activity, is called unemployed. Unemployment could be voluntary or involuntary. However, there is no scientific treatment with the help of which we can distinguish between voluntary and involuntary unemployment. Generally speaking people in the age group of 15-59 years are considered to be in the working population of a country and the concept of unemployment is restricted to this group of people only. That is, children and old persons are not included in the definition of unemployment. However, some economists suggest a broader definition. It should include (i) all persons (men, women and children) who are working and (ii) those not working, but are searching for work. There may be a section of society, which is not interested, in any gainful employment. There may be some people who may be interested in jobs at wage rates higher than those prevailing in the labour market. Persons falling in above two categories are called voluntarily unemployed. Involuntary unemployment is characterised by a situation in which people are prepared to work at prevailing wage rate but they are not able to get employment. In economics the term "unemployment" refers to only involuntary unemployment and not voluntary employment. The problem of unemployment in underdeveloped economies is different from that in developed economies. In developed economies generally unemployment takes the form of cyclical unemployment or frictional unemployment. Cyclical unemployment arises due to cyclical movements in economic activities. Frictional unemployment takes place because of shift to a new technology. Thus, cyclical and frictional unemployment are temporary in nature.

NSOU ? GE-ED-11 118 On the other hand, the nature of unemployment in underdeveloped economies is basically structural in nature. In an under-developed economy the demand for labour is less mainly due to agricultural backwardness, undeveloped industries and small size of the service sector. Although the type of unemployment found in underdeveloped economies fits into the definition of involuntary unemployment, is much different from the nature of unemployment found in developed economies. 5.3.2 Nature of Unemployment in India In India the problem of unemployment is much more serious than what we find in developed economies. India is an under-developed though a developing economy. It is important to emphasise that unemployment in underdeveloped economy like India is not the result of deficiency in effective demand but in fact a result of shortage of capital equipment and complimentary resources. In India there are various types of unemployment. Generally speaking it takes the forms of rural unemployment and urban unemployment. 5.3.2.1 Rural Unemployment Bulk of unemployment in India is found in the rural areas. There are two main aspects of rural unemployment: seasonal and chronic disguised unemployment. Agriculture is the principal occupation in rural India. By nature agriculture is a seasonal occupation. Therefore bulk of rural population remains seasonally unemployed in the absence of alternative employment opportunities. It has been estimated that a sizeable portion of population engaged in agriculture remains idle for at least 5-7 months in a year. Second aspect of rural unemployment is chronic disguised unemployment. As per the 1991 census report about two third of the population is engaged in the primary sector (agriculture and allied activities). Working population in agriculture is increasing consistently in absolute terms. While in 1951 over 100 million persons were engaged in agricultural sector, in 1997 their number rose to 237.31 million. Such a big increase in the working population engaged in this sector without there being a corresponding increase in the area of cultivation, has resulted in overcrowding in agriculture. This is a situation where even if surplus population is withdrawn from agriculture, production will not be affected (provided the remaining labour force works to the best of its abilities). Such a type of situation is described

NSOU ? GE-ED-11 119 as disguised unemployment or underemployment. In the words of Nurkse, marginal productivity of surplus labour so defined is zero. The main problem in this type of unemployment is that apparently all persons seem to be employed but enough work is not available to all. An example will make this concept of disguised unemployment more clear. Suppose there are 10 persons working on the farm, while less work is available. This work is shared by all persons working on the farms, as there exists no employment opportunity. If some workers are withdrawn from the farm, those remaining at farm are able to accomplish the work and farm output does not get affected, such a situation is called disguised unemployment. Another aspect of unemployment in rural areas, which needs special attention, is the educated unemployment. With the spread of education in rural areas, there has emerged a class in rural areas also which is literate and in some cases even highly educated. They find themselves misfit in usual agricultural operations. They remain idle in rural areas due to lack of employment opportunities outside rural areas. Concept of rural unemployment is important to understand the phenomenon of rural poor. Unemployed or underemployed in rural areas constitute mainly the class of rural poor. This class mainly consists of landless labourers and marginal farmers. Therefore, solution for eradication of rural poverty lies in eradication of unemployment. 5.3.2.2 Urban Unemployment Whereas most of the unemployment found in rural areas is disguised, most of the unemployment in urban areas is open. Urban unemployment is a source of severe social tensions. Urban unemployment can be of three types. First kind of unemployment found in urban areas is of unskilled industrial workers. Such unemployment may be termed as blue-collar unemployment. Although there has been a significant expansion of industrial sector, industrial unemployment has expanded over the years. Various factors have contributed to this phenomenon. Increase in economically active population in the country Population in urban areas has grown faster than in rural areas, because of migration from rural to urban areas. In addition during off-season, agricultural labour shifts to urban areas to seek employment. Concentration of industries in urban areas Unemployment. Decay of cottage and small-scale industries in rural areas.

NSOU ? GE-ED-11 120 Second kind of unemployment found in urban areas is that of educated middle class. Such unemployment may be called white-collar unemployment. There are many causes of educated unemployment. Firstly, whereas there has been a very fast increase in educated population, thanks to fast expansion of educational institutions, technical education and training has lagged behind. Secondly, economic growth has been at a very slow rate. This has resulted in a very inadequate growth of employment opportunities, including engineers, technical personnel along with arts and commerce graduates and post graduates. Number of educated unemployed was 2.44 lakh in 1951, which rose to 34.72 lakh in 1980, 47 lakh in 1985 and 68 lakh in 1992, 37.9% in 2019. While a high proportion of the literates among unemployed shows un-utilisation of scarce resources put in for education of the people, it also indicates a mismatch between the kind of job opportunities that are needed and those available in the job market. Clearly the increase of literates among the unemployed and further among the literate unemployed, of those with higher level of educational attainment points to the need for skilled jobs rather than the simple low productive manual labour that an illiterate has to resort to for a living". Thirdly, there are emerging trends of underemployment of those who are seeking job on part-time basis, while they pursue their studies. Such job seekers, if they do not get jobs of their satisfaction, could be called underemployed. There could be many others, who have completed their education, but are not able to get job to the best of their abilities and capacities. 5.3.3 Causes of Unemployment Foregoing analysis about trends and structure of unemployment in India, reveals the gravity of the problem. Now let us discuss the main causes of unemployment. These are : i. slow economic growth process, ii. rapid increase in labour force, iii. inappropriate technology, and iv. inappropriate education system and lack of manpower planning.

NSOU ? GE-ED-11 121 5.3.3.1 Slow Economic Growth Process It is no doubt that the problem of unemployment is found in both developed as well as underdeveloped economies. Despite high incomes of these developed economies, problem of unemployment is prevalent there too. But the kind of unemployment found in underdeveloped countries is basically due to its low levels of development and slow growth process. It is expected that as an economy grows, production expands and thus the employment opportunities. We find that in the past, after Independence there has been growth in production. As a result, absolute level of employment has also risen. But rate of growth in production has been less than the target. As a result, adequate number of employment opportunities could not be created. But we should also keep in mind that growth alone is not expected to solve the problem of unemployment. Some economists have hinted at a possible conflict between employment and economic growth, in the early phase of development. In India also this conflict has been very apparent. In the early plans till sixth five year plan this conflict was not recognized. As a result, although absolute level of employment increased, it was hardly sufficient to solve the problem of unemployment. 5.3.3.2 Increase in Labour Force There has been significant growth in the labour force in the last fifty years, due to fast growing population. Since Independence, death rate has been declining very fast, without a corresponding fall in birth rate. As a result, population is growing at a very high rate; at present rate of growth of population is around 2%. This is naturally followed by fast expansion in labour force. There is another factor, which has led to increase in labour force, due to urbanisation and changed attitude towards employment. After Independence, education among women has led to change in attitude of women towards employment. They now compete with men for employment. This phenomenon is more prevalent in urban areas. Thus rapid growth in labour force can be ascribed to (i) fast growing population, (ii) changed attitude of women towards employment, (iii) failure of growth process to create sufficient additional jobs. All these factors have increased the problem of unemployment.

NSOU ? GE-ED-11 122 5.3.3.3 Inappropriate Technology We understand that, in India labour is abundant while capital is a scarce factor of production. Therefore, to solve the problem of unemployment, we need to adopt such a technology, which makes use of more labour and less of capital to produce a given level of output. But, it is unfortunate that not only in industries, even in agricultural production capital is substituting labour very fast. Thus, capital labour ratio has increased in production process. Technological change has been labour- saving. While making a choice about technology, normally western model is adopted. We understand that in the west, labour is scarce and capital is abundant. Therefore, for them appropriate technology is capital intensive. But in India we cannot justify the use of more sophisticated and round about methods of production, which substitute capital for labour. But adoption of such a technology has led to larger unemployment. A pertinent question at this point is that why, despite abundance of labour, capital intensive technology is adopted in India. This happens because rate of return on capital and labour are not market determined. While on the one hand, labour is assured of minimum wages, rate of interest is kept low arbitrarily. As a result, people are inclined to make more use of capital-intensive technology, as it is economically more viable. According to W.A. Lions, investment in such a situation in capital equipment may be more profitable to individual capitalist but certainly not beneficial to society because it increases unemployment. Rigid labour laws in India have also contributed towards adoption of capital intensive production process. On the part of industries, it is quite difficult to reduce number of employees. Once a person is recruited, most likely he/she will be retained for life. In addition, labour-unrest and lack of work-culture has increased inefficiency of labour. These factors, again, have provided incentives for addition of labour- saving technology. 5.3.3.4 Inappropriate Educational System and Lack of Manpower Planning We inherited educational system from our colonial rulers. Macaulay, who designed educational policy during the colonial period, had in mind the interests of British government. Macaulay designed a system, which could merely produce clerks and lower cadre executives for the British Government. Even after Independence,

NSOU ? GE-ED-11 123 there has been a fast expansion in the number of institutions, which impart education in arts and commerce. There has been a very little expansion in educational and training institutions providing technical, engineering and medical education. As a result, there has been a fast growth of unemployment among educated men and women, while shortage of technical and specialised personnel remained. Therefore, there is a need to change our educational system to an appropriate one, which takes into account needs of the society and develops human resources accordingly. Moreover, there has been a total lack of manpower planning in India. For steady growth of any economy human resources play an important role. There should be long term planning for the provision of appropriate skills for meeting the requirements of development. No doubt there has been an increase in facilities for higher education, technical education, training in different fields, but they were not in accordance with development needs. The obvious result is surplus of manpower in some fields and deficit in others. We find widespread unemployment among graduates, postgraduates and even researchers in humanities while there is scarcity of physicians, engineers and technical personnel. Post graduate & above Graduate Certificate Diploma Higher secondary Secondary Middle Primary Illiterate Below primary 0% 2.5% 5% 7.5% 10% 12.5% 15% 17.5% 20% Share of unemployment 16.3% 14.2% 11.3% 11.1% 7.4% 7.2% 3% 2.4% 2% 1.8% Additional Information Statista 2021 Show source Share of educated unemployment in India 5.3.4 Education and Unemployment:

NSOU ? GE-ED-11 124 5.4 Poverty in relation to Education 5.4.1 Poverty as a Social Problem There has been poverty in all societies over a long period. However the 'extent' of poverty is more in some countries than others. Every society, however, affluent, has people who are poor. In the USA more than 25 million are said to live in poverty (12-15%). It was only in the 60s that there was recognition of the prevalence of poverty. A programme of 'War on Poverty' was then started in USA. In England, the Poor Law was passed in 1601 A.D. The law provided for the establishment of a work-house to provide work to those who were without any means to meet their basic needs. The conditions and the pay in the work-house were depressing. However, this may be said to be the beginning of the idea of public assistance to the poor. For example USA an affluent society has poverty too. But by and large these countries prosperous. In India however poverty is a major problem. Thus the concept of poverty is relative. It has been so much with us that not much attention has been paid to it. It was considered a normal aspect of any society. Till recently there has been little sense of social responsibility for dealing with poverty. On the other hand there has been a rationalisation of poverty. The poor were believed to be responsible for their own plight. Unemployment was considered a sign of laziness. The Karma theory suggested poverty was a consequence of wrongs or sins committed in earlier births. When poverty has been voluntary it has been praised by society. In such a case one cannot call it poverty per se because it is part of a saint's life style. Mahatma Gandhi lived in 'voluntary poverty'. So did the Buddha. This is different from involuntary poverty where the necessities of life are in very short supply. In recent times there has been an acceptance of poverty as a social problem. India with the coming of independence has made some efforts to raise the level of income of people living in poverty. In 1960 the concept of poverty line was emphasised by Dandekar and Rath (1971). Specific programmes of poverty alleviation were initiated in the 4th plan. Systematic study of the poverty is a recent phenomenon. It has been suggested that there were four questions that need to be answered to understand poverty.

NSOU ? GE-ED-11 125 i. What is poverty? ii. What is the extent of poverty? iii. What are the causes of poverty? iv. What are the solutions? To the third question, one may also add what are the consequences of poverty? This unit will look at poverty using these questions as a framework. The effort will be to look at the sociological aspects.

5.4.2 Definition of Poverty

The approach to defining poverty has usually been in economic term – the levels of income, property and living standards. People are said to be poor when their income is such that it does not enable them to meet the basic needs such as food, shelter, and clothing. The concept of “poverty line” used both in India and USA fixed an income. If people fall below this line, they are considered to be poor. The poverty line is arbitrarily fixed, hence there can be questions about it. Nevertheless, it does provide one way of determining who the poor are. Sometimes, the word “pauperism” is used to denote extreme poverty. It describes a category of people who are unable to maintain themselves. In recent times there are many dimensions that are considered in looking at poverty. It is no longer seen as purely an economic phenomenon. It is now realised that there are sociological, political, psychological and geographical reasons as well as attitudes or value systems that need to be considered to understand poverty. We suggest that a minimum approach by government in any society which has significant inequality must provide for raising minimum levels not only of incomes but also self-respect and opportunities for social mobility and participation in many forms of decision-making. What is being stated here is that in dealing with poverty one is not only concerned with the income but also with the individual's political role, opportunities for his children and self-respect. Poverty is not only a condition of economic insufficiency; it is also social and political exclusion. Poverty is therefore to be seen not only merely in economic terms

NSOU ? GE-ED-11 126 but also in its social and political aspects. In the beginning of the development of human society human beings were at a low level of social organisation and technological development and that the state of poverty was general in nature, faced by all members of society. In the process of evolution of human society there have been enormous developments in social organisation and technology. However the fruits of this progress have not been equally shared by all sections of society. There have been the rich and there have been the poor. Thus poverty has been related to the prevailing socio-economic structure of the society. Experts on poverty have broadly used two approaches. First the nutritional approach. Here poverty is measured on the basis of minimum food requirements. Second, the relative deprivation approach. Here poverty is seen in terms of relative deprivation of a section of population against the pre-developed sections. We shall be discussing these matters in detail in our section on the measurement of poverty.

5.4.3 Causes of Poverty

There are many causes of poverty in India. Most of them may be cited as below:

- Heavy pressure of population:** Population has been rising in India at a rapid speed. This rise is mainly due to fall in death rate and more birth rate. India's population is almost 135 crore now-a-days. This pressure of population proves hindrance in the way of economic development.
- Unemployment and under employment:** Due to continuous rise in population, there is chronic unemployment and under employment in India. There is educated unemployment and disguised unemployment. Poverty is just the reflection of unemployment.
- Capital Deficiency:** Capital is needed for setting up industry, transport and other projects. Shortage of capital creates hurdles in development.

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- Under-developed economy:** The Indian economy is under developed due to low rate of growth. It is the main cause of poverty.
- Increase in Price:** The steep rise in prices has affected the poor badly. They have become poorer everyday.
- Net National Income:** The net national income is quite low as compared to size of population. Low per capita income proves its poverty. The per capita income in 2019-20 was Rs. 94,566/- which proves India is one of the poorest nations.
- Rural Economy:** Indian economy is rural economy. Indian agriculture is backward. It has great pressure of population. Income in agriculture is low and disguised unemployment is more in agriculture.
- Lack of Skilled Labour:** In India, unskilled labour is in abundant supply but skilled labour is less due to insufficient industrial education and training.
- Deficiency of efficient Entrepreneurs:** For industrial development, able and efficient entrepreneurs are needed. In India, there is shortage of efficient entrepreneurs. Less industrial development is a major cause of poverty.
- Lack of proper Industrialisation:** Industrially, India is a backward state. 3% of total working population is engaged in industry. So industrial backwardness is major cause of poverty.
- Low rate of growth:** The growth rate of the economy has been 4.18% in 2019 and growth rate of population has been 1.8%. So compared to population, per capita growth rate of economy has been very low. It is the main cause of poverty.
- Outdated Social institutions:** The social structure of our country is full of outdated traditions and customs like caste system, laws of inheritance and succession. These hamper the growth of economy.

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- Improper use of Natural Resources:** India has large natural resources like iron, coal, manganese, mica etc. It has perennial flowing rivers that can generate hydro-electricity. Man power is abundant. But these sources are not put in proper use.
- Lack of Infrastructure:** The means of transport and communication have not been properly developed. The road transport is inadequate and railway is quite less. Due to lack of proper development of road and rail transport, agricultural marketing is defective. Industries do not get power supply and raw materials in time and finished goods are not properly marketed.

5.4.4 Education and Poverty

Like a tree, poverty has many roots. But among the many causes of global poverty, one factor stands out: education. Not every person without an education is living in extreme poverty. But most of those living in extreme poverty do lack a basic education. Those living below the poverty line will also be more likely to keep their children out of school, which means that their children will also have a greater chance of living in poverty. Education is often referred to as the great equalizer: It can open the door to jobs, resources, and skills that a family needs to not just survive, but thrive. Access to high-quality primary education and supporting child well-being is a globally-recognized solution to the cycle of poverty. This is, in part, because it also addresses many of the other issues can keep communities vulnerable. Let's look at 3 ways education is the secret ingredient to ending extreme poverty. Education directly correlates with many solutions to poverty, including:

- ? Economic growth
- ? Reduced income inequality
- ? Reduced infant and maternal deaths
- ? Reduced stunting
- ? Reduced vulnerability to HIV and AIDS
- ? Reduced violence at home and in society

NSOU ? GE-ED-11 129 According to UNESCO, if all students in low-income countries had just basic reading skills (nothing else), an estimated 171 million people could escape extreme poverty. If all adults completed secondary education, we could cut the global poverty rate by more than half. The above points are some of the reasons that the United Nations named education its fourth Sustainable Development Goal. Let's put this into context: Here are 3 ways that education affects poverty. 1. Development of Skills and Abilities A quality education system supports a child's developing social, emotional, cognitive and communication skills. Education programs also support the development of knowledge and abilities (i.e., human assets). Children who receive quality primary education are more likely to develop these assets at a higher level. They can then use these abilities and skills to earn higher incomes or further develop other basic assets. 2. Fight Inequality Before giving people more opportunities to participate in society, we need to address some specific obstacles to participation. Often the most vulnerable people are not recognized as equals in their community. As a result, they lack representation, power, and status. But, at an individual level, education is a basic human right for all. One of the biggest inequalities that perpetuates the cycle of poverty is gender. When gender inequality in the classroom is addressed, this has a ripple effect on the way women are treated in their communities. When girls are welcomed into the classroom, they can build skills, gain knowledge, and socially grow during their formative years. This establishes a foundation for lifelong learning. 3. Reduce Risk and Vulnerability In many of the countries where we work, the lives and livelihoods of the extremely poor are often tethered to conflict, epidemics, and natural disasters. These can act as "force multipliers," or elements that increase the likelihood that poverty will continue for the poorest countries. But knowledge, as the old saying goes, is power. Besides reducing inequality, education can safeguard against vulnerability and risk. This also reduces inequality.

NSOU ? GE-ED-11 130 In situations like war and epidemics, there are also psycho-social barriers to education. Since education is so connected to many of the ways we can end extreme poverty, it's also an element that we integrate into a several areas of our work, including emergency response. The Effects of Poverty on Education Poverty is the most important factor that determines whether or not a girl can access education, according to the World Bank. If families cannot afford the costs of school, they are more likely to send boys than girls. Around 15 million girls will never get the chance to attend school, compared to 10 million boys. Gender inequality is more prevalent in low-income countries. Women often perform more unpaid work, have fewer assets, are exposed to gender-based violence, and are more likely to be forced into early marriage, all limiting their ability to fully participate in society and benefit from economic growth. When girls face barriers to education early on, it is difficult for them to recover. Child marriage is one of the most common reasons a girl might stop going to school. More than 650 million women globally have already married under the age of 18. For families experiencing financial hardship, child marriage reduces their economic burden, but it ends up being more difficult for girls to gain financial independence if they are unable to access a quality education. Lack of access to adequate menstrual hygiene management also stops many girls from attending school. Some girls cannot afford to buy sanitary products or they do not have access to clean water and sanitation to clean themselves and prevent disease. If safety is a concern due to lack of separate bathrooms, girls will stay home from school to avoid putting themselves at risk of sexual assault or harassment. An educated girl is not only likely to increase her personal earning potential but can help reduce poverty in her community, too. "Educated girls have fewer, healthier, and better-educated children," according to the Global Partnership for Education. When countries invest in girls' education, it sees an increase in female leaders, lower levels of population growth, and a reduction of contributions to climate change.

NSOU ? GE-ED-11 131 5.5 Education and Population Explosion 5.5.1 Meaning of Population Explosion Is population explosion a boon or a curse? For the European developed countries like Spain and Italy, where the population is decreasing, this might be considered as a boon. However, for the developing countries like India, population explosion is a curse and is damaging to the development of the country and its society. The developing countries already facing a lack in their resources, and with the rapidly increasing population, the resources available per person are reduced further, leading to increased poverty, malnutrition, and other large population-related problems. The literal meaning of population is the whole number of people or inhabitants in a country or region (Webster's dictionary), and the literal meaning of population explosion is a pyramiding of numbers of a biological population (Webster's dictionary). As the number of people in a pyramid increases, so do the problems related to the increased population. The main factors affecting the population change are the birth rate, death rate and migration. The birth rate is the ratio between births and individuals in a specified population and time (Miller, 253). The death rate is the ratio between the number of deaths and individuals in a specified population and time (Miller, 253). Migration is the number of people moving in (immigration) or out (emigration) of a country, place or locality. The population change is calculated by the formula: $\text{Population change} = (\text{Births} + \text{Immigration}) - (\text{Deaths} + \text{Emigration})$ The recent increase in the world population has been caused due to the following major reasons: 1. The increase in birth rates due to medical improvements 2. The decrease in death rates due to better medical facilities and advancements in the field of medicine. 3. Immigration to better developed countries due to several reasons like better job opportunities, war, and natural causes like hurricanes, earthquakes, and so forth. India, being a developing country, has had to face several economic and political challenges. One of the most important problems is the population explosion.

NSOU ? GE-ED-11 132 According to India's population hit 1 billion in May 2000, increasing the urgency for the country to moderate its population growth. Some of the reasons for this population explosion are poverty, better medical facilities, and immigration from the neighbouring countries of Bangladesh and Nepal. The population density of India in 1996 was about 287 persons per square kilometre (Encyclopaedia Britannica, Internet). Several solutions to decrease the rate of population increase have been tried by the government, some successful, some unsuccessful. Although the rate of increase has decreased, the rate has not reached the satisfactory level yet. The population in India continues to increase at an alarming rate. The effects of this population increase are evident in the increasing poverty, unemployment, air and water pollution, and shortage of food, health resources and educational resources.

5.5.2 Causes of Population Increase I. Birth Rate a. Poverty According to ABC News, India currently faces approximately 33 births a minute, 2,000 an hour, 48,000 a day, which calculates to nearly 12 million a year. Unfortunately, the resources do not increase as the population increases. Instead the resources keep decreasing, leading to making survival for a human being more and more competitive even for the basic necessities of life like food, clothing and shelter. India currently faces a vicious cycle of population explosion and poverty. One of the most important reasons for this population increase in India is poverty. According to Geography.com, More than 300 million Indians earn less than US \$1 everyday and about 130 million people are jobless. The people, who have to struggle to make two ends meet produce more children because more children mean more earning hands. Also, due to poverty, the infant mortality rate among such families is higher due to the lack of facilities like food and medical resources. Thus, they produce more children assuming that not all of them would be able to survive. The end result is a mounting increase in the population size of India. Due to the increase in population, the problems of scarce resources, jobs, and poverty increases. Thus the cycle continues leading to an ever-increasing population that we

NSOU ? GE-ED-11 133 see today. This cycle in fact might be considered as a positive feedback, in that the increase in one results in the increase of the other factor. As the poverty and the population both increase, the development of the country and the society seems even more far-fetched. b. Religious beliefs, Traditions and Cultural Norms India's culture runs very deep and far back in history. Due to the increased population, the educational facilities are very scarce. As a result, most people still strictly follow ancient beliefs. According to ABC News, the famous Indian author, Shobha De said, "God said, 'Go forth and produce' and we just went ahead and did exactly that. In addition, a lot of families prefer having a son rather than a daughter. As a result, a lot of families have more children than they actually want or can afford, resulting in increased poverty, lack of resources, and most importantly, an increased population. Another one of India's cultural norms is for a girl to get married at an early age. In most of the rural areas and in some urban areas as well, families prefer to get their girls married at the age of 14 or 15. Although child marriage is illegal in India, the culture and the society surrounding the girls in India does not allow them to oppose such decisions taken by their family. For many, giving a girl child in marriage is done not by choice, but rather out of compulsion. The poor economic status of tribal villagers is attributed as one of the primary factors responsible for the prevalence of child marriages in India. An example of one such incident was reported in Indiainfo.com. According to an article written by Syed Zarir Hussain on October 16 th , 2000, Forty-two-year-old RojoTok, a tribal peasant in Arunachal Pradesh, was all decked up in local finery to wed MepongTaku, a girl who will turn 14 this winter. I was brought up in a very different environment and never had to worry about getting married at the age of 14 or 15. However, my parents turned their eyes away, when my maidservant's daughter was being married off when she was only 13 years old. I was very young, but my parents simply said, That's just how things are with poor people and I did not have a say in it. Due to the young age of these girls, they have more potential of bearing

NSOU ? GE-ED-11 134 children, that is, since they start bearing children at a very early age, they can have more children throughout their lifetime. This results in the increase of the global fertility rate. Since these girls get married at a very early age, they do not have the opportunity to get educated. Therefore, they remain uneducated and teach the same norms to their own children, and the tradition goes on from one generation to the other. II. Death Rate: Although poverty has increased and the development of the country continues to be hampered, the improvements in medical facilities have been tremendous. This improvement might be considered positive, but as far as population increase is considered, it has only been positive in terms of increasing the population further. The crude death rate in India in 1981 was approximately 12.5, and that decreased to approximately 8.7 in 1999. Also, the infant mortality rate in India decreased from 129 in 1981 to approximately 72 in 1999 (Mapsindia.com, Internet). These numbers are clear indications of the improvements in the medical field. This development is good for the economy and society of India, but strictly in terms of population, this advancement has further enhanced the increase in population. The average life expectancy of people in India has increased from 52.9 in 1975- 80 to 62.4 in 1995-00. Although our near and dear ones would live longer, due to the increase in the population, the resources available per person would be much less, leading to a decrease in the curvature of the slope of development instead of a higher gradient. In addition, abortion is not allowed by several religions that are followed in India. In fact, in Islam, one of the leading religions of India, children are considered to be gifts of God, and so the more children a woman has, the more she is respected in her family and society. As a result, although the measures to control birth are either not available or known to the public, the facilities to increase birth through medical facilities are available. III. Migration: In countries like the United States (U.S.), immigration plays an important role in the population increase. However, in countries like India, immigration plays a very small role in the population change. Although people from neighbouring

NSOU ? GE-ED-11 135 countries like Bangladesh, Pakistan and Nepal, migrate to India; at the same time Indians migrate to other countries like the U.S., Australia, and the U.K. During the 1971 war between India and Pakistan over Bangladesh, the immigration rate increased tremendously. However, currently the migration in India is 0.08 migrants per 1000 population (AskJeeves.com, Internet), and is decreasing further. This is definitely good for India. This way, the population might eventually come close to being under control and more people may get better job opportunities and further education. For example, the students in my university from India, like myself, have better chances for job opportunities and better education outside India than we would have had in India. 5.5.3 Effects of Population Explosion The current rate of population growth in India is 1.58% and the total fertility rate is 3.11 (AskJeeves.com, Internet). Although the total fertility rate has decreased, due to the increase in the total number of women between the ages of 15 and 44 (reproductive ages), the total number of births has increased. This has led to the current enormous population size of approximately 1 billion. This has greatly hampered the development of the Indian economy. The amount of resources that could have been available to one person a few years ago now need to be shared between two people, which is not sufficient for either of them. The population increase has led to air and water pollution, unemployment, poverty, lack of educational resources, and even malnourished women and children. I. Air Pollution: The technological development of India has led not only to medical advancements, but also to an increase in the number of factories. That has led to air and water pollution. More energy needs to be produced to power these factories. When fossil fuels—the world's major source of energy—are burnt, gases are added to the atmosphere. Many cities in India have crossed the limits of suspended particulate matter, sulfur dioxide, and other pollutants due to vehicular and industrial emissions. According to an article by the World Bank Organization, Delhi, the capital of India is one of the world's most polluted cities. In fact, in 2020, the average total suspended particulate (TSP) level in Delhi was approximately ten times the World Health Organization's (WHO) annual average NSOU ? GE-ED-11 136 standard. Furthermore, TSP levels in Delhi exceeded the WHO 24-hour standard on 97 percent of all days on which readings were taken. As the population grows, more and more forests are cleared. The two most common reasons for deforestation are to make houses for increased number of people to live in, and to use wood as a fuel in the industries. As a result, the trees that help us in reducing the air pollution through the process of photosynthesis are not able to do so any more. The study titled "State of Global Air 2019" reported increasing air pollution level in the year 2020, caused 120,000 untimely deaths and millions had been reportedly suffering with air (polluted) borne diseases. Some of the diseases caused by air pollution are respiratory diseases, asthma, chronic obstructive pulmonary disease, cardiovascular disease and cancer of the lung (World Health Organization, Internet). Due to the tropical climate of India, air pollution also causes smog which may result in headaches, dizziness, breathing difficulties, or even mass illness due to carbon monoxide. This slow murder goes unnoticed because people die of diseases like cancer, asthma, and heart problems after long exposures to deadly air pollutants. Besides the untimely deaths of several thousands of people every year due to air pollution, the pollutants also have a deadly impact on our national heritage the historical monuments that have made India proud for centuries. A classic example of the air pollution effect is the Taj Mahal in India. The sulphur dioxide in the air because of the pollution caused by the neighbouring industries mixes with atmospheric moisture and settles as sulphuric acid on the surface of the tomb, making the smooth white marble yellow and flaky, and forming a subtle fungus that experts have named marble cancer (Central Pollution Control Board, Internet). Trying to save the monument might mean closing down several industries in the neighbourhood. However, this means that several thousands of people would lose their jobs, resulting in eventual poverty. This again brings us to the same problem that is the root of all the problems population increase. One of the major issues that have lately been bothering environmentalists all over the world is global warming. Like glass in a greenhouse, gases like carbon monoxide admit the sun's light but tend to reflect back downward the heat that is radiated from the ground below, trapping heat in the earth's atmosphere. This is called the greenhouse effect. However, due to the increase in pollution, especially due to carbon dioxide and chlorofluorocarbons, the ozone layer is NSOU ? GE-ED-11 137 getting depleted. This layer plays the major role in controlling the temperature of earth, saving it from the harmful effect of the ultraviolet radiation of the sun. However, with the depletion of the ozone layer on the rise, the temperature of the earth is increasing. This is global warming. As we know that India is mainly an agrarian country, temperature and climate plays an important role in the economy of the country. According to an article in Earthone news, global warming affects the main crops in India in 2 major ways: 1. Researchers have estimated that only a 2 O C increase in mean air temperatures will be enough to decrease the rice yield by 0.75 ton/hectare in high-yield areas like Punjab, Haryana and Uttar Pradesh. 2. It is also estimated that a drastic increase in greenhouse gases like carbon dioxide may cause wheat production to fall as much as 68%. 3. Additionally, the changing climatic conditions have the potential to significantly increase tropical disturbances like cyclones and storms in coastal regions. The effect on crops greatly hampers the economy of the country, especially for those farmers who solely depend on agriculture for their survival. For them, the loss of one crop would lead to a plunge into absolute poverty, and thus, the vicious cycle of poverty and population explosion continues. The effects of air pollution on the climatic conditions reveals that air pollution not only affects our environment, but it also greatly endangers the lives of everybody. This means that if the number of people increases the carrying capacity, the mere survival of human beings poses a threat to the lives of all human beings. II. Water Pollution: Air pollution is not the only environmental damage being done by the increasing population. Nowadays water pollution is also one of the increasing problems due to the population explosion. Water is considered the essence of life. There is no life without water. One might think that 70% of the earth is covered with water, so, why worry about the water problem? In fact, 3 sides of the Indian subcontinent is surrounded by water. And there are several rivers, lakes, and other sources of water within the country as well. However the fact is that less than 3 percent of that water we see can be used for human consumption and industrial uses. Nearly 10 percent of the world's population faces chronic freshwater shortage

NSOU ? GE-ED-11 138 (Geography.com.sg, Internet). This figure may rise if the population growth is uncontrolled. As in the case of air pollution, the increasing population calls for increasing numbers of factories. These factories lead to various kinds of pollution, including water pollution. Also, India being an agrarian country, the water pollution also comes from pesticides used for agriculture. Some of the major types of pollutants are: 1. Petroleum products required for automobiles, cooking, and other such human activities. 2. Pesticides and herbicides used for agriculture by the Indian farmers. 3. Heavy metals from industries, automobiles exhausts and mines. 4. Hazardous wastes. 5. Excessive organic matter like fertilizers and other organic matter used by farmers. 6. Sediments caused by soil erosion produced by strip mines, agriculture and roads. 7. Thermal pollution caused by deforestation. One of the classic examples of water pollution in India is the river Ganga. This river is considered sacred and incorruptible. People bathe in it for spiritual renewal and drink water from it. But people do not realize that along with washing off their sins in the river, they are also washing off their body wastes, leading to polluting the holy water of the river. Also, cremated and partially cremated bodies are dumped into the river. Although, dumping these bodies is a religious act in India among the Hindus, but at what cost? Thus, with the increasing population, the number of people dying is also increasing, and so is the pollution in the river Ganga. In addition, the nearby factories and human colonies dump sewage directly into the river. Recent studies show that there are more than 25,000 small-scale industries in just one of the states sharing the river and dispose off their waste in the river (Times of India, Internet). Also, according to the same article in the Times of India, just in Uttar Pradesh, one of the states sharing the river sewage containing excrete of about 3 million people from 34 sewage pipes is being released into the Gomti in the eight- km stretch from Gaughat to Hanuman Setu in Lucknow. Currently the river is so polluted that some experts believe such water should not even be exposed in nature without being treated.

NSOU ? GE-ED-11 139 As we can observe, the increased population size is leading to increased pollution, which in turn is leading to a more hostile environment for human beings themselves. III. Unemployment and Illiteracy: Suppose we forget about the environment, and only worry about ourselves. Nonetheless, with the increasing population, even that is not possible because with the increasing number of people, we have to share our resources with even more people. Resources of all types are limited, even employment, especially in India. India, being a developing country, has a limited number of jobs available. Due to the increasing number of people, the competition for the most menial jobs is also tremendous. According to EconomyWatch.com, in 1972-73, unemployment rates in rural areas were 1.2 for males and 0.5 for females, and in urban areas, it was 4.8 for males and 6.0 for females. This unemployment rate rose to 2.3 for males and 1.5 for females in rural areas and 4.9 for males and 8.2 for females in urban areas in 1998-99. With the increasing population, unemployment rates are bound to rise even further. Several highly educated people with Bachelors and Master's degrees in India sit at home, because they cannot find jobs. This, I believe, is the major reason for Indians like myself to migrate to developed countries like the U.S. Such unemployment and underemployment leads to corruption and exploitation of people by the richer classes of the society. This lack of resources further leads to lack of educational resources. Due to the unavailability of resources, parents cannot afford to educate their children to higher levels. Some parents simply cannot afford to teach their children further, and in some families, children need to work along with their parents in order to bring food to the table. According to the World Bank Group, about 32 million primary school-age children, mostly girls or those from the poorest households and disadvantaged groups, are not in school; more than half of rural students drop out before completing the primary cycle, and only one-third of females make it to the secondary level. In addition, nearly half the population over 15 years old and about 60 percent of all women over 15 years old is illiterate. Also, basic education has become a commodity that acts on the basis of supply and demand. Basic education has become too expensive in India for a commoner to afford for his/her children. Lack of education further leads to even more unemployment. Due to these reasons, a

NSOU ? GE-ED-11 140 major part of the population is either illiterate or has the most minimum education leading them to accept minimal work in which they cannot even support themselves. Unemployment, or underemployment, further leads to poverty. This again starts the vicious cycle of poverty and population explosion discussed above. Poverty leads to an increase in the population, because poverty leads people to produce more children to increase the earning members of the family. This increases the population size of India, which further increases the unemployment rate and lack of educational facilities leading to poverty that started this whole cycle. IV. Food Resources Resources are always limited. And in a developing and highly populous country like India, resources are even scarcer. Population explosion results in the shortage of even the most basic resources like food. According to an article by World Bank Group, more than half of all children under the age of four are malnourished, 30 percent of new borns are significantly underweight, and 60 percent of women are anaemic. Resources are limited everywhere. India spends approximately \$10 billion each year on malnutrition (World Bank Group), and even then the government of India cannot provide the everyday nutritional requirements to everybody in India. If you walk on the street of Calcutta or Delhi, you would notice several children fighting with each other for a small piece of bread that they found in a dumpster. While this might be shocking to most people, this is a daily routine and the only way to survive for many people in India. 5.5.4 Education and Population Explosion

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The relationship between education and population has attracted the attention of both scholars and policymakers, especially since the mid-1970s. The rate of population growth and the number of people living on earth have both increased spectacularly since the beginning of the nineteenth century. During the twentieth century, the human population increased at an average annual rate that was about fifty times as fast as the rate over the previous 10,000 years. Between 1800 and 2000, the number of people alive increased nearly seven-fold. Following World War II, the rate of population growth exploded—during the 1970s it was about four times as great as it had been a century earlier. By 2000, the living population exceeded the entire

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population born between the beginning of settled agriculture and the year 1900—a period of 10,000 years. The implications of this explosive growth for both the physical environment and human wellbeing alarmed many observers and prompted an intense public policy debate. Many scholars and policymakers noted that high levels of educational achievement were associated with more moderate rates of population growth, suggesting that important opportunities for alleviating population pressures might be found in ensuring greater access to education, particularly for females. The ensuing public policy debate has prompted an examination of how education affects the birth rate. The explosive growth of the human population in the nineteenth and twentieth centuries was the result of a historically unprecedented decline in the rate of mortality, rather than an increase in the birth rate. The proportion of children dying before reaching the age of five fell from nearly one in three in most of the world to less than one in one hundred in the most advanced societies over this period, and to one in ten in low-income countries. In the wealthiest countries, birth rates adjusted quickly to restore a balance between births and deaths and establish a rate of population growth of less than 1 percent a year. In economically advanced societies, the average number of children born to each woman over her reproductive life has fallen from about seven to less than two. However, in the poorest countries, a sharp drop in death rates has not been accompanied by a corresponding fall in birth rates. As a result, the rate of population growth—the difference between the average birth rate and the average mortality rate—has increased dramatically in most of the world. The growth of population has been greatest in countries that are both poorest and least able to invest in social and educational services. The combined effects of these forces seem to imply that the gulf between rich and poor is likely to widen over the foreseeable future if aggressive policy measures are not introduced. These facts suggest that the key to ensuring a sustainable rate of population growth lies in reducing the fertility rate. However, in a highly influential 1979 review of the research literature on the relationship between education and fertility, the economist Susan Hill Cochrane concluded that too little was known about the mechanisms through which education affects population growth to allow policy-makers to rely on improvements in educational opportunities to slow the rate of population growth. Since 1976 a large number of scholars have focused on the

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impact of education—especially the education of the girl child—on fertility, mortality, and population growth. The central purpose of these studies has been to determine whether the nearly universal association of low fertility and high levels of educational attainment are causally linked or merely the result of their association with other forces that directly affect fertility. For example, the inverse relationship between female literacy and fertility might have nothing to do with education as such, but might instead simply reveal that societies that seriously attempt to educate females also care about the welfare of women and therefore seek to control fertility in order to protect their health.

Most of the people agree 'Population Education' with education of the population. If we go deep into the matter, we will find that population education is education about population matter, i.e., fertility, mortality, migration etc. It is an educational process which helps people to understand the nature, the causes, and consequences of population events. It is a factual knowledge about population dynamic. Population education is an educational process, which helps individual to learn about population and particularly the effect of population dynamic and the related problem on the individuals, family, community, nation and the world. "Population education is an exploration of knowledge and attitude about population, the family and sex. It includes population awareness, family living, reproduction education and basic values."—Burbson. "Population education is an educational programme which provides for a study of population situation of the family, the community, nation and world, with the purpose of developing in the students' rational and responsible attitudes and behaviour towards that situation."—UNESCO. Thus the idea of population education is based on the following assumptions: (i) Rapid growth of population is a constant threat to our economic development. (ii) Over-population affects the health and well-being of the younger generation. (iii) Population explosion creates an obstacle for raising the standard of living of the masses.

NSOU ? GE-ED-11 143 (iv) Population education is not to be mixed with sex education or the methods of family planning. Rather it should be a motivational force for creating the right attitude to family size. (v) Population education is not a "once for all affairs", rather, it should be continuous process. Hence, population education needs to be given top priority in the present scenario. The younger generation needs to be informed about India's population problems. They need to be properly educated with new ideas for leading a better adult life. The present situation needs population education because it is a new content area and is highly relevant to the lives of the people. It also encourages improvements in methods of teaching, in the structure of the system of education, in the value of the students and the teachers and in so many other areas. General Aims of Population Education: The aims of population education are as follows: (i) Population education aims at assisting the individual to understand the causes and consequences of population phenomena. (ii) It enables the individual to understand how does population situation affect the individual and society. (iii) It aims at recognizing the causes of demographic phenomena and to enable the people to make changes in order to remove those obstacles for social progress. (iv) It enables to acquire knowledge, skills, attitudes and values necessary to understand the concept of population education. (v) It enables the learner to take a conscious and right decision about the prevailing population situations. The research reinforces earlier findings that the level of formal education achieved by women is, in most cases, the single most important determinant of population growth. More educated women generally have fewer children, better

NSOU ? GE-ED-11 144 general health, and higher infant survival rates. Education also appears to be a more important determinant of child survival than household income and wealth. The study also found that if concerted efforts were made to fast track education, the global population could remain below 9 billion by 2050. Thus the global population outlook depends greatly on further progress in education.

5.6 Summary In this unit you have studied the detail account of unemployment, poverty and population explosion and the role of and relation of education with all these three important social issues. Unemployment has been one of the most discouraging issue in the last few decades. Unemployment means the absence of any employment which one needs to earn the livelihood for better living. There are several causes of unemployment in India such as illiteracy, population density, economic status of the nation, industrialization, etc. Education has also been identified as an important factor in relation to the concept of employment. On the one hand, education may increase the chances of employment, and on the other hand, there is the increase of educated unemployment. Poverty has also been discussed in detail. In a country like India, poverty is an age old issue to be discussed in relation to social science. And whenever poverty is discussed in relation to social development, education must be put into consideration. Here also, on the one hand, education may eradicate poverty by enhancing the labour force and employability, and on the other, poverty also works as an affective factor of education. And so far population explosion is concerned, it is really a serious issue for our country with a huge population of almost 1.37 billion people. Population education has become a necessary fact here in India as well as in the world. The development of medical science and technology has decreased the mortality rate effecting population growth. But on the other side, population education, or even basic education can be helpful to have concept of population control. So, here also education is discussed in relation to the social issue like population explosion.

NSOU ? GE-ED-11 145 **5.7 Self Assessment Questions**

1. What does the term unemployment mean in true sense? Is it just an opposite to employment simply?
2. Comment on the nature of unemployment in India with special reference to urban and rural unemployment.
3. What re the specific causes of unemployment? Discuss in special reference to the inappropriate educational system.
4. What is educated unemployment?
5. How is education related to both employment and unemployment?
6. What do you mean by poverty? Is it only a term to be discussed in relation to economics only?
7. Discuss about the specific causes of poverty. Put a special emphasis on education in relation to poverty.
8. How does poverty appear to be an affective factor in education of the mass?
9. Is education a full proof system to eradicate poverty from the nation as well as from the world?
10. What is meant by population explosion?
11. What are the specific reasons of population explosion?
12. How does the development of science and technology contribute to both the concepts-the concept of population growth and the concept of population control?
13. How can population education lead to keep up a balance of population growth?
14. What is mortality rate? How is it related to population education?
15. How is religious belief related to the study of population?
16. What are the general aims of population education?

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Population and Education—Social and Economic Factors, Conclusions—Fertility, Children, Growth, and Rate—

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NSOU ? GE-ED-11 148 Unit 6 ? Education for the Marginalized Structure 6.1 Objectives 6.2 Introduction 6.3 Status of Dalit Education in India 6.3.1 Dalits in India 6.3.2 Demography of Dalit Population India 6.3.3 Social Status of Dalits 6.3.4 Economic status of Dalits 6.3.5 The Importance of Dalit Education 6.3.6 A History of Dalit Education 6.3.7 Dalits and Curriculum 6.3.8 Development Programme for access to Dalit Education 6.4 Importance of Tribal Education in Indian Context 6.4.1 Concept of Tribal Education 6.4.2 Tribal Education System 6.4.3 Schemes for Promotion of Education 6.4.4 Status of Tribal Population in India 6.4.5 Literacy Trends of tribes in India 6.4.6 Problems of Tribal Education 6.4.7 Factors affecting Tribal Education 6.5 Government Initiatives towards Implementing Educational Policies 6.5.1 Constitutional Provisions and Acts 6.5.2 Government Policies and Programmes for Tribal Education 6.5.3 Suggestions for improvement of tribal education: 6.5.4 Constitutional safe guard 6.5.5 Scheme and programmes for tribal development 6.6 Summary 6.7 Self Assessment Questions 6.8 References

NSOU ? GE-ED-11 149 6.1

Objectives After going through this unit, the learners will be able to: ? Understand the concept of Dalit in India ? Evaluate the role and status of Dalit Education in India ? Discuss the importance of Dalit Education in India ? Concept of Tribal community in India ? Understand the position of the tribal communities in India ? Discuss the Importance of Tribal Education in Indian Context, ? Discuss the problems Tribal Education in India and its probable solution ? Make an understanding about Government initiatives to address the contemporary social problems in Indian Perspective. 6.2 Introduction India is a multilingual and multicultural country with a huge variation in landscape, climate, foods, dresses, etc. The concept of Varnashram has given our nation the idea of different social class in the society even in a single religion. These classifications were made especially on the basis of the work culture of the people first, and then by birth. And the classification of the Brahmin, Kshatriya, Vaishya, and Shudra has been the most prominent classification in the society. In Constitution Dalit is defined especially as a Caste under Article 341, listed as the Scheduled Castes. It is evident from the history that the Dalit people were always forcibly kept away from the education so that they cannot achieve the equal status which they aspire to have in the society. The name of BhimraoAmbedkar comes in the very first list when we discuss about the education of the Dalit portion of India. He has always been with the idea that has always maintained that education is the weapon which could help Dalits to erase their Dalitness. After the independence, the constitution as well as different policies have created provisions for the educational rights of the Dalit people. Reservation was suggested

NSOU ? GE-ED-11 150 and maintained till to bring the Dalit people in the light of education and thereby to bring them in the main stream of the society. There are still so many challenges in the way of Dalit Education, Tribal Education in the form of poverty, lack of social awareness, cultural belief, social disgust, etc, but the time after independence has earned a satisfactory development in the concept of Dalit and Tribal Education. Government is continuously in effort to develop the status of Dalit Education in India. The present unit will have detail discussion regarding Dalit Education, Tribal education, the initiatives from the part of the government, and the challenges of the same. 6.3 Status of Dalit Education in India 6.3.1 Dalits in India The word 'Dalit' comes from the Hindi word dalan, meaning oppressed or broken. Alternatively, or legally, or as the Government of India may now have them called, Dalit is basically a caste defined in Constitution under Article 341, listed as the Scheduled Castes. Dalits are always forcibly kept away from the education so that they cannot achieve the equal status which they aspire to have in the society. BhimraoAmbedkar has always maintained that education is the weapon which could help Dalits to erase their Dalitness. The term dalitness incorporates all the social stigmas which are inflicted on Dalits since ages; such as poverty, exclusion from the society, and above all they are devoid of fundamental human rights-equality, fraternity and liberty. Through education, Dalits could have understood the importance of organization and struggle which are the important tools of the movement against the ordeals which are imposed on them. Promising and making it certain to entr  e education for the people from lower strata of Indian society have always been the uphill task for government of our country. Consequently, we have failed in reducing the 'evil' effects of the caste system which still remain deeply ingrained in our society. The caste system of India continues to play a pivotal role in ostracizing people from lower castes. The Dalits have endured consistent denial to access to education since the 1850s.

NSOU ? GE-ED-11 151 The term Dalit is a self-applied concept for those called the "untouchables" and others that were outside of the traditional Hindu caste hierarchy. Ambedkar said that untouchability came into Indian society around 400 AD, due to the struggle for supremacy between Buddhism and Brahmanism (an ancient term for Brahmanical Hinduism). Some Hindu priests befriended untouchables and were demoted to low- caste ranks. Eknath, another excommunicated Brahmin, fought for the rights of untouchables during the Bhakti period. In the late 1880s, the Marathi word 'Dalit' was used by Mahatma JotibaPhule for the outcasts and Untouchables who were oppressed and broken in the Hindu society. Dalit is a vernacular form of the Sanskrit (dalita). In Classical Sanskrit, this means "divided, split, broken, scattered". This word was repurposed in 19th-century Sanskrit to mean "(a person) not belonging to one of the four Brahminic castes". It was perhaps first used in this sense by Pune-based social reformer JyotiraoPhule, in the context of the oppression faced by the erstwhile "untouchable" castes from other Hindus. The term dalits was in use as a translation for the British Raj census classification of Depressed Classes prior to 1935. It was popularized by the economist and reformer B. R. Ambedkar (1891–1956), who included all depressed people irrespective of their caste into the definition of Dalits. It covered people who were excluded from the four-fold varna system of Hinduism and thought of themselves as forming a fifth varna, describing themselves as Panchama. It was popularized by the economist and reformer B. R. Ambedkar (1891–1956), himself a Dalit, and in the 1970s its use was invigorated when it was adopted by the Dalit Panthers activist group. Ensuring access to education for the Dalits of India has been the greatest challenge for the Indian government in diminishing the social effects of the caste system, which still remain entrenched in Indian society. There have been many different reasons proposed as to why the Dalits suffer from low rates of literacy and primary education enrolment, but the most realistic one describes history and unequal access as the causes. The ancient caste system of India, which has resulted in the social and economic oppression of the Dalits, continues to play a dominant role in India. The Dalits, also known as the scheduled caste or untouchables, have experienced consistent denial to access to education since the 1850s. This decade coincided with Britain's established control over India, which meant many of the improvements to Dalit education were coming from outside influences, rather than from the national government. Because of unchanging social norms and behaviour, incentives to

NSOU ? GE-ED-11 152 pursue education were minimal for the Dalits who were still physically and emotionally harassed. Increasing efforts to eliminate caste discrimination combined with additional attempts to increase the accessibility and appeal for education have contributed to the slow progression of Dalit education. The responsibility for social equalization fell fully upon the Indian government when it gained its independence from Britain in 1948. While some benefits of social programs and government policies designed to increase primary education rates can be noticed, the Dalit literate population still remains much lower than that of the rest of India. There remains still, hostility, oppression and flaws in social programs in Indian society that prevent an increase in education growth. Despite efforts to decrease caste discrimination and increase national social programs, the Dalits of India continue to experience low enrolment rates and a lack of access to primary education in comparison to the rest of India.

6.3.2 Demography of Dalit Population

India Scheduled Caste communities exist across India and comprised 16.6% of the country's population, according to the 2011 Census of India. Uttar Pradesh (21%), West Bengal (11%), Bihar (8%) and Tamil Nadu (7%) between them accounted for almost half the country's total Scheduled Caste population. They were most prevalent as a proportion of the states' population in Punjab, at about 32 per cent, while Mizoram had the lowest at approximately zero. Similar groups are found throughout the rest of the Indian subcontinent; less than two per cent of Pakistan's populations are Hindu and 70–75 per cent of those Hindus are Dalits, in Nepal, Bangladesh had 5 million Dalits in 2010 with the majority being landless and in chronic poverty, and Sri Lanka. They are also found as part of the Indian diaspora in many countries, including the United States, United Kingdom, Singapore, and the Caribbean. India is home to over 200 million Dalits. According to Paul Diwakar, a Dalit activist from the National Campaign on Dalit Human Rights, "India has 600,000 villages and almost every village a small pocket on the outskirts is meant for Dalits."

6.3.3 Social Status of Dalits

Dalits have had lowest social status in the traditional Hindu social structure but James Lochtefeld, a professor of religion and Asian studies, said in 2002 that the "adoption and popularization of [the term Dalit] reflects their growing awareness of NSOU ? GE-ED-11 153 the situation, and their greater assertiveness in demanding their legal and constitutional rights". India's National Commission for Scheduled Castes considers official use of Dalit as a label to be "unconstitutional" because modern legislation prefers Scheduled Castes; however, some sources say that Dalit has encompassed more communities than the official term of Scheduled Castes and is sometimes used to refer to all of India's oppressed peoples. A similar all-encompassing situation prevails in Nepal. In 1932, the British Raj recommended separate electorates to select leaders for Dalits in the Communal Award. This was favored by Ambedkar but when Mahatma Gandhi opposed the proposal it resulted in the Poona Pact. That in turn influenced the Government of India Act, 1935, which introduced the reservation of seats for the Depressed Classes, now renamed as Scheduled Castes. From soon after its independence in 1947, India introduced a reservation system to enhance the ability of Dalits to have political representation and to obtain government jobs and education. In 1997, India elected its first Dalit President, K. R. Narayanan. Many social organizations have promoted better conditions for Dalits through education, healthcare and employment. Nonetheless, while caste-based discrimination was prohibited and untouchability abolished by the Constitution of India, such practices are still widespread. To prevent harassment, assault, discrimination and similar acts against these groups, the Government of India enacted the Prevention of Atrocities Act, also called the SC/ST Act, on 31 March 1995. In accordance with the order of the Bombay High Court, the Information and Broadcasting Ministry (I&B Ministry) of the Government of India issued an advisory to all media channels in September 2018, asking them to use "Scheduled Castes" instead of the word "Dalit". George Kunnath claims that there "is and has been an internal hierarchy between the various Dalit castes". According to Kunnath, the Dusadhs are considered the highest while the Musahars are considered the lowest within the Dalit groups.

6.3.4 Economic status of Dalits

According to a 2014 report to the Ministry of Minority Affairs, over 44.8 per cent of Scheduled Tribe (ST) and 33.8 per cent of Scheduled Caste (SC) populations in rural India were living below the poverty line in 2011–12. In urban areas, 27.3 per cent of ST and 21.8 per cent of SC populations were below the poverty line.

NSOU ? GE-ED-11 154 Some Dalits have achieved affluence, although most remain poor. Some Dalit intellectuals, such as Chandra Bhan Prasad, have argued that the living standards of many Dalits have improved since the economic system became more liberalized starting in 1991 and have supported their claims through large surveys. According to the Socio Economic and Caste Census 2011, nearly 79 per cent of Adivasi households and 73 per cent of Dalit households were the most deprived among rural households in India. While 45 per cent of SC households are landless and earn a living by manual casual labour, the figure is 30 per cent for Adivasis. A 2012 survey by Mangalore University in Karnataka found that 93 per cent of Dalit families in the state of Karnataka live below the poverty line.

6.3.5 The Importance of Dalit Education

Before beginning to examine methods of improving enrolment in primary education and literacy rates, it is important to know why education is such an important topic in development studies. The past century has been characterized by a global expansion of education. Alongside this growth in education has also been an increase in the gap between different social strata (Desai & Kulkarni). Education can be a way to increase the incomes of impoverished people. Education helps to ensure that benefits of growth are experienced by all. Economic perspectives see education as a means to make individuals more productive in the workplace and at home. It can also be seen as a means of empowering socially and economically deprived groups into seeking political reform. By using any of these reasons as motivation to pursue educational development, governments are attempting to generate some form of social or economic equality for the population. Some of those who study development see education as a means of improving social welfare through economic means. When compared to secondary and university level education, rates of return are highest for primary education, which means that the costs associated with providing basic education are much lower than the benefits received from learning to read and write. About 17.2% of economic growth in Africa and 11.1% in Asia between the 1950s & 1960s have been credited to increases in education (Psacharopoulos 102). In addition to an increase in economic growth, primary education is also said to lead to greater income distribution. Providing primary education to 10% more people would equate to a decrease in the inequality index of 5% (Psacharopoulos 103). The economic advantages of increasing enrolment rates for primary education emphasize the importance of increasing education accessibility for the dalits of India.

NSOU ? GE-ED-11 155 An alternative reason to study education is for its ability to empower the individual to strive for an improved quality of life. A big factor impacted by education is that human beings often base their life goals and everyday actions on what they perceive to be feasible (Simon Wigley & Akkoyunlu-Wigley 290). Education expands the knowledge of possibility to poor individuals, and is often a necessary factor in providing incentive to escape poverty and social oppression. Development projects focused on increasing access to basic education, rather than ones that increase capital to improve current levels of education, ensure governments are able to know that the benefits of these programs are experienced by all, rather than a select few. As mentioned previously, the rates of return for primary education exceed those of secondary and university levelled education. It is therefore of greater value for governments to focus first on increasing access to primary education before moving onto to increase levels of education. By focusing development on a human-capabilities approach, governments and aid organizations are able to increase the number of people with the fundamental skills of reading writing and arithmetic (Simon Wigley & Akkoyunlu-Wigley 288). These skills allow individuals to communicate, argue, count, and problem solve so that they are able to become more aware and in control of their own lives. This allows them to better deal with problems in their everyday lives including taking a loan out from the bank, defending them in a court of law, escaping unhealthy personal relationships or avoiding jobs which would expose them to unsafe working conditions (Simon Wigley & Akkoyunlu-Wigley 293). Even the value of holding a basic education is in itself a frequently overlooked asset. Education has had an independent effect on life expectancy, increasing the age for educated individuals (Simon Wigley & Akkoyunlu-Wigley 290). One of the most important Dalit political activists who saw the value of social equity within India was Bhimrao Ramji Ambedkar, who became the chief architect of India's constitution after years of social activism. Throughout the first half of the twentieth century, Ambedkar dedicated a significant portion of his life to improving the quality of life and social status of Dalit Indians. He established the People's Education Society in 1945 which believed that increasing access to education to the Dalits would increase their empowerment. He thought that a higher level of education would cause the Dalits to realize their position so that they would aspire to the highest of Hindu positions, and that they would consequently use political power and influence as the means to an end to their oppression (Nambissan 1014).

NSOU ? GE-ED-11 156 Ambedkar believed that the value of education was in the empowerment of Dalits to pursue political action for social reform through informed lobbying. 6.3.6 A History of Dalit Education The 1991 census of India reported that Dalit communities were one of the least literate social groups in the country, with only 30% of Dalit children recognized to have basic reading and writing skills (Nambissan 1011). These high levels of illiteracy are a result of insufficient access to primary education. Reasons proposed for this low primary education rate amongst the Dalits have ranged from blaming family values to universal acceptance of social behaviour. In reality, it is a history of constant oppression and missing incentives that have been the reason why India's lowest caste has struggled to take advantage of public education programs. For centuries, the Dalit population of India were forbidden from gaining access to education. Originally reserved for upper castes only, the denial of conventional education to Dalits was designed to prevent them from increasing their quality of life and to highlight caste divisions. Caught in a colonial struggle between European nations, Indian society had no motivation to determine who should manage social programs until the British established control over India. Then, during the 1850s, the British began the long process of increasing the accessibility of education to all citizens on India. Dalit Education before Independence For centuries, the Dalit population of India were prohibited from gaining access to education. Formerly kept for upper castes only, the refutation of conventional education to Dalits was premeditated to avert them from escalating their worth of life and to put emphasis on caste divisions. Wedged in a colonial struggle between European nations, Indian society had no impulsion to verify who should administer social programs until the British established have power over India. Then, in 1850s, the British embarked on the stretched process of increasing the accessibility of education to all citizens of India. Signed in April of 1850, the Caste Disabilities Removal Act theoretically abolished all Indian laws which confronted the rights of those who are members of any caste or religion. This was the first step towards social equalization within India. It was also the inauguration for the sequence of attempts to increase accessibility to education for members of the Dalit caste. To concur with the signing of the act, the Indian education system became accessible to every member of society

NSOU ? GE-ED-11 157 However, after one hundred and sixty years the Dalits were approved authorization to attend schools, the primary education rates of the Dalit population compared to those of upper castes remain stumpy ever. There have been a number of proposition projected as to why the Dalits have yet to take benefit of open access to education. Some have suggested that Dalits acquire an apathetic attitude towards education, and so the contemplation of attending school appears unappetizing and inefficient contrasted to inflowing the workforce or doing nothing at all. Another submission for the cause of lower access to education among Dalits is that most families are trapped in a nasty succession of illiteracy and poverty. Therefore, not only do parents have no incentive to have their children attend school, but they also often lack the financial means to propel them to the fee-based schooling system of India. The ultimate and frequently most rational rationale for why the Dalits have botched to take lead of their access to education is a amalgamation of a history of coercion and a lack of access to local, quality education systems. A historical back-drop of maltreatment and class hierarchies has endowed little incentive for the Dalits to pursue education. Throughout the 1800s and into the mid 1940s, circumstances for Dalit children within the Indian education system were awfully underprivileged. Due to inequity from elevated castes, the Dalits did not experience easy on attending schools. Dalit children were obligatory to sit exterior of the school, listening on the porch while those in higher castes would be taught inside. Teachers, who repudiated to contact the Dalit children even with sticks, would hurl bamboo canes as unmerited chastisement while children of other castes were allowed to throw mud. The Dalit children, who knew retaliation would result only in amplified abuse, would be fundamentally frightened into not attending school.. Of the restricted number of Dalit children who were attending school, the bulk were male; a trait which persists even today. The lack of success in increasing primary enrolment rates for Dalits over the past one hundred and fifty years is evidence that very few projects have had any success in increasing social equality within the Indian Caste system. In the next section, the paper will look at some of the programs which have attempted to provide incentive for India's poorest to seek primary education. Dalit Education after Independence The 1948 independence of India provoked an increase in liability for the government to prop up the economic and educational wellbeing of the lower castes

NSOU ? GE-ED-11 158 and to shield the Dalits from social prejudice and exploitations. Over the next few decades, the Dalits see very little action to support the claims and progress made during the fifties to help improve their access to primary education. The 1950s saw subtle improvements in the number of schools being built in India, as well as the amount of money being allocated towards primary education programs. The efforts being put forward by the government lost momentum over the next few decades however, as the rate of primary schools being constructed slipped from 5.8% in the 1960s, to 2.1% during the 1970s, and eventually down to only 1.3% through the 1980s. This was complemented by a shift in funding from primary school education to middle school education. This transition exemplified the government's shifted focus from increasing primary enrolment rates to increasing the quality of the education provided to those already provided with sufficient access to education. The 1991 census of India details that Dalit communities were one of the least literate social groups in the country, with only 30% of Dalit children recognized to have basic reading and writing skills. These elevated altitudes of illiteracy are the consequence of inadequate access to primary education. Rationales projected for this stumpy primary education rate amid the Dalits range from blaming family values to common reception of social behavior. In veracity, it is a history of continuous domination and mislaid incentives that have been the motive why India's buck caste has struggled to acquire advantage of unrestricted education programs. Between 1983 and 2000, improvements in access to education for all of India have been made, although the difference between education rates for Dalits, especially females, and those in higher castes remained constant. In the seventeen year period, enrolment rates for Dalit boys grew from only 47.7% to a meagre 63.25%. When compared to those males in upper castes, enrolments jumped from an already relatively impressive 73.22% to 82.92%. Even poorer results were observed when looking at the female Dalit enrolment rate, which inched from 15.72% to 32.61%, when compared to their upper-caste counterparts whose enrolment climbed from 43.56% to 59.15%. The education gap can also be understood to translate through the entire schooling system, with the proportion of Dalit to non-Dalit success remaining at a constant low rate through primary, secondary, and post-secondary schooling. Although large improvements have been made to increase enrolment rates in India, statistics show that there has been little progress in decreasing the education gap between castes.

NSOU ? GE-ED-11 159 6.3.7 Dalits and Curriculum The treatment of the caste system in text-book and curriculums suggest that the official curriculum barely acknowledges the existence of Dalit and tribal communities, despite the fact that they form nearly a quarter of India's population especially at the district and local levels in many States in the country. The treatment of caste discrimination in text-books and curriculums can strengthen caste division and prejudice. Not only that the school text-books may fail to mention caste discrimination, but also some of them may even attempt to justify the origins of caste discriminations. There is another systemic problem in the Indian educational system. The authority of the teacher is unquestioned and children usually ask no questions, or are not encouraged to do so, even to clarify their doubts. Children listen to the teacher, copy lessons, memorize them and answer questions. In single- and two-teacher schools that predominate in the more backward regions, the situation is compounded as teachers are confronted with teaching children of many grades together, a situation that their training least prepared them for. They evolve their own coping strategies such as huddling children of two or more grades into one classroom, keeping students busy with writing work, and using punishment to maintain discipline. Learning becomes a casualty in the process. School processes and experience of education in Indian schools for Dalit students have not produced good results. Their performance and achievement is relatively poorer in competencies such as mathematics and language when compared to children in general. 6.3.8 Development Programme for access to Dalit Education When discussing about method which try to improve enrolment rates, it is essential to scrutinize which circumstances thwart Dalit children from attending school. A family's monetary condition plays a role in whether or not they are competent to afford to propel a child to school. This is a foremost contributor to low Dalit enrolment rates since Dalits have significantly subordinate earnings than those in upper castes, and therefore have a tough time paying for education. Remoteness also plays a key part in determining a child's capability to attend school. Because Dalit abodes are habitually sited remote from villages, it is more precarious for Dalit children to trek to and from school by themselves without risking assault, sexual abuse or abduction. In addition, teachers at the schools are habitually components of superior castes that lay down stumpy expectations for the Dalit children and seldom inquire about to endow them with an optimistic learning environment. There are

NSOU ? GE-ED-11 160 many aspects that operate as hindrance for Dalits attempting to achieve a primary education, and which various development schemes encompass to overcome. India has tried many special stratagems to assist in boosting the inducement to obtain education for Dalit children. Previous stratagem paid concentration on finding ways to give Dalit children an education devoid of divulging them to the ruggedness of upper castes. As time advances and the caste system commence to decline in India, there was a larger swing towards equalizing society so as to offer safer and more affirmative learning milieu. Since gaining its sovereignty, the Indian government has sustained to construct advancement on humanizing the quality of life for India's lowest caste. Contemporary revelation to global contemplation has amplified access to ideas and methods on how to augment education rates for the Dalits, providing for some of the superlative consequences in recent years. The rest of this segment will scrutinize some of the stratagem used over the past one hundred and fifty years, attempting to have a glance at how effectual they actually were. Following the establishment of the Caste Disabilities Removal Act, the British government tried to enhance Dalit school attendance through schemes which acquired into contemplation the sensitivity of the caste society. Because the Dalit children were regularly beleaguered when they attended schools, the British opted to offer optional teaching methods, rather than directly tackle the caste crisis. One planned substitute was the use of night schooling for Dalit children. In this mode, children would need not to be bothered regarding attending school with upper castes component, but would still mug the peril of travelling devoid of daylight to and from school. Another proposed resolution was the use of all-Dalit schools. This resolution eradicate the peril allied with night-time schooling, but also did not help to decrease aggression between the classes. These two methods collectively resulted in a 4% primary enrolment rate for Dalit children by 1931. Of these Dalit children, 93% were attending all-Dalit schools. A trouble crop up when there were inadequate all-Dalit schools at which children could pursue secondary education. Only 1% of all students at the time ever made it past primary education. It was because of this, that when the British handed over control of the country to India in 1948, the Indian government embarked on thinking of novel ways to amplify access to education. After Independence, governments strive to bring in global assistance in dealing with a nationwide calamity like sternly stumpy primary enrolment rates. Prescribed to the Indian government by the World Bank, the District Primary Education Program was intended to escalate primary enrolment rates within India. The objective of the

NSOU ? GE-ED-11 161 program is to trim down the divergence in enrolment between gender and social standing to 5%, and to shrink the dropout rate to 10%. The DPEP receives the bulk of its financial support from the World Bank. It calls for the configuration of local committees that supervise the hiring and administration of Para-teachers. These Para- teachers are trained teachers employed through the DPEP program to pack growing vacancies in primary schools. Since the introduction of the DPEP, India has truly managed to see declining primary enrolment rates. It is possible that national campaigns to increase enrolment in primary education fail to have a direct intended impact. Instead, the management of such programs focused on a top down approach to education development that they are not competent to ascertain and acknowledge specific issues. The principal concern which arises out of providing textbooks is that it will not increase enrolment rates. New textbooks provide little incentive for Dalit children to attend classes as they do not alleviate any of the impediments presently jamming them from access to education. Increasing access to text books has aided in escalating the excellence of education despite having little or no impact on enrolment rates.

6.4 Importance of Tribal Education in Indian Context

6.4.1 Concept of Tribal Education

India is a home to a large variety of indigenous people. The Scheduled Tribe population represents one of the most economically impoverished and marginalized groups in India. With a population of more than 10.2crores, India has the single largest tribal population in the world. This constitutes 8.6 per cent of the total population of the country (Census of India, 2011). Education is one of the primary agents of transformation towards development. Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life. It is an activity, or a series of activities, or a process which may either improve the immediate living conditions or increase the potential for future living. It is the single most important means by which individuals and society can

NSOU ? GE-ED-11 162 improve personal endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their well-being. Professor Amartya Sen recently emphasized education as an important parameter for any inclusive growth in an economy. So, education is an important avenue for upgrading the economic and social conditions of the Scheduled Tribes. Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life. Literacy and educational attainment are powerful indicators of social and economic development among the backward groups in India. Currently, the tribes lag behind not only the general population but also the Scheduled Caste population in literacy and education. This disparity is even more marked among Scheduled Tribe women, who have the lowest literacy rates in the country (Maharatna, 2005). The male-female gap in literacy and educational attainment among the scheduled tribes is significant. Education, especially in its elementary form, is considered of utmost importance to the tribals because it's crucial for total development of tribal communities and is particularly helpful to build confidence among the tribes to deal with outsiders on equal terms. Despite the sincere and concerted efforts by the government for the overall development of the scheduled tribes, they are still far behind in almost all the standard parameters of development. They are not able to participate in the process of development, as they are not aware of most of the programmes and policies made for their upliftment. This is mainly due to the high incidence of illiteracy and very low level of education among the tribal people. Hence, the educational status of the scheduled tribes and the role of governance in this direction are highly essential. It is well known that the educational background of tribes is very discouraging as compared to the rest of the population. So, education is an important avenue for upgrading the economic and social conditions of the Scheduled Tribes. It is proved that education is the sole means to establish peace and brotherhood in the world. India is a land of a multitude of culture, religion, language and races. Tribal community in India constitutes a small portion of the total population with their indigenous culture, language and their unique lifestyle. Tribal people in India are marginalized, underprivileged and deprived in some way or the other. They are still not able to relish the fruits of modernization and technological development. Only education could enable them to cast off their mold of oppression of centuries and bask in the sunshine of socio-economic development. With the help of education

NSOU ? GE-ED-11 163 they can empower themselves and build confidence and courage to overcome the barriers of their day to day life. The aboriginal tribes of India are the oldest inhabitants of the country. For millennia, tribal societies have been subjugated by more recently arrived groups; their land was taken away, they were pushed further into the hilly gorges and wilds, and they were forced to work for their oppressors often without payment. Today tribal groups, which number more than 40 million, require special attention from the government even though they live largely isolated from the national culture. In the past, many tribal groups were forced to assimilate into the dominant culture of the country. But some groups, such as the Bhils, Gonds, Santals, Oraons, Mundas, Khonds, Mizos, Nagas, and Khasis resisted change and assimilation to maintain their cultural identities and languages. According to many Indians, their continued isolation poses problems to national integration. Under the banner of national unity, the government is now bringing these minority groups into the national mainstream. The main question is whether tribal societies can enter the national mainstream while preserving their distinct social, cultural and political beliefs. 6.4.2 Tribal Education System Government planners see education as indispensable for helping tribal peoples cope with national integration. Education will also determine their prosperity, success and security in life. The tribes which remain either deprived of or negligent toward education will suffer the consequence. Compared with the literacy rates of 73.04% for the general population, literacy among tribal peoples in India is at most 59%. The Union and the state governments have spent considerable sums of money for tribal youths' education, but the results are meager. The Commissioner for Scheduled Castes and Scheduled Tribes asserts that unless exploitation among the tribal is combatted and eliminated through education, no improvement in tribal welfare will occur. Within tribal areas, education can be the basis for integrated development. Government reports indicate that there is no scarcity of schools, other facilities or scholarships for the implementation of tribal education schemes. Most tribal youth find these incentives unattractive, however. Consequently, the government's dream to assimilate the tribes remains unfulfilled and raises basic questions about the implementation of such policies and strategies.

NSOU ? GE-ED-11 164 The Relation between Tribal Students and Teachers Among the various important factors of tribal education that influence integration into the national mainstream of life are the students and their teachers. Tribal students have different backgrounds from their non-tribal schoolmates and even the teachers, who are normally outsiders, do not understand the tribal students. To the teachers, tribal students appear untidy, reinforcing their biases against tribals. These biases are expressed in various forms of discrimination. Tribal youths have complained that teachers did not teach them in the schools because they believed that if they did, the tribal students would no longer be dependent on them. Tribal youths also feel that teachers endeavor to undermine the attitudes toward their own customs, mannerisms, language, or, toward their cultural heritage in general. Tribal Festivals, Freedom and Youth vs. Education The educational schedule—the school year, daily classes and holidays—is organized with little understanding of tribal cultures. Tribal festivals and celebrations and the seasonal pursuit of agriculture and gathering are not taken into consideration in planning educational timetables. All too often teachers hold classes as they would in cities or towns, ignoring the daily or seasonal habits of tribal pupils. The Medium of Instruction Some tribes still speak their language. While adult males are often bilingual, the women and children speak tribal dialects almost exclusively. Yet, a tribal child, on entering school, is suddenly expected to understand the state language. Children cannot understand the teacher, let alone answer questions. Many teachers assume that tribal students are slow; even if the teachers are sympathetic, overcoming this language barrier requires a great deal of effort. It would help considerably if tribal pupils were taught, during their first years in school, in their tribal language. They could then be gradually encouraged to learn the regional language. The Constitution of India, under Article 350A, affirms that every state must provide adequate facilities for instruction of pupils in their mother tongues. Decades have passed and state governments have ignored this prescription for tribal people. Since initial instruction to the tribals is given in a foreign language, they understand and assimilate very little. Consequently, their response to education is poor. Had the instruction at the primary stage been in their own tongue, the progress of tribal students would have been better, and today there would be awareness of the

NSOU ? GE-ED-11 165 importance of literacy among the tribal populations. Some attempts are being made to educate Gonds, Bhils, Santals, and other groups in their own tongues. According to recent reports, tribal children are responding well to such programs. Content and Method of Tribal Education The content and the method of tribal education must be objectively evaluated. Tribal youth have unique historical and social backgrounds but need special attention and orientation in their attempts to bridge two cultures. Many school and college curricula which tribal youths encounter are either irrelevant to them and/or offer only negative views of tribal societies. While national and state governments, in theory, offer many benefits, concessions and facilities to tribal students, few of them reach the intended recipients. Integration of Tribal Youth in Their Own Culture Tribal youth, even while they Study at the secondary and college levels, should, be encouraged not to jettison their own cultures and to remain integrated in their own societies. Once they become culturally and socially alienated, it is impossible for them to protect and lead their own societies and maintain traditions that may be essential to the viability of tribal cultures. Furthermore, tribal leaders often begin to imitate non-tribal peoples' exploitive tactics, even looking down on their own people. In some cases they treat tribal populations worse than non-tribal populations. Development in tribal societies should focus on educational programs that encourage keeping tribal youth genuinely integrated in their own culture. Education of Tribal Leaders Tribal leadership has been subverted by outside influences and agencies such as the police, the courts and political parties. In the case of political parties, tribal leaders are often manipulated for the block of votes they can deliver rather than encouraged to take the initiative of leading their people to find locally derived solutions to local problems. As a result, village autonomy was destroyed, law and order has deteriorated, and respect for authority was lost. Tribal leaders began to exploit their own people politically, socially and economically. Tribal students, even while they are receiving their education, must be trained to be dedicated to the service of their own people. They must help to develop their people's inner resolve to resist exploitation and to safeguard their own rights.

NSOU ? GE-ED-11 166 6.4.3 Schemes for Promotion of Education There are several centrally sponsored schemes for this purpose: i) Free Education: The ST children are exempted from payment of any tuition fee for Entire education right up to the university level. ii) Free textbooks: At the elementary stage, they are entitled for free text books and Learning materials. iii) Free Mid-day meals: Under the new schemes, all children in primary schools are Covered under free midday meal programme, which covers the S children? iv) Free Uniforms: There is a scheme of providing two sets of free uniforms to the children Belonging to ST in elementary schools. v) Stipends: The ST children are entitled to stipends at varying scales at different stages of education. 6.4.4 Status of Tribal Population in India The tribal population constitutes a majority in the northeastern states of Mizoram and Lakshadweep (94.4 per cent), Meghalaya (86.1per cent), and Nagaland (86.5per cent). The states with no Scheduled tribe groups are Punjab, Chandigarh, Haryana, Delhi and Pondicherry. India has total tribal population of 10.43 crores (Table-1) which is 8.6 per cent (Table-2) of total population of India as per 2011 census. Table-1 : Scheduled Tribe population and decadal change by residence in 2011 Scheduled Tribe population 2011 Decadal change 2001-2011 India Total Rural Urban Total Rural Urban 104,281,034 93,819,162 10,461,872 23.7 21.3 49.7 Source—Census of India, 2011 During 2001 and 2011, the decadal change in the scheduled tribe urban population is 23.7 per cent where as it is 49.7 per cent in urban area and 21.3 per cent in rural area. The urban India has only 2.8 per cent ST population but Rural India has 11.3 per cent ST population. (Table-2)

NSOU ? GE-ED-11 167 Table-2 Percentage of Scheduled Tribes to total population in India: 2001-2011 Percentage of Percentage of Scheduled Tribes 2011 Scheduled Tribes 2011 India Total Rural Urban Total Rural Urban 8.2 10.4 2.4 8.6 11.3 2.8 Source—Census of India, 2011 6.4.5 Literacy Trends of tribes in India Literacy is an important indicator of development among tribal groups. The trend of literacy of tribes in India from 1961 to 2011 is shown in table – 3. The percentage of literacy of tribes was only 8.54 per cent in 1961 which has increased to 59 per cent in 2011. But female literacy of tribes is only 49.4 per cent compared to male literacy of 68.5 per cent. During the post-Independence period, the Indian government implemented legislation and allocated funds to facilitate access to enrollment in primary education (grades I-V) in India. As a result, both literacy rates and gross enrollment ratios of boys and girls across the general population have increased substantially during the past 50 years. (Source: National Commission for SCs & STs, Fifth Report & Census, 2011) Enrolment Ratio of ST students Gross enrolment ratio of ST boys is more than ST girls in all classes. The gross enrolment ratio is higher in class I to V which is 107.8 for ST boys and 105.7 for ST girls but it is only 95.4 and 98.2 in class VI to VIII. It implies that the tribal enrolment declines significantly in higher class. (Source-Ministry of Tribal Affairs Data 2017) 6.4.6 Problems of Tribal Education There are many critical issues and problems in the field of tribal education. They are as follows: i. Medium of language —Language is one of the important constraints of tribal children which prevents them access to education. ii. The Location of the Village—The physical barriers creates a hindrance for the children of a tribal village to attend the school in a neighboring village. NSOU ? GE-ED-11 168 iii. Economic Condition—The economic condition of tribal people is so poor that they do not desire to spare their children or their labour power and allow them to attend schools. iv. Attitude of the parents—As education does not yield any immediate economic return, the tribal parents prefer to engage their children in remunerative employment which supplements the family income. v. Teacher Related Problems—In the remote tribal areas the teacher absenteeism is a regular phenomenon and this affects largely the quality of education. vi. Lack of Proper monitoring—Proper monitoring is hindered by poor coordination between the Tribal Welfare Department and School Education Department. 6.4.7 Factors affecting Tribal Education Attitude of Other Students: Attitude of other student is one of the important factors for the promotion of tribal student's higher education i.e., environment factor is one of the crucial factors for the development. The negative attitude we can reflected in university and other higher educational centre mainly located in big cities. Social Factors: More allocation of funds and opening of schools do not go far in providing education to the tribal's. Formal education has not been necessary for the members of tribal societies to discharge their social obligations. Hence they should be prepared to accept education and it should be presented to them in such a way as to cut the barriers of superstition and prejudice. There is still a widespread feeling among the tribal's that education makes their boys defiant and insolent and alienates them from the rest of their society, while the girls turn modern or go astray. Since some of their educated boys felt alienated and cut off their bonds with their families and villages after getting education and good employment. Some of the tribal groups vehemently oppose the spread of education in their midst. Besides, some of their superstitions and myths also play their part. Some tribal groups believe that their gods shall be angry if they send their children to schools run by 'outsiders'. Economic Factors: Some economic factors too are responsible for lack of interest shown by the tribal people in getting education. Since most of the tribal people are living in poverty, it is not easy for most of them to send their children to schools.

NSOU ? GE-ED-11 169 Lack of Interest in Formal Education: In many states tribal children are taught through the same books which from the curriculum of non-tribal children of the urban and rural areas of the rest of the state. Obviously, the content of such books rarely appeals to the tribal children who come from different cultural backgrounds. Under the traditional tribal set up a child enters adulthood with confidence. He knows his environment thoroughly, knows how to construct his own house, cultivate his field, weave his cloth; in short he acquires all the skills to lead a reasonably comfortable life within the limitations of his culture. The simple skill of reading and writing acquired in an over formal school is no match for this. We cannot afford to push him back to his environment naked. Therefore, a curriculum should be framed in the welfare of tribal people. Certain tribal activities like agriculture, dancing, hunting, tribal games and archery must be allowed to find fullest expression in the extra-curricular activities of the school, thus providing some continuity of the traditional values and forms of organization. A scheme is to be worked out through which the school children will be able to link up the school and the teacher with their parents and the tribal activities. The school has to act as a centre of dispersal of simple technical know-how beyond the skills of reading and writing to become an effective agent of social change. This student-teacher-parent continuum should be able to generate a congenial atmosphere, so that the broad purpose of education, which is to enable an average citizen to comprehend the social, political, economic and other processes and forces around him, is fully served. Suitable Teachers: Lack of suitable teachers is one of the major reasons for the slow growth of education in tribal areas. Most of the teachers employed for imparting education to the tribal children show little appreciation of tribal way of life and value system. They approach tribal people with a sense of superiority and treat them as 'savage and uncivilized' and hence fail to establish proper rapport with their students. The Scheduled Areas and Scheduled Tribes Commission's report says that a teacher in the tribal areas must have a thorough knowledge of tribal life and culture. He must speak tribal language. Only so can he be in a position to act as a friend, philosopher and guide to the tribal people. Actually the gulf between teachers and taught can be best reduced by appointing teachers from the tribal community itself or a separate cadre of teachers for tribal areas, with some inducements, should be created to serve the educational needs of the tribal society. Lack of Facilities: One of the major problems in tribal education is that of language. Most of the tribal languages and dialects are in the most rudimentary stage

NSOU ? GE-ED-11 170 and there is hardly any written literature. Most of the states impart education to tribal and non-tribal children alike through the medium of the regional language, which makes the education uninteresting and also hurts tribal sentiments. Nature of habitat: Most of the tribal villages are scattered. This entails long travels to attend schools. Unless the school situated very close to their villages and its site approved by the local people the result shall not be encouraging. School building also plays an important role in the growth of education among the tribal folk. Due to mismanagement, bungling and sometimes financial constraints, the building and sometimes financial constraints, the building is seldom suitable to run an educational institution. Number of teachers: Most of the primary schools run in the tribal areas are "Single teacher-managed whose presence in the school is more an exception than a rule". The enthusiasm of tribal people in the education of their children also depends considerably on the timing of school hours in different seasons. It should not clash with their important socio-economic activities. To many observers of the situation, the problem of education in tribal areas is the problem of wastage. It is not that wastage and stagnation are peculiar to the tribal communities alone but the extent of wastage is much larger in their case. The problem of Absenteeism is a serious one in tribal areas. One sees a large number of students on the rolls but the actual attendance is really low, and the number of students passing out at the final examination is even lower. The real problem is to create such economic conditions as could be conducive to the students developing sufficient interest in their studies. Education being the most effective instrument of empowering the Socially Disadvantaged Groups, all out efforts should be made to improve the educational status of these groups, especially that of the women and the Girl Child. In fact, the educational backwardness, prevalent amongst these people, necessitates an added thrust on their education, training and skill up gradation, as it will bring forth not only social empowerment but also economic empowerment. Environment of family: Surrounding or environments is one of the importance factors influence for the development of a person generally and particularly in educational development. Most of the tribal parents are agricultures and labours; they have little knowledge relating to modern world and modern environment. Their environment narrows that created narrow mentality. And most of tribal fathers are

NSOU ? GE-ED-11 171 addicts to alcoholic and other beverage items that creating some problem in mentally and economically end result students will fail exams. Communication: Communication one of the key factor affecting the development of tribal education. Due to isolation tribal facing problem for expressing modern and regional languages. For understanding tribal language very difficult generally in the case of society and particularly in teachers. So the students facing problem for discussing their doubt with teachers. So their doubt continuing and automatically tribal students became the last in the class. Cooperation from Stake Holders: Cooperation is essentials for promoting education in the case of tribal students. Their funds are flowing a number of persons hand and at last that amount will get students hands. The delay of funds creating problem, so the respective authorities need to be responsible for providing funds at right time at right hand. And at last but not least the success of tribal education is completed only after getting the cooperation and help from their classmates. 6.5 Government Initiatives towards Implementing Educational Policies 6.5.1

Constitutional Provisions and Acts Gopal Baba Walangkar (c. 1840-1900) is generally considered to be the pioneer of the Dalit movement, seeking a society in which they were not discriminated against. Another pioneer was Harichand Thakur (c.1812-1878) with his Matua organization that involved the Namasudra (Chandala) community in the Bengal Presidency. Ambedkar himself believed Walangkar to be the progenitor. Another early social reformer who worked to improve conditions for Dalits was Jyotirao Phule (1827-1890). The 1950 Constitution of India, introduced after the country gained independence, included measures to improve the socioeconomic conditions of Dalits. Aside from banning untouchability, these included the reservation system, a means of positive discrimination that created the classifications of Scheduled Castes, Scheduled Tribes for Dalits. Communities that were categorised as being one of those groups were guaranteed a percentage of the seats in the national and state legislatures, as well as in government jobs and places of education. The system has its origins in the 1932 Poona Pact between Ambedkar and Gandhi, when Ambedkar conceded his demand

NSOU ? GE-ED-11 172 that the Dalits should have an electorate separate from the caste Hindus in return for Gandhi accepting measures along these lines. The notion of a separate electorate had been proposed in the Communal Award made by the British Raj authorities, and the outcome of the Pact – the Government of India Act of 1935 – both introduced the new term of Scheduled Castes in replacement for Depressed Classes and reserved seats for them in the legislatures. By 1995, of all federal government jobs in India – 10.1 per cent of Class I, 12.7 per cent of Class II, 16.2 per cent of Class III, and 27.2 per cent of Class IV jobs were held by Dalits. Of the most senior jobs in government agencies and government- controlled enterprises, only 1 per cent were held by Dalits, not much change in 40 years. In the 21st century, Dalits have been elected to India's highest judicial and political offices. In 2001, the quality of life of the Dalit population in India was worse than that of the overall Indian population on metrics such as access to health care, life expectancy, education attainability, and access to drinking water and housing. Scheduled Castes and Tribes (Prevention of Atrocities) Act, 1989 The Scheduled Castes and Tribes (Prevention of Atrocities)

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Act, 1989 is an Act of the Parliament of India enacted

to prohibit discrimination, prevent atrocities and hate crimes against scheduled castes and scheduled tribes. The Act is popularly known as the SC Act and ST Act, POA, the Prevention of Atrocities Act, or simply the Atrocities Act. It was enacted when the provisions of the existing laws (such as the Protection of Civil Rights Act 1955 and Indian Penal Code) were found to be inadequate to check these crimes (defined as 'atrocities' in the Act). Recognising the continuing gross indignities and offences against Scheduled Castes and Tribes, the Parliament passed the 'Scheduled Castes and Schedule Tribes (Prevention of Atrocities) Act 1989. The preamble of the Act also states that the Act is: "to prevent the commission of offences of atrocities against the members of Scheduled Castes and Tribes, to provide for Special Courts for the trial of such offences and for the relief and rehabilitation of the victims of such offences and for matters connected therewith or incidental thereto".

NSOU ? GE-ED-11 173 Thus objectives of the Act clearly emphasized the intention of the government to deliver justice to these communities through proactive efforts to enable them to live in society with dignity and self-esteem and without fear or violence or suppression from the dominant castes. The practice of untouchability, in its overt and covert form was made a cognizable and non-compoundable offence, and strict punishment is provided for any such offence. The SCs and STs (Prevention of Atrocities) Act, 1989 with stringent provisions was enacted on 9 September 1989. Section 23(1) of the Act authorizes the Central Government to frame rules for carrying out the purpose of the Act. Drawing power from this section, the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Rules of 1995 were framed. The rules for the Act were notified on 31 March 1995. The purpose of the Act was to help the social inclusion of Dalits into Indian society, but the Act has failed to live up to its expectations admitted by the Union Minister for Home Affairs in parliament on 30 August 2010. A number of cases of misuse of this Act has been reported from different parts of the country as mentioned in the Supreme Court verdict of 20 March 2018. In this verdict, the Supreme Court of India banned immediate arrest of a person accused of insulting or injuring a Scheduled Caste/Scheduled Tribe member to protect innocents from arbitrary arrest. In August, 2018, the parliament of India passed the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Amendment Bill, 2018, to bypass the ruling of the Supreme Court of India laying down procedures for arrests under the Act. The bill inserts section 18A (1) (a) in the 1989 Act, that says a "preliminary enquiry shall not be required for registration of an FIR against any person". The Bill also inserts Section 18A (1) (b), which says "the investigating officer shall not require approval for the arrest, if necessary, of any person against whom an accusation of having committed an offence under this Act has been made and no procedure, other than that provided under this Act or the Code, shall apply". The amendments rule out any provision for anticipatory bail for a person accused of atrocities against SC/STs, not with standing any court order.

NSOU ? GE-ED-11 174 6.5.2 Government Policies and Programmes for Tribal Education Starting from the First Five Year Plan Period (1951 1956) the government is steadily allocating financial resources for the purpose of tribal development. Towards, the end of the plan (1954), 43 Special Multipurpose Tribal Development Projects (MTDPs) were created. During the Third Five Year Plan Period (1961 1966), the government of India adopted the strategy of converting areas with more than 66 per cent tribal concentration into Tribal Development Blocks (TBDs). By the end of Fourth Five Year Plan (1969 1974), the number of TBDs in the country rose to 504. Additionally, in 1972 the Tribal Sub Plan Strategy (TSP) was implemented by the Ministry of Education and Social Welfare. TSP was based on twin objectives of socio economic development and protection against exploitation. It was generally implemented in the areas where the Scheduled Tribe population was more than 50 per cent of the total population. The PESA (The Panchayats Extension to Scheduled Areas) Act, 1996 in fact, has made it mandatory for the States having scheduled areas to make specific provisions for giving wide-ranging powers to the tribes on the matters relating to decision-making and development of their community. A centrally-sponsored government scheme of ashram schools exclusively for ST children from elementary to higher secondary levels was initiated in the 1970s. But the poor quality of education in ashram schools, however, has undermined confidence in education as a vehicle for social mobility. The Janshala Programme is a collaborative effort of the Government of India (GOI) and five UN Agencies— UNDP, UNICEF, UNESCO, ILO and UNFPA—a community based primary education programme, aims to make primary education more accessible and effective, especially for girls and children in deprived communities, marginalized groups, Scheduled Caste/Scheduled Tribes/minorities, children with specific needs. Our constitution laid down various provisions for uplift of tribal communities but still they are confronted with various challenges. Despite several initiatives taken by the Government to enhance educational status ever since independence, the literacy rate among Schedule Tribes has remained low. Objective of this paper is to analyse the status of tribal education and the government initiatives to promote education among tribals and the challenges faced by the tribals to achieve education.

NSOU ? GE-ED-11 175 Recognizing that the STs Count among the most deprived and marginalized sections of Indian society, a host of welfare and developmental measures have been initiated for their social and economic development. In this regard, particular reference has to be made to the tribal sub-plan approach which came into existence as the main strategy from the Fifth Five Year Plan. Along with core economic sectors, elementary education has been accorded priority in the tribal sub-plan approach. Elementary education is considered important, not only because of constitutional obligation, but as a crucial input for total development of tribal communities, particularly to build confidence among the tribes to deal with outsiders on equal terms. Since primacy was accorded to elementary education, a broad policy frame for education was adopted in the tribal sub-Plans according equal importance to quantitative and qualitative aspects of education. A second important development in the policy towards education of tribals came with recommendations of the National Policy on Education (NPE) in 1986 which specified, among other things, the following: ?

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Priority will be accorded to opening primary schools in tribal areas. ?		

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There is need to develop curricula and devise instructional material in tribal language at the initial stages with		

arrangements for switchover to regional languages. ? Promising ST

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youths will be encouraged to take up teaching in tribal areas. ?		

Ashram schools/residential schools will be established on a large scale

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in tribal areas. ? Incentive schemes will be formulated for the		

STs, keeping in view their special needs and lifestyle. The unique feature of the policy is its recognition of the heterogeneity and diversity of tribal areas. The policy also proposed the transformation of the structure of primary education with special emphasis on improving access in tribal areas. The policy has also underlined the importance of instruction through the mother tongue for effective teaching and encouraged incorporating locally relevant content and curriculum, besides emphasizing the localized production of textbooks in local dialects. Based on these considerations, the norms for establishing primary schools were relaxed to suit tribal areas in order to improve access to education. For instance, Andhra Pradesh has gone to the extent of establishing schools in habitations where there are even twenty school-age children; Madhya Pradesh has steadily decreased

NSOU ? GE-ED-11 176 population size norms in order to open schools in habitations with 200 populations. However, in spite of such relaxation of norms many tribal localities are still without school, as they do not meet even the relaxed criteria. 6.5.3 Suggestions for Improvement of Tribal Education Some suggestions for improvement of tribal education are as follows a) Literacy campaign—Proper awareness campaign should be organized to create the awareness about the importance of education. Extensive literacy campaign in the tribal dominated districts may be undertaken on a priority basis to literate the tribal. b) Attitude of the tribal parents—The attitude of the tribal parents toward education should be improved through proper counseling and guidance. c) Relevant study materials in local languages—All study materials should be supplied in local languages of tribes. d) Appointment of Local teachers and female teachers—It is suggested to appoint more tribal teachers and female teachers in the tribal areas. The ecological, cultural, psychological characteristics of tribal children should be considered carefully by the teachers in tribal areas. e) Stipends and various scholarships—Since higher education among the tribes is less, special ST scholarships should be provided to the tribal students perusing higher education, particularly in medical, engineering, and other vocational streams. f) Residential schools—More residential schools should be established in each states and districts and extended up to PG level in tribal areas. g) Social security—Social security of students, especially of adolescent girls is of great concern in residential schools. h) Proper Monitoring—Higher level officials should check the functioning of schools frequently relating to the teaching methods, working hours, and attendance registers. 6.5.4 Constitutional Safe Guard Framers of the Indian Constitution realized that certain marginalized section in India were excluded from the national main stream and suffered extremely from

NSOU ? GE-ED-11 177 social, educational and economic backwardness. They considered that this section needed special constitutional safeguard to protect their rights and interests as to enable them to join the national main stream. List of constitutional provision for Scheduled Caste are as follows: Educational, Social, Economic and Cultural safe guard: Article 46 of Indian constitution lays down that,

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the state shall promote, with special care, the educational and economic interests of weaker sections of the people, and in particular, of the scheduled caste and scheduled tribes, and shall protect them from social injustice and all forms of

exploitation. Article 154(4) empowers

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the state to make any special provision for the advancement of any socially and educationally backward classes of citizen or for

SCs or STs Article 29(1) provides distinct languages script or culture. This article has special significance for scheduled tribes Untouchability is abolished under Article 17, and its practice in any form is a punishable offence Article 275(1) provides Grants in-Aids to states (having scheduled tribes) covered under fifth and six schedules of the constitution. Article 350A states that „It shall be the endeavor

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of every state and every local authority within the state to provide adequate facilities for instruction in mother- tongue at the primary stage of education to

the children belonging to the minority group..... Article 243D, 330, and article 332 provides reservation of seats for STs in gram panchayat, house of people and state legislative assembly. Many other provisions are laid down in articles 15, 16, 335, 338A, 342 etc. 6.5.5 Scheme and programmes for tribal development Tribal Panchsheel: It was Pandit Jawaharlal Nehru, the first prime minister of free India who anticipated the necessity of the development of tribal people and for this sake he laid down five principles of tribal development which is called Tribal Panchsheel. It was ratified by Dhebar commission and enshrined in "A Philosophy for North Eastern Frontier Area" written by Verrier Elwin. These five principles are: 1. People should develop along lines of their own genius and we should avoid imposing anything on them. We should try to encourage in every way their own traditional arts and culture. NSOU ? GE-ED-11 178 2. Tribal rights on land and forests should be respected. 3. We should try to train and build up a team of their own people to do work of administration and development. Some technical personnel from outside will, no doubt be needed, especially in the beginning. But we should avoid introducing too many outsider into tribal territory. 4. We should not over-administer these areas or over-whelm them with multiplicity of schemes. We should rather work through, and not in rivalry to, their own social and cultural institutions. 5. We should judge results, not by statistics or the amount of money spent, but by the quality of human character that is evolved. (source : "A Philosophy for NEFA" by Verrier Elwin) Post-Matric Scholarship for Scheduled Tribe Students: This scheme was introduced to encourage the ST students pursuing Post-Matriculation, in professional, technical as well as non-professional courses in various recognized institution by providing them financial support. Students having family income not more than Rs.1,0800 per year, are entitled for this scheme. This scheme is in operation since 1944-1945, and implemented by state government and UTs administration with 100% central assistance. Hostel for ST students Girls' and Boys': A plan for providing hostel accommodation for ST girls was started during third five years plan period and for the boys this programme was launched in 1989-1990 and both these schemes merged in 10th five year plan. Aim of this scheme is to facilitate hostel accommodation to the peripheral ST students who are unable to pursue their education due to their financial condition and location of their residence. Rajiv Gandhi National Fellowship Scheme (RGNF): RGNF was introduced in the year 2005-2006 with the objective to encourage the students belonging to ST community to pursue higher education such as M.Phil and Ph.D by providing them financial assistance. University Grant Commission (UGC) took the responsibility to implement this scheme on the behalf of Ministry of Tribal Affairs. Vocational Training Center in Tribal Areas: Aim of this scheme is to develop the skill of ST students depending on their qualification and present market trends. This vocational training would enable them to get suitable employment or enable them to become self-sufficient.

NSOU ? GE-ED-11 179 National Overseas Scholarship Scheme for ST: This scheme provides financial support to those meritorious tribal students who wish to pursue their studies in abroad (Masters, Doctorate, Post-Doctorate) in specified field of Engineering, Technology, and Science. Scheme of Top Class Education for ST Students: A scheme of scholarship was introduced by Ministry of Tribal affairs in 2007-2008 to encourage brilliant students of tribal community for continuing their study at degree or post-degree level. Ashram School in Tribal Sub-Plan Area: This scheme was started in 1990- 1991 with a view to provide education with residential facility to ST students. Tribal Research Institute: Fourteen Tribal Research Institutes (TRIs) have been set up in Andhra Pradesh, Assam, Bihar, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu, West Bengal, Uttar Pradesh, Manipur and Tripura. Book Bank: In order to reduce dropout rate among ST students from professional institutes/universities, funds are allotted for purchase of books under this scheme. Coaching for ST: Under this scheme free coaching classes are provided to ST students to enhance their skill and capabilities for various competitive examinations, so that they can compete with main stream students in all competitive examinations. Challenges: Despite constitutional provisions and safe guard with various government initiatives and programme, educating tribal children is still a major concern for the government. There are so many socio-cultural, economical, geographical, and administrative obstacle (report Ministry of Tribal Affairs, GOI, 2013) for which literacy rate of tribal people has never been at par with entire population. However the contemporary challenges faced by the tribal people in order to acquire education are as follows. Socio-economic and cultural: Most of the tribal community is economically backward. It is very difficult for them to fulfill their basic needs. Sending their children to school is much like a luxury to them. They prefer to send their children to work to supplement the family income. Reluctance of parents towards education: Illiteracy of parents and their attitude towards education is indifferent, as well as their community never encourages the pupils to pursue study. Besides parents are not willing to send their daughters to co-educational institutions. Infrastructural challenges: Most of the schools located in tribal areas have minimal infrastructural facilities. These schools are not equipped with teaching learning materials, study materials, even minimum sanitary provisions are not NSOU ? GE-ED-11 180 maintained. Lack of communication plays pivotal role in discouraging tribal children to come to school regularly. Language related challenges: In most of the states, official/regional languages are used for class room teaching and these are not understood by the tribal children at primary level. For them these languages seem to be a foreign tongue as they speak only in their mother tongue. Teacher related challenges: Irregularity of the teachers in school fail to establish communication bridge among the tribal students. Besides inadequacy of trained teachers is a big problem in imparting education to tribal children. Recommendations 1. Government should take some specific initiative through various programmes like awareness camp, street drama, counseling, etc which can create awareness among the tribals about the importance of education. 2. Emphasis should be given to career or job oriented courses. 3. Infrastructural requirement has always been neglected. It should be taken under consideration. School in tribal areas should be furnished with adequate class rooms, teaching aids, electricity, water supply, separate toilet for girls and boys, boundary walls, play ground etc. 4. Teachers should be locally recruited who understand and respect tribal culture and practices and most importantly are acquainted with the local language. 5. New teacher training institutes should be opened in tribal sub plan areas to meet the requirement of trained teachers. 6. Teaching and learning should be imparted in local language. 7. Representation of tribal students in higher education is very low; to counter this problem there must be some career counseling programmes at secondary level along with providing scholarship for pursuing higher education. 8. There is no sufficient higher secondary schools in tribal areas, so government needs to establish residential school in such areas under various governmental schemes. NSOU ? GE-ED-11 181 9. There must be strong machinery to protect students from abuse, neglect, exploitation, and violence. 10. In order to bring the tribal students in the main streams of national development, community involvement is necessary through panchayati raj institutions. 11. Establish separate school for girls in tribal areas, as some parents hesitate to send their daughters to co-educational institutions. 12. Proper monitoring by high level officials at regular interval is necessary for smooth functioning of school administration. 6.6 Summary Education is a driving force of history, no civilization could flourish without educating its people. Since the attainment of independence, government of India has taken several initiatives, schemes and programmes and allotted funds to different plans to spread education among the Dalit and Tribal Communities. No doubt all these efforts are significant and highly appreciable, but despite all these efforts, growth rate of education among the tribals is very sluggish. Representation of tribals in higher education does not meet its expected level. Education is the key to tribal development. Tribal children have very low levels of participation. Though the development of the tribes is taking place in India, but the pace of development has been rather slow. If govt. will not take some drastic steps for the development of tribal education, the status of education among tribes will be a story of distress, despair and death. Hence time has come to think it seriously about tribal education and inclusive growth. So, there is an urgent need for various govt. interventions, planners and policy makers to address this problem and allocate more funds in the central and state budgets for tribal education. Easy access and more opportunities should be provided to the tribal children in order to bring them to the mainstream of economic development. Now the time has come to take drastic decision and effective plan to reduce the obstacles in pursuance of education by tribal children. Apart from government's initiative, if various NGOs and local media play an important role in creating awareness among the tribals, only then can they bask in the auroral radiance

NSOU ? GE-ED-11 182 of economic development. Thus, this unit provides a fair idea about the status of dalit education and the importance of dalit and tribal education in Indian context. 6.7 Self-Assessment Questions 1. Who are called Dalit in India? Discuss the historical backdrop of Dalit people in India. 2. Comment on the social status and economic status of Dalit people in India. 3. Discuss the history of educational scenario of Dalit education in pre- independent India. 4. Comment on the constitutional provisions of Dalit Education in India. 5. What are the specific hindrances in the way of Dalit education and bringing them in the main stream of educational arena? 6. What should be the specialized factor in Dalit curriculum? 7. What are the development programmes taken for the development of Dalit education in India? 8. Discuss in detail the status of Tribal population in India and the status of their education system. 9. What are the major problems of Tribal education in India? 11. Comment on the government policies for the development of educational status of the tribal people. 12. How does Scheduled Castes and Tribes (Prevention of Atrocities) Act, 1989 promote Tribal Education in India? 13. What is Janashala Programme? 14. What are the constitutional safe guards for the Tribal education in India? 6.8 References Ambedkar, B.R. (1989). Annihilation of caste, in V.Moon (Compiled) Dr. Babasaheb Ambedkar Writings and Speeches', (pp.25-85), (1), Education Department: Government of Maharashtra.

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1/58	SUBMITTED TEXT	17 WORDS	75% MATCHING TEXT	17 WORDS
<p>to Free And Compulsory Education Act 2009 1.4.1.1 Concept of Right of Children to Free and Compulsory Education</p> <p>SA Project work-Balaram.docx (D141814926)</p>				
2/58	SUBMITTED TEXT	16 WORDS	61% MATCHING TEXT	16 WORDS
<p>that free and compulsory elementary education would be provided to all children up to 14years of age</p> <p>SA avik dissertation whd.pdf (D110283027)</p>				
3/58	SUBMITTED TEXT	20 WORDS	72% MATCHING TEXT	20 WORDS
<div> <p>District Primary Education programme was launched in 1994 as a major initiative to achieve the objective of Universalization of Primary Education.</p> <p>W https://surumisafwanblog.blogspot.com/2021/03/covid-19.html</p> </div> <div> <p>District Primary Education Programme (DPEP) was launched in 1994 as a major initiative to revitalize the primary education system and to achieve the objective of universalisation of primary education.</p> </div>				
4/58	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>the State to endeavour to provide free and compulsory education to</p> <p>SA chapter_4.pdf (D54365087)</p>				
5/58	SUBMITTED TEXT	15 WORDS	76% MATCHING TEXT	15 WORDS
<div> <p>Project aim at universalization and qualitative improvement of primary education on remote and backward areas. 1.4</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/71560/1/Unit-5.pdf</p> </div> <div> <p>Project aims at universalization and qualitative improvement of primary education in remote and socially backward areas</p> </div>				

6/58	SUBMITTED TEXT	13 WORDS	87% MATCHING TEXT	13 WORDS
to target out of school children in the age group of 6-14 years				
SA Thesis_Ankita Adhikari.pdf (D116951310)				
7/58	SUBMITTED TEXT	17 WORDS	61% MATCHING TEXT	17 WORDS
in the Unnikrishnan JP vs State of Andhra Pradesh & Others held that Education is a Fundamental right		in the case Unnikrishnan vs State of Andhra Pradesh ruled that the right to education is a fundamental right		
W https://www.cukashmir.ac.in/departmentsdocs_16/POLICY%20PERSPECTIVES%20IN%20SCHOOL%20EDUCATION%20- ...				
8/58	SUBMITTED TEXT	29 WORDS	96% MATCHING TEXT	29 WORDS
shall endeavour to provide, within a period of 10 years from the commencement of this Constitution, for free and compulsory education for children until they complete the age of 14 years. ?				
SA Project work-Balaram.docx (D141814926)				
9/58	SUBMITTED TEXT	15 WORDS	71% MATCHING TEXT	15 WORDS
aims at Universalisation and qualitative improvement of primary education in remote and socio-economically backward areas		aims at universalization and qualitative improvement of primary education in remote and socially backward areas		
W https://www.egyankosh.ac.in/bitstream/123456789/71560/1/Unit-5.pdf				
10/58	SUBMITTED TEXT	20 WORDS	61% MATCHING TEXT	20 WORDS
The 86 th amendment to the constitution of India in 2002, provided Right to Education as a fundamental right				
SA Balaram.docx (D141824621)				
11/58	SUBMITTED TEXT	22 WORDS	75% MATCHING TEXT	22 WORDS
The Right of Children to Free and Compulsory Education Act, 2009 1.4.1.1 Concept of Right of Children to Free and Compulsory Education Act, 2009 In				
SA Project work-Balaram.docx (D141814926)				
12/58	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
Right of Children to Free and Compulsory Education (RTE) Act, 2009.				
SA CHAPTER 1_Edu Compendium UK.docx (D109559634)				

13/58	SUBMITTED TEXT	28 WORDS	95% MATCHING TEXT	28 WORDS
<p>Free' means that no child shall be responsible to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.</p> <p>SA CHAPTER 1_Edu Compendium UK.docx (D109559634)</p>				
14/58	SUBMITTED TEXT	54 WORDS	53% MATCHING TEXT	54 WORDS
<p>the duties and the responsibilities of suitable Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and the State Governments. NSOU ? GE-ED-11 18 It lays down the norms and standards relating to, inter alia, Pupil Teacher Ratios (PTRs), buildings and infrastructure, school working days,</p> <p>SA CHAPTER 1_Edu Compendium UK.docx (D109559634)</p>				
15/58	SUBMITTED TEXT	39 WORDS	75% MATCHING TEXT	39 WORDS
<p>teachers by ensuring that the identified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is essentially no urban-rural disparity in teacher placements. It also</p> <p>SA EDUCATION IN INDIA.docx (D30374012)</p>				
16/58	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.</p> <p>SA EDUCATION IN INDIA.docx (D30374012)</p>				
17/58	SUBMITTED TEXT	25 WORDS	88% MATCHING TEXT	25 WORDS
<p>and observing of the child's right to free and compulsory education and redress of grievances by the National and State Commissions for Protection of Child Rights,</p> <p>SA CHAPTER 1_Edu Compendium UK.docx (D109559634)</p>				
18/58	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>Sarva Shiksha Abhiyan (SSA) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Centrally Sponsored Scheme on Teacher Education (CSSTE). 1.4.1.3</p> <p>SA 1703150003_S.docx (D136706675)</p>				

19/58	SUBMITTED TEXT	39 WORDS	77% MATCHING TEXT	39 WORDS
<p>of the programme are to provide access to primary education for all children, reducing drop-out rate to less than 10%, increasing learning achievement of primary school students by at least 25% and reducing the gap among different gender and social groups</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/71560/1/Unit-5.pdf</p>		<p>of the programme were to provide access to primary education for all children, reducing primary drop-out rates to less than 10 per cent, increasing learning achievement of primary school students by 25% and reducing the gap among gender and social groups.</p>		
20/58	SUBMITTED TEXT	23 WORDS	78% MATCHING TEXT	23 WORDS
<p>free and compulsory education of satisfactory quality should be provided to all children upto the age of 14 years before we enter 21st Century.</p> <p>SA Project work-Balaram.docx (D141814926)</p>				
21/58	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>educationally backward districts with female literacy below the national average; and</p> <p>SA chapter_4.pdf (D54365087)</p>				
22/58	SUBMITTED TEXT	20 WORDS	80% MATCHING TEXT	20 WORDS
<p>the country, aims to provide useful and quality elementary education to all children in the 6 -14 age group by 2010.</p> <p>W https://marquescity.com/article/sarva-shiksha-abhiyan-ssa-universalization-of-elementary-educatio ...</p>		<p>The programme aims to provide useful and relevant, elementary education to all children in the 6 to 14 age group by 2010.</p>		
23/58	SUBMITTED TEXT	14 WORDS	78% MATCHING TEXT	14 WORDS
<p>educationally ward districts with female literacy below the national average; and ii) districts where</p> <p>SA chapter_4.pdf (D54365087)</p>				
24/58	SUBMITTED TEXT	46 WORDS	100% MATCHING TEXT	46 WORDS
<p>SSA) is a programme for Universal Elementary Education. This programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community-owned quality education in a mission mode. It is a response to the demand for quality basic education all over the country.</p> <p>W https://www.cukashmir.ac.in/departmentsdocs_16/POLICY%20PERSPECTIVES%20IN%20SCHOOL%20EDUCATION%20- ...</p>		<p>SSA) is a programme for Universal Elementary Education. This programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community -owned quality education in a mission mode. It is a response to the demand for quality basic education all over the country. 1.</p>		

25/58	SUBMITTED TEXT	98 WORDS	96% MATCHING TEXT	98 WORDS
	<p>Programme with a clear time frame for universal elementary education. ? A response to the demand for quality basic education all over the country. ? An opportunity for promoting social justice through basic. ? An expression of political will for universal elementary education across the country. ? A partnership between the central, state and the local government. ? An opportunity for states to develop their own vision of elementary education. ? An effort at effective involving the Panchayati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent's Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.</p> <p>W https://www.cukashmir.ac.in/departmentdocs_16/POLICY%20PERSPECTIVES%20IN%20SCHOOL%20EDUCATION%20- ...</p>		<p>Programme with a clear time frame for universal elementary education. 2. A response to the demand for quality basic education all over the country. 3. An opportunity for promoting social justice through basic A expression of political will for universal elementary education across the country. 5. A partnership between the central, state and the local government. 6. An opportunity for states to develop their own vision of elementary education. 7. An effort at effective involving the Panchyati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent's Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.</p>	
26/58	SUBMITTED TEXT	17 WORDS	90% MATCHING TEXT	17 WORDS
	<p>SSA: ? To provide useful and elementary education for all children in the 6-14 age group by 2010;</p> <p>W https://www.cukashmir.ac.in/departmentdocs_16/POLICY%20PERSPECTIVES%20IN%20SCHOOL%20EDUCATION%20- ...</p>		<p>SSA to provide "useful and relevant elementary education for all children in the 6 to 14 age group by 2010".</p>	
27/58	SUBMITTED TEXT	12 WORDS	84% MATCHING TEXT	12 WORDS
	<p>aspects-1) It provides a wide convergent framework for implementation of Elementary Education schemes;</p> <p>W https://www.cukashmir.ac.in/departmentdocs_16/POLICY%20PERSPECTIVES%20IN%20SCHOOL%20EDUCATION%20- ...</p>		<p>Aspects 1. It provides a wide convergent frame work for implementation of Elementary Education schemes. 2.</p>	
28/58	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
	<p>It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.</p> <p>W https://www.cukashmir.ac.in/departmentdocs_16/POLICY%20PERSPECTIVES%20IN%20SCHOOL%20EDUCATION%20- ...</p>		<p>It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.</p>	
29/58	SUBMITTED TEXT	17 WORDS	91% MATCHING TEXT	17 WORDS
	<p>provide community owned quality elementary education in mission mode. It also envisages bridging of gender and social gaps.</p> <p>SA 1703150003_S.docx (D136706675)</p>			
30/58	SUBMITTED TEXT	26 WORDS	50% MATCHING TEXT	26 WORDS
	<p>secondary education is the secondary education commission report 1952-53. The commission was appointed by the Government of India, on September 23, 1952, under the chairmanship of Dr. A.</p> <p>SA Chapter 1 and 2 (Final Setting).pdf (D45945997)</p>			

31/58	SUBMITTED TEXT	122 WORDS	95% MATCHING TEXT	122 WORDS
	<p>Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a centrally sponsored scheme of the Ministry of Human Resource Development, Government of India, for the development of secondary education in public schools throughout India. It was launched in March 2009. The implementation of the scheme has started from 2009- 2010 to provide conditions for an efficient growth, development and equity for all. The scheme includes a multidimensional research, technical consulting, various implementations and funding support. The principal objectives are to enhance quality of secondary education and increase the total enrolment rate from 52% (as of 2005- 2006) to 75% in five years, i.e. from 2009-2014. It aims to provide universal education for all children between 15-16 years of age. The funding from the central ministry is provided through state governments, which establish separate implementing agencies.</p> <p>Rashtriya Madhyamik education Abhiyan (RMSA) (English: "National Mission for Secondary is a centrally sponsored scheme of the Ministry of Human Resource Development, Government of India, for the development of secondary education in public schools throughout India. It was launched in March 2009. The implementation of the scheme has started from 2009-2010 to provide conditions for an efficient growth, development and equity for all. The scheme includes a multidimensional research, technical consulting, various implementations and funding support. The principal objectives are to enhance quality of 5 secondary education and increase the total enrollment rate from 52% (as of 2005–2006) to 75% in five years, i.e. from 2009–2014. It aims to provide universal education for all children between 15–16 years of age. The funding from the central ministry is provided through state governments, which establish separate implementing agencies.</p> <p>W https://www.cukashmir.ac.in/departmentsdocs_16/POLICY%20PERSPECTIVES%20IN%20SCHOOL%20EDUCATION%20- ...</p>			
32/58	SUBMITTED TEXT	71 WORDS	100% MATCHING TEXT	71 WORDS
	<p>The scheme envisages achieving a gross enrolment ratio of 75% from 52.26% in 2005-06 for classes IX-X within 5 years of its implementation, by providing a secondary school within reasonable distance of any habitation; ? Improve the quality of education imparted at secondary level by making all secondary schools conform to prescribed norms; ? Remove gender, socio-economic and disability barriers; ? Provide universal access to secondary level education; ? Enhance and universalize retention by 2020. 2.4.3 Physical Facilities</p> <p>The scheme envisages achieving a gross enrolment ratio of 75% from 52.26% in 2005-06 for classes IX-X within 5 years of its implementation, by providing a secondary school within reasonable distance of any habitation. • Improve the quality of education imparted at secondary level by making all secondary schools conform to prescribed norms. • Remove gender, socio-economic and disability barriers. • Provide universal access to secondary level education • Enhance and universalize retention by 2020 Physical Facilities •</p> <p>W https://surumisafwanblog.blogspot.com/2021/03/covid-19.html</p>			
33/58	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	<p>all not only in access, but also in the conditions for success. 7.</p> <p>SA Balaram.docx (D141824621)</p>			
34/58	SUBMITTED TEXT	23 WORDS	40% MATCHING TEXT	23 WORDS
	<p>Additional class rooms, ii. Laboratories, iii. Libraries, iv. Art and crafts room, v. Toilet blocks, vi. Drinking water provisions and vii. Residential Hostels for Teachers in remote areas. 2.4.4</p> <p>SA Chapter 1 and 2 (Final Setting).pdf (D45945997)</p>			
35/58	SUBMITTED TEXT	9 WORDS	100% MATCHING TEXT	9 WORDS
	<p>for the development of higher education in India. It is</p> <p>for the development of higher education in India. It is</p> <p>W https://www.iassite.com/development-of-education-in-india-after-independence-upsc/</p>			

36/58	SUBMITTED TEXT	20 WORDS	79% MATCHING TEXT	20 WORDS
<p>appointment of additional teachers to reduce TPR to 30:1, ii. focus on Science, Math and English education, iii. In-service training of teachers,</p> <p>SA 1703150003_S.docx (D136706675)</p>				
37/58	SUBMITTED TEXT	24 WORDS	82% MATCHING TEXT	24 WORDS
<p>special focus in micro planning ; ii. preference to Ashram schools for upgradation ; iii. preference to areas with concentration of SC/ST/Minority for opening of schools;</p> <p>SA 1703150003_S.docx (D136706675)</p>				
38/58	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>The funding to States would be made on the basis of critical appraisal of</p> <p>W https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000455SM/P001612/M018919/ET/149372230 ...</p>				
39/58	SUBMITTED TEXT	17 WORDS	97% MATCHING TEXT	17 WORDS
<p>Plans would describe each State's strategy to address issues of equity, access and excellence in higher education ?</p> <p>W https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000455SM/P001612/M018919/ET/149372230 ...</p>				
40/58	SUBMITTED TEXT	48 WORDS	96% MATCHING TEXT	48 WORDS
<p>to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework. ? Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions. ? Ensure academic and examination</p> <p>W https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000455SM/P001612/M018919/ET/149372230 ...</p>				
41/58	SUBMITTED TEXT	63 WORDS	100% MATCHING TEXT	63 WORDS
<p>Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment. ? Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations. ? Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets. ? Correct regional imbalances in access to higher education by</p> <p>W https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000455SM/P001612/M018919/ET/149372230 ...</p>				

42/58	SUBMITTED TEXT	33 WORDS	98% MATCHING TEXT	33 WORDS
	<p>setting up institutions in un-served & underserved areas. ? Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently-abled persons.</p> <p>W https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000455SM/P001612/M018919/ET/149372230 ...</p>		<p>setting up institutions in un- served and underserved areas. ? Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons. 3.</p>	
43/58	SUBMITTED TEXT	14 WORDS	90% MATCHING TEXT	14 WORDS
	<p>to ensure holistic planning at the State level and enhancement of allocations for the state</p> <p>SA CHAPTER 1_Edu Compendium UK.docx (D109559634)</p>			
44/58	SUBMITTED TEXT	15 WORDS	68% MATCHING TEXT	15 WORDS
	<p>the Universal Declaration of Human Rights and the International Convention on the Rights of the Child.</p> <p>SA Chapter 1 Final Draft for submission.docx (D122846612)</p>			
45/58	SUBMITTED TEXT	110 WORDS	100% MATCHING TEXT	110 WORDS
	<p>The relationship between education and population has attracted the attention of both scholars and policymakers, especially since the mid-1970s. The rate of population growth and the number of people living on earth have both increased spectacularly since the beginning of the nineteenth century. During the twentieth century, the human population increased at an average annual rate that was about fifty times as fast as the rate over the previous 10,000 years. Between 1800 and 2000, the number of people alive increased nearly seven-fold. Following World War II, the rate of population growth exploded—during the 1970s it was about four times as great as it had been a century earlier. By 2000, the living population exceeded the entire</p> <p>W https://education.stateuniversity.com/pages/2327/Population-Education.html</p>		<p>The relationship between education and population has attracted the attention of both scholars and policymakers, especially since the mid-1970s. The rate of population growth and the number of people living on earth have both increased spectacularly since the beginning of the nineteenth century. During the twentieth century, the human population increased at an average annual rate that was about fifty times as fast as the rate over the previous 10,000 years. Between 1800 and 2000, the number of people alive increased nearly seven-fold. Following World War II, the rate of population growth exploded—during the 1970s it was about four times as great as it had been a century earlier. By 2000, the living population exceeded the entire</p>	

population born between the beginning of settled agriculture and the year 1900—a period of 10,000 years. The implications of this explosive growth for both the physical environment and human wellbeing alarmed many observers and prompted an intense public policy debate. Many scholars and policymakers noted that high levels of educational achievement were associated with more moderate rates of population growth, suggesting that important opportunities for alleviating population pressures might be found in ensuring greater access to education, particularly for females. The ensuing public policy debate has prompted an examination of how education affects the birth rate. The explosive growth of the human population in the nineteenth and twentieth centuries was the result of a historically unprecedented decline in the rate of mortality, rather than an increase in the birth rate. The proportion of children dying before reaching the age of five fell from nearly one in three in most of the world to less than one in one hundred in the most advanced societies over this period, and to one in ten in low-income countries. In the wealthiest countries, birth rates adjusted quickly to restore a balance between births and deaths and establish a rate of population growth of less than 1 percent a year. In economically advanced societies, the average number of children born to each woman over her reproductive life has fallen from about seven to less than two. However, in the poorest countries, a sharp drop in death rates has not been accompanied by a corresponding fall in birth rates. As a result, the rate of population growth—the difference between the average birth rate and the average mortality rate—has increased dramatically in most of the world. The growth of population has been greatest in countries that are both poorest and least able to invest in social and educational services. The combined effects of these forces seem to imply that the gulf between rich and poor is likely to widen over the foreseeable future if aggressive policy measures are not introduced. These facts suggest that the key to ensuring a sustainable rate of population growth lies in reducing the fertility rate. However, in a highly influential 1979 review of the research literature on the relationship between education and fertility, the economist Susan Hill Cochrane concluded that too little was known about the mechanisms through which education affects population growth to allow policy-makers to rely on improvements in educational opportunities to slow the rate of population growth. Since 1976 a large number of scholars have focused on the

population born between the beginning of settled agriculture and the year 1900—a period of 10,000 years. The implications of this explosive growth for both the physical environment and human wellbeing alarmed many observers and prompted an intense public policy debate. Many scholars and policymakers noted that high levels of educational achievement were associated with more moderate rates of population growth, suggesting that important opportunities for alleviating population pressures might be found in ensuring greater access to education, particularly for females. The ensuing public policy debate has prompted an examination of how education affects the birth rate. The explosive growth of the human population in the nineteenth and twentieth centuries was the result of a historically unprecedented decline in the rate of mortality, rather than an increase in the birth rate. The proportion of children dying before reaching the age of five fell from nearly one in three in most of the world to less than one in one hundred in the most advanced societies over this period, and to one in ten in low-income countries. In the wealthiest countries, birth rates adjusted quickly to restore a balance between births and deaths and establish a rate of population growth of less than 1 percent a year. In economically advanced societies, the average number of children born to each woman over her reproductive life has fallen from about seven to less than two. However, in the poorest countries, a sharp drop in death rates has not been accompanied by a corresponding fall in birth rates. As a result, the rate of population growth—the difference between the average birth rate and the average mortality rate—has increased dramatically in most of the world. The growth of population has been greatest in countries that are both poorest and least able to invest in social and educational services. The combined effects of these forces seem to imply that the gulf between rich and poor is likely to widen over the foreseeable future if aggressive policy measures are not introduced. These facts suggest that the key to ensuring a sustainable rate of population growth lies in reducing the fertility rate. However, in a highly influential 1979 review of the research literature on the relationship between education and fertility, the economist Susan Hill Cochrane concluded that too little was known about the mechanisms through which education affects population growth to allow policy-makers to rely on improvements in educational opportunities to slow the rate of population growth. Since 1976 a large number of scholars have focused on the

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47/58	SUBMITTED TEXT	98 WORDS	100% MATCHING TEXT	98 WORDS
	<p>impact of education—especially the education of the girl child—on fertility, mortality, and population growth. The central purpose of these studies has been to determine whether the nearly universal association of low fertility and high levels of educational attainment are causally linked or merely the result of their association with other forces that directly affect fertility. For example, the inverse relationship between female literacy and fertility might have nothing to do with education as such, but might instead simply reveal that societies that seriously attempt to educate females also care about the welfare of women and therefore seek to control fertility in order to protect their health.</p> <p>W https://education.stateuniversity.com/pages/2327/Population-Education.html</p>			
48/58	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	<p>Population and Education—Social and Economic Factors, Conclusions—Fertility, Children, Growth, and Rate—</p> <p>W https://education.stateuniversity.com/pages/2327/Population-Education.html</p>			
49/58	SUBMITTED TEXT	17 WORDS	97% MATCHING TEXT	17 WORDS
	<p>to provide for opportunity to all not only in access but also in the conditions for success. 1.</p> <p>SA Balaram.docx (D141824621)</p>			
50/58	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	<p>Act, 1989 is an Act of the Parliament of India enacted</p> <p>SA Nandiya Singha.docx (D153038041)</p>			
51/58	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	<p>Priority will be accorded to opening primary schools in tribal areas. ?</p> <p>SA CHAPTER IV Policy perspective.docx (D18209267)</p>			
52/58	SUBMITTED TEXT	18 WORDS	77% MATCHING TEXT	18 WORDS
	<p>There is need to develop curricula and devise instructional material in tribal language at the initial stages with</p> <p>SA chapter_4.pdf (D54365087)</p>			
53/58	SUBMITTED TEXT	12 WORDS	90% MATCHING TEXT	12 WORDS
	<p>youths will be encouraged to take up teaching in tribal areas. ?</p> <p>SA CHAPTER IV Policy perspective.docx (D18209267)</p>			

54/58	SUBMITTED TEXT	10 WORDS	100%	MATCHING TEXT	10 WORDS
<p>in tribal areas. ? Incentive schemes will be formulated for the</p> <p>SA CHAPTER IV Policy perspective.docx (D18209267)</p>					
55/58	SUBMITTED TEXT	37 WORDS	100%	MATCHING TEXT	37 WORDS
<p>the state shall promote, with special care, the educational and economic interests of weaker sections of the people, and in particular, of the scheduled caste and scheduled tribes, and shall protect them from social injustice and all forms of</p> <p>SA Project work-Balaram.docx (D141814926)</p>					
56/58	SUBMITTED TEXT	21 WORDS	71%	MATCHING TEXT	21 WORDS
<p>the state to make any special provision for the advancement of any socially and educationally backward classes of citizen or for</p> <p>SA chapter_4.pdf (D54365087)</p>					
57/58	SUBMITTED TEXT	25 WORDS	67%	MATCHING TEXT	25 WORDS
<p>of every state and every local authority within the state to provide adequate facilities for instruction in mother- tongue at the primary stage of education to</p> <p>SA Project work-Balaram.docx (D141814926)</p>					
58/58	SUBMITTED TEXT	19 WORDS	97%	MATCHING TEXT	19 WORDS
<p>Omvedt, G. (1994). Dalits and Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India. New Delhi: Sage Publications.</p> <p>SA Thesis_Ankita Adhikari.pdf (D116951310)</p>					

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PREFACE In a bid to standardise higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses: core, generic discipline specific elective, and ability/ skill enhancement for graduate students of all programmes at Elective/ Honours level. This brings in the semester pattern, which finds efficacy in tandem with credit system, credit transfer, comprehensive and continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry acquired credits. I am happy to note that the University has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade "A". UGC Open and Distance Learning (ODL) Regulations, 2017 have mandated compliance with CBCS for U.G. programmes for all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme. Self Learning Materials (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English. Eventually, these will be translated into Bengali too, for the benefit of learners. As always, we have requisitioned the services of the best academics in each domain for the preparation of new SLMs, and I am sure they will be of commendable academic support. We look forward to proactive feedback from all stake-holders who will participate in the teaching-learning of these study materials. It has been a very challenging task well executed, and I congratulate all concerned in the preparation of these SLMs. I wish the venture a grand success.

Professor (Dr.) Subha Sankar Sarkar Vice-Chancellor

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Module-I SPECIAL EDUCATION Unit 1 Historical Perspectives of Special Education 7-22 Unit 2 Status of Special Education in India 23-44 Unit 3 Instructional Models for CWSN 45-53 Module-II LEADERSHIP IN INCLUSIVE EDUCATION Unit 4 Inclusive Education 55-68 Unit 5 Multi-tiered System of Support (MTSS) 69-94 Unit 6 Implementation of Inclusive Education 95-110 Netaji Subhas Open University Course: Special and Inclusive Education Course Code: GE-ED-21 UG : Education (HED)

Unit 1 Perspectives of Special Education Structure 1.1 Objectives 1.2 Introduction 1.3 Historical Perspective of Special Education 1.3.1 Concept of Special Education 1.3.2 History of Special Education 1.4 Special Education: concept of exceptionality, disability and diversity 1.4.1 Concept of Exceptionality 1.4.2 Concept of Disability 1.4.3 Concept of Diversity 1.5 Perception of Society towards Individual with Disabilities 1.6 Summary 1.7 Self-Assessment Questions 1.8 References 1.1 Objectives After reading this unit, learners will be able to: Know the historical perspective of special education; Understand the concept of exceptionality, disability and diversity; Discuss Perception of society towards Individual with Disabilities. 1.2 Introduction Education in a democracy emphasizes the freedom, dignity of the individual, responsible

8 GE-ED-21 NSOU citizenship, economic efficiency, self-realization and equality of opportunities. Right To Education (RTE) is a universal human right as mentioned in Article 26 (I) of Universal declaration of Human Rights. From this point of view, on no ground can any individual be Denied the RTE. Moreover, the right of all children to develop to their maximum potential is inherent in the philosophy of democracy. The landmark passing of RTE Act 2009 marks a historic moment for children of India as it gives guarantee to their rights to quality elementary education by the state. RTE provides a ripe platform to reach the unreached, with specific provisions for disadvantaged groups including Children with Disability (CwD). The Indian Education Commission (1964-66) first officially recommended the education of CwD in regular schools. The National Policy on Education (NPE, 1986) focused special attention on the education of CwD for achieving the goal of Education for All (EFA). The urgency of the need to educate and rehabilitate the Persons with Disability (PwD) is not only based on altruistic and humanistic motive, but it also has economic and political dimensions. The uneducated and untrained CwD grow up into adults as economically dependent and that influences the quality of life. It becomes imperative, therefore to train them in some kind of vocations which may enable the PwDs to become economically independent. In order to understand the present status of the education of the CwD in India, it is essential to know the concept of disability, meaning, historical background and concept of 'Special Education'. 1.3 Historical perspective of Special Education 1.3.1 Concept of Special Education Special education, as its name suggests, is a specialized branch of education. Hallahan and Kauffman (2006) defined Special Education as specially designed instruction that meets the unusual needs of an exceptional learner. Special education means specially designed instruction to meet the unique needs of a child with a disability, including - (i) Instruction conducted in the classroom, in the home, in hospitals in institutions, and in other settings; and. (ii) Instruction in physical education. In 1975, the Education for All Handicapped Children Act (EHCA, PL 94-142) mandated that states should provide a "free and appropriate public education" (FAPE) to all students, including those with physical, mental, or behavioural disabilities. This special education must include a comprehensive screening and diagnosis by a multi-disciplinary team and the development of an annual Individualized Education Plan (IEP) for each of the students, outlining academic and behavioural goals, services to be provided, and methods

NSOU GE-ED-21 9 of evaluation. The parents of such students must provide consent for initial screening and must be invited to participate in all phases of the process. In 1997, the Individuals with Disabilities Education Act (IDEA) expanded the special education services by mandating that all children with disabilities - regardless of the type or severity of their disability - between the ages of three and 21 years are entitled to FAPE in the least restrictive environment. That is, children requiring special education must be educated with non-disabled children to the maximum extent possible in an appropriate program to meet their special needs. While the majority of children with disabilities are taught at least part-time in a general classroom setting, many children are segregated, most often due to a lack of staff and resources to support special needs students in general classrooms. This stipulation that special-needs children be educated in the least restrictive environment leading to the practice of mainstreaming, which is the policy of placing special education students in regular classrooms as much as possible and using separate resource rooms where the students receive special tutoring, review, and instruction. Special education can include a range of support services, depending on the special needs of the student. Support services may involve physical assistance and therapy, counselling and psychotherapy, modified learning environments and assistive learning devices, educational and psychological assessments, and behavioural modification techniques. Special Education has certain special objectives which are given below: Early identification and assessment of special needs of CwD. Early intervention to prevent a handicapping condition from becoming a serious one for remediation of learning problems and compensation by teaching the child new ways of doing things. Parent counselling about prevention and remediation of defects, care, and training of CwD in daily living skills, self-help skills, pre-academic skills and communication skills. Community mobilization and awareness of problems of CwD and their education. Rehabilitation of the CwD which is clearly stipulated by NPE (1986/1992). Effective living of CwD. 1.3.2 History of Special Education Researchers have conceptualized the history of special education in stages that highlight

10 GE-ED-21 NSOU the various trends that the field has been experienced. The history of Special Education has passed through a very turbulent phases and can be briefly summarized under the following (Chavan & Rozatkar, 2016):

- i) Pre-Industrialization Phase: From the dawn of civilization to the beginning of industrialization period, people born with "abnormal" physiognomy were treated with fear or ridicule (and perhaps continue to do so in many societies).
- ii) Industrialization Phase: Although industrial revolution is associated with increasing wealth and productivity, it also brought in many ill effects. Migration to bigger cities led to development of slums, poverty, diseases, and crimes. Families started valuing those with vocational ability and started neglecting members who were not able to work. The individual who had low intelligence were left out and were labelled as feeble-minded, degrading, and stigmatizing.
- iii) Humanitarian Approach: In 1846, Dr Samuel Gridley Howe from Boston persuaded Massachusetts Legislature to appoint a commission to inquire into the condition of 'idiots'. After survey and close study, he for the first time observed, "These are the proper subjects of education, they can be taught to do some kind of labour and they can be made self-sufficient". It led to many state run schools for these persons. However, these schools were a failure because Howe and his fellows (Sequin and Wilbur) were too optimistic, unrealistic in expectations as they expected to restore all 'idiots' to normal functioning.
- iv) Demonology of the Defectives: The scientific developments of Darwinism, sociological approach, Mendelian theory of genetics, and Binet psychometric tests advocated, directly or indirectly that feeble minded individuals, who could be easily identified and quantified, are risk to the society. Thus, the society started thinking ways to prevent feeble mindedness from occurring and working on ways how to control those in whom it did occur. The segregation seemed to be the best method where feeble minded could be cheaply and wisely cared for along with prevention and societal protection.
- v) Period of John F Kennedy: In 1963, based on recommendations of President's Panel on Mental Retardation, JF Kennedy made a speech to the Congress of United States and asked for new resources to address the needs for people with mental retardation. Soon, virtually every state launched special educational programs for these persons.

NSOU GE-ED-21 11 Universally in the past, PwD were viewed as bad omens, and were prevented from participating in the activities necessary for survival. They were excluded from the purview of normal educational experiences. They were treated as imperfect and hence unfit to profit from regular schools and facilities. In the early nineteenth century, the idea of democracy, individual freedom and egalitarianism that swept in the west and advances in learning theory and technology have contributed to the emergence of optimistic attitude towards these people. Globally, special education has evolved through five stages which are mentioned here:

- I. The first stage refers to the stage of neglect. Disability was viewed as punishment for past sins and nobody wanted to interfere in the justice meted out to PwD by God.
- II. The second stage refers to the stage of pity and compassion. During this stage, the PwD were protected and pitied especially, by the religious institutes to reduce misery and pain.
- III. The third stage refers to the stage of special school. The innovation of Braille and efforts of doctors, psychologists and educators for education and training of PwD encouraged establishment of schools for CwD. Segregation continued to be the watch word in special education.
- IV. The fourth stage refers to the stage of mainstreaming and integration. Mainstreaming and integration of CwD in general schools had received attention as a part of the normalization movement. As a reaction to categorization and labeling the artificial boundaries of general and special education came under the scrutiny in the fifth stage.
- V. The fifth stage refers to the stage of development of the concept of special needs.

History of Special Education in India (Source: Usha Ram, 2004)

The concept of mental retardation was first mentioned in the 'Arthava Veda'. A much older system of philosophy, the 'Sankhya', contains a statement on different types of intellectual disabilities. According to the 'Garba Upanishad', babies with birth defects were 'born to parents whose minds are distressed'.

12 GE-ED-21 NSOU The 'Pathanjali Yoga Sutras' deal with yoga as a therapy in which mental retardation has also been taken into consideration. The great physician Charaka had given various causes of mental retardation and discussed its different types and classifications. Clear references to persons with mental retardation can be traced in the Sangam literature (200 BC-AD 200) by Eryanar and Avviayar and more recently by Thiruvalluvar. In the fourth century BC, Kautilya banned the use of terms insulting persons with disabilities. He employed many people with disabilities in his spy-network. King Amarsakti had three sons, Vasusakti, Ugrasakti and Anekasakti, who were 'greater fools' or 'supreme blockheads'. This folly caused their father's courtier, Vishnu Sharma, to devise the world's, first special education text, Panchantantra, around the first century BC. Ancient Hindu, Buddhist and Sanskrit texts treat idiocy like other birth handicaps, occurring due to sins committed as a consequence of the guilt of former crimes in an earlier incarnation. According to Manu, the Law Giver, such persons are born idiots, dumb, blind, deaf and deformed and are all despised by the virtuous. Arthasastra mentions treatment and care given to people with disabilities at 'mattas' (monasteries) and in the time of Ashoka, at the hospitals at Pataliputra. Sinhalese asylums for people with disabilities were set-up by the fourth century in what is now Sri Lanka. Special education began in India in 1826 with Raja Kali Shankar Ghosal opening his blind asylum at Benaras. The first facility for the deaf was started in 1855 at the same place. In 1841, there was an asylum for idiots in Madras, separate from the lunatic asylum. In 1918, a school was opened in Kurseong in Bengal to train those children who through physical and mental defects are unable to profit by the instruction given in an ordinary school. Similar works began in Travancore in 1931 and in Chennai in 1936. The Government Mental Hospital, Madras, started a school for children with mental retardation in 1939.

NSOU GE-ED-21 13 The first home for children with mental retardation was opened in Bombay (1941) by the Children's Aid Society. Mrs Vakil, in 1944, started another school in Bombay. In the fifties, eleven more centres were started in various parts of the country. In 1954, Mr Srinivasan began the first special class in a regular school at Andheri in Bombay.

1.4 Special Education: Concept of Exceptionality, Disability and Diversity 1.4.1 Concept of Exceptionality All children differ from one another to varying degrees. However, in some students the learning difficulties are more serious, and the children deviate more significantly in one way or another. These are youth who are exceptional in that their learning and behaviour deviates significantly from the norm. They may show differences in the physical, intellectual, communicative, social, or emotional domains, or in some combination of these. As a child with an exceptionality is different from the average student in some or many areas of functioning, therefore, the study of children with exceptionalities is the study of differences. However, children with exceptionalities do not differ in every way from their normally developing peers, and it would be wrong to focus the study of these children solely on differences. Exceptional children are those who require special education and related services if they are to realize their full human potential. (Kauffman & Hallahan, 2005) They require special education because they are markedly different from most children in one or more of the following ways: they may have mental retardation, learning disabilities, emotional disturbance, physical disabilities, disordered speech or language, impaired hearing, impaired sight or special gifts or talents. Special Education One commonality found in children and youth with exceptionalities is the need for skilled intervention and special care from trained professionals. Intervention may take many forms including medical, technical, therapeutic, and educational.

14 GE-ED-21 NSOU Special education means specially designed instruction that meets the unique needs of an exceptional child. Special materials, teaching techniques, equipment and/or facilities may be required. For example, children with visual impairment may require reading materials in large print or children with hearing impairment may require hearing aids and/or instructions in non-verbal communication, children with physical disability need wheelchairs, ramps, and a variety of equipment and children with gifted or talented may require access to working professionals. Related services-special transportation, psychological assessment, 'physical and occupational therapy, medical treatment, and counselling - may be necessary if special education is to be effective. Categories of Exceptional Children and Adults Intellectual Disability/Mental Retardation Learning Disabilities Emotional or Behavioural Disorders Communication Disorders Hearing Impairment Visual Impairment Physical Disabilities Giftedness Others Two concepts are important to educational definition of exceptional children and youths; these are: (1) diversity of characteristics and (2) need for special education. The concept of diversity is inherent in the definition of exceptionality; the need for special education is inherent in an educational definition. Exceptional learners differ from most (typical or average) individuals in a particular way that is relevant to their education. Their particular educationally relevant difference demands instruction that differs from what most (typical or average) learners require. Students with exceptionalities are an extraordinarily diverse group in comparison to the general population, and relatively few generalizations apply to all exceptional individuals.

NSOU GE-ED-21 15 Their exceptionalities can involve sensory, physical, cognitive, emotional, or communication abilities or any combination of these. Furthermore, exceptionalities may vary greatly in cause, degree, and effect on educational progress, and the effects may vary greatly depending on the individual's age, sex, and life circumstances. Any individual presented as an example of an "exceptional learner" is likely to be representative of exceptional learners in some respects but unrepresentative in others. Medical Intervention Medical intervention includes surgery, treatment that is life saving, the controlled use of medication, and supportive therapy. Surgery includes a wide variety of procedures such as reconstructive surgery for cleft palates and orthopedic surgery for skeletal-system problems. Psychopharmacology, or drug therapy, is designed to manage problems of behaviour, activity, emotion, and epilepsy. Therapy The treatment of an illness or disabling condition is referred to as therapy. For children with exceptionalities, the major types employed are speech therapy, occupational therapy, and physical therapy. Educational Intervention Education for children and youth who are exceptional is provided through a variety of arrangements and alternatives. Programs vary, often quite dramatically, across the country, across provinces, and even across school districts. The two major dimensions of difference are the organizational context the legislation and policy underlying special education - and the service delivery models - plans for bringing together students, teachers, instruction, and learning that are individual to schools. 1.4.2

Concept of Disability Several terms and phrases related to disabilities and special needs create some amount of confusion, perhaps misunderstanding. Two terms related to special and inclusive education that are most commonly used, often interchangeably, are impairment and disability. While Impairment refers to a lesser degree of complexity in the way our bodies work, Disability refers to inability or not being able to perform a task. Most of us have felt inability at some time or other in our lives— during illness, following a physical injury or, when in an unfamiliar environment. For example, during illness, you may feel disabled from doing your regular work with usual rigour, energy and ability; during a physical injury like a

16 GE-ED-21 NSOU racture, or a severe sprain, disability would involve not being able to use your limbs effectively, such as to walk, run or write. Given that often these and related terms are used interchangeably, the following presentation offers explanations of pairs of terms we often hear involving persons with disabilities. Impairment: According to World Health Organisation (WHO, 1980), Impairment is any temporary or permanent loss or abnormality of a body structure or function, whether physiological or psychological. An impairment is a disturbance affecting functions that are essentially mental (memory, consciousness) or sensory, internal organs (heart, kidney), the head, the trunk or the limbs. Disability: (Nishkta) Disability is more than a problem or difficulty with how our body works. According to WHO, 1980, Disability is A restriction or inability to perform an activity in the manner or within the range considered normal for a human being, mostly resulting from impairment. A child with an impairment may experience disability when functioning in an environment that impacts the child's successful performance at a task. Thus, impairment alone may not cause inability to perform in a manner equal to others, but the systems within which one has to live, learn, work and operate can cause a child with impairment to be unable to perform successfully (for example, a child with hearing impairment may be able to successfully function within own immediate contexts of family and neighbourhood, and not experience any 'disability' in going through routine, day-to-day interactions, but may experience inability to perform with the same success as her regular classmates in a classroom setting involving expected expressions of learning). In 2001, WHO issued the International Classification of Functioning, Disability and Health (ICFDH) which distinguishes between body functions (physiological or psychological, e.g. vision) and body structures (anatomical parts, e.g., the eye and related structures). Impairment in bodily structure or function is defined as involving an anomaly, defect, loss or other significant deviation from certain generally accepted population standards, which may fluctuate over time (WHO, 2002). Since an individual's functioning and disability occur in a context, the ICFDH also includes a list of environmental factors. The ICFDH lists following nine broad domains of functioning which can be affected (WHO, 2002). Learning and applying knowledge General tasks and demands Communication

NSOU GE-ED-21 17 Mobility Self-care Domestic life Interpersonal interactions and relationships Major life areas Community, social and civic life International Classification of Functioning ICF Model Two major conceptual models of disability have been proposed. The Medical Model views disability as a feature of the person, directly caused by disease, trauma or other health conditions, which require medical care provided in the form of individual treatment by professionals. Disability, on this model, calls for medical or other treatment or intervention, to 'correct' the problem with the individual. The Social Model of disability, on the other hand, sees disability as a socially created problem and not at all an attribute of an individual. On the social model, disability demands a political response, since the problem is created by an unaccommodating physical environment brought about by attitudes and other features of the social environment. On their own, neither model is adequate, although both are partially valid. Disability is a complex phenomenon that is both a problem at the level of a person's body, and a complex and primarily social phenomena. A better model of disability, in short, is one that synthesizes what is true in the medical and social models, without making the mistake each makes in reducing the whole, complex notion of disability to one of its aspects. This more useful model of disability might be called the Bio-Psychosocial Model. ICF is based on this model, an integration of medical and social. ICF provides, by this synthesis, a coherent view of different perspectives of health— biological, individual and social. The following diagram is one representation of the model of disability that is the basis for ICF.

18 GE-ED-21 NSOU (Source: <https://www.who.int/classifications/icf/icfbeginnersguide.pdf>) Concepts of functioning and disability As the diagram indicates, in ICF disability and functioning are viewed as outcomes of interactions between health conditions (diseases, disorders and injuries) and contextual factors. Among contextual factors, there are external environmental factors (for example, social attitudes, architectural characteristics, legal and social structures, as well as climate, terrain and so forth); and internal personal factors, which include gender, age, coping styles, social background, education, profession, past and current experience, overall behaviour pattern, character and other factors that influence how disability is experienced by the individual. The diagram identifies the three levels of human functioning classified by ICF— functioning at the level of body or body part, the whole person, and the whole person in a social context. Disability, therefore, involves dysfunctioning at one or more of these same levels— impairments, activity limitations and participation restrictions. In sum, ICF is WHO's framework for health and disability. It is the conceptual basis for the definition, measurement and policy formulations for health and disability. It is a universal classification of disability and health for use in health and health-related sectors. 1.4.3 Concept of Diversity India is a land of various cultures, religions, regions, languages, caste, class, and ethnicity. It has been recognized that individuals differ in countless factors say psychological, skills, capacity, ability, communication, and learning Styles.

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The Greek philosopher, Aristotle, once said that "things that are alike should be treated alike, whereas things that are unlike should be treated unlike in proportion to their un- likeness." The principle of respect for difference and acceptance of disability as part of human diversity and humanity is important, as disability is a universal feature of the human condition."

Diversity (world Bank) : Today classrooms are no longer homogenous and diversity is clearly emerging as the norm. Children from diverse socio economic and cultural backgrounds, besides children with disabilities, are now in regular schools. A typical classroom of an Indian school, will have children from diverse cultures, different socio-economic backgrounds, and different abilities, including those with a variety of disabilities. Thus, diversity in the classroom must be recognised, accepted and addressed as a reality, in order to realise the goal of EFA. Teachers are key to realising the potential of each child in their classroom. Concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognising our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. The pedagogic treatment should be according to the individual's needs, their personal learning styles and the environmental consequences they are facing. It gives the scope to think about new practices such as inclusion, integration, etc., as well as to face the challenges and make use of opportunities to be responsive to the individual needs of the diverse learners. Learners may broadly be classified on the basis of some of the most prominent categories of diversity. Some such types are - Linguistic Diversity, Cultural Diversity, Diversity Based on Socio-religious Background, Diversity based on Gender, Diversity due to Difficult Family Background, and Diversity based on Ability /Disability. (Source : World Bank Group, 2016) Various policies and laws have been enacted in India and throughout the world to address social diversity and diversity in the learning environment.

20 GE-ED-21 NSOU 1.5 Perception of society towards Individual with Disabilities Over the years, perceptions towards disability have varied significantly from one community to another. During the past 40 to 50 years there have been numerous changes in our society with respect to the management and treatment of individual with disabilities. In addition, there have been many advancements in medical care. As a result, most of these individuals reside in the community rather than institutions and depend upon community-based private practitioners for oral health care. Prior to the twentieth century, social attitudes reflected the view that persons with disabilities were unhealthy, defective and deviant. For centuries, society as a whole treated these people as objects of fear and pity. The prevailing attitude was that such individuals were incapable of participating in or contributing to society and that they must rely on welfare or charitable organizations. Generally speaking, prior to the late 1800's, people with mental retardation, cerebral palsy, autism, and/or epilepsy resided at home and were cared for by their families. Life expectancy for severely and profoundly disabled individuals was not as long as it is today. Beginning in the late 1800's, institutions were built by state and local administrative agencies to house people with developmental disabilities. These institutions were usually built on the outskirts of big towns. Societal attitudes fostered this segregating style of management. Unfortunately, segregating from society further stigmatizes people. Changing Attitudes Many legislative and societal changes occurred in the 1960's and 70's which had a great influence on the treatment of and attitudes toward people with disabilities. The Education for all Handicapped Children Act (PL 94-142) was passed in 1975. Finally, the Americans with Disabilities Act was passed in July 26, 1990. Essentially, this law is Civil Rights Legislation for persons with disabilities. The ADA attempts to guarantee the rights of full inclusion into the mainstream of American life for all persons with disabilities. As a result of these changes in the management of people with disabilities during the 1970's and 80's, there is a strong trend toward acceptance. These attitudes are in sharp contrast to the prevailing attitudes of the first half of this century. Changed Terminology The terminology used to describe people with disabilities has been changing along with NSOU GE-ED-21 21 changes in society's attitudes. Very old terms include; idiot, imbecile and moron. These terms were replaced with "mentally retarded" and "disabled" or "divyagan". In recent years, it has become important to emphasize the individual, not the person's disability; e.g., "individuals with mental retardation" rather than "mentally retarded people." People with disabilities want to be recognized for their abilities, not their disabilities. Some individuals prefer the term "differently abled" rather than disabled. Mental Retardation (MR), which was in use world over till late 20th century, has now been replaced with Intellectual Disability (ID) in most of the countries by Diagnostic and Statistical Manual 5th Revision (DSM-V).

1.6 Summary This unit has been introduced to understand the concept of Exceptionality, Special Education, Disability (as per WHO and ICF) and Diversity. Special education, as its name suggests, is a specialized branch of education. Hallahan and Kauffman (2006) defined Special Education as specially designed instruction that meets the unusual needs of an exceptional learner. Special education means specially designed instruction to meet the unique needs of a child with a disability. The history of Special Education has passed through different phases, viz., Pre-Industrialization Phase, Industrialization Phase, Humanitarian Approach, Demonology of the Defectives, Period of John F Kennedy. Perceptions towards disability have varied significantly from one community to another. Many legislative and societal changes occurred in the 1960's and 70's which had a great influence on the treatment of and attitudes toward people with disabilities.

1.7 Self-Assessment Questions 1) What is Special Education? 2) Briefly discuss the history of special education. 3) Define Disability. 4) Discuss about the changing attitude of the society towards CWSN. 1.8 References Hallahn, D. P., & Kauffman, J. M. (2006). Exceptional learners: An introduction to special education (10th ed.). Boston: Allyn & Bacon.

22 GE-ED-21 NSOU NCERT. (2006). National Focus Group on education of children with special Needs. New Delhi: NCERT. Retrieved August 23, 2020, from http://14.139.60.153/bitstream/123456789/232/1/NCERT-national%20focus%20group-special_ed_final1.pdf NCERT. (2006). Position Paper National Focus Group. NCERT. Rioux, M. a. (2005). Human Rights Disability and Law: National Human Rights Commission. New Delhi. world Bank Group. (2016). Toolkit for Master Trainers in Preparing Teachers for Inclusive Education for Children with Special Needs, Module: 1 (Vol. 1). world Bank Group. doi:2016 WHO. (2002). Understanding Disability. Retrieved on January 2021 from https://www.who.int/disabilities/world_report/2011/chapter1.pdf WHO. (2002). Towards a Common Language for Functioning, Disability and Health ICF. Retrieved on January 2021 from <https://www.who.int/classifications/icf/icfbeginnersguide.pdf>

NSOU GE-ED-21 23 Unit 2 Status of Special Education Structure 2.1 Objectives 2.2 Introduction 2.3 International & National Commissions & Committees on Special Education. 2.4 Status of Special Education in India (Outline only) 2.5 Special Education: Laws & Legislations 2.6 Summary 2.7 Self-Assessment Questions 2.8 References 2.1 Objectives After reading this unit, learners will be able to: Discuss about different International & National Commissions & Committees on Special Education; Explain briefly about the status of Special Education in India; Know different Laws and Legislations for promoting Special & Inclusive Education. 2.2 Introduction

Historically, people with disabilities have often suffered, and in most parts of the world are still suffering, from a pervasive and disproportionate denial of the right to education. In many countries, children with disabilities are sent away to institutions where they receive no education and are isolated from society for their entire lives. In other countries, children with disabilities are forced to attend separate schools instead of general schools in the community. The vast barriers children with disabilities face in accessing education in most 23

24 GE-ED-21 NSOU societies has led to a low employment rate for persons with disabilities and a disproportionately high rate of poverty. In such context, International and National laws and different Commissions play as a facilitator for the realization of the right to education of people with disabilities throughout the world. As the most recent, integral and legally binding international instrument to protect the rights of persons with disabilities, the Convention on the Rights of Persons with Disabilities (CRPD) put steps forwards for the protection of their right to education. 2.3

International & National Commissions & Committees on Special Education.

Kothari Commission (1964) In the chapter 'Towards Equalization of Educational Opportunities', Kothari commission states (Wikipedia, 2021)

about handicapped children in the following lines, "Very little has been done in this field so far any great improvement in the situation does not seem to be practicable in the near future ... there is much in the field that could be learned from the educationally advanced countries" (Education Commission, 1966. P. 123). The commission recommended: i) 'the provision of educational facilities for about 10% of the total number of handicapped children by 1986; and ii) integrated education for handicapped children. National Education Policy (1968) The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated in 1968 by the government of Prime Minister Indira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986.

National Policy on Education (1986) NPE in its broad objective of education for equality proposed the following measures for the education of the disabled.

The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face the life with courage and confidence. The NSOU GE-ED-21 25

following measures will be taken in this regard(MHRD, 1986): i) Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with others. ii) Special schools with hostels will be provided, as far as possible at district headquarters, for severely handicapped children, iii) Adequate arrangement will be made to give vocational training to the disabled. iv) Teachers 'training programmes will be reoriented, in particular for teachers of primary classes, to deal with special difficulties of handicapped children, and v) Voluntary effort for the education of the disabled will be encouraged in every possible manner.

It included a full chapter on "Education of the Handicapped" and formulated guidelines for action. The NPE (1986) strongly emphasized the need for the expansion of integrated education programmes. Revised National Policy of Education (1992) The National Policy on Education, 1986 was modified in 1992. It is a comprehensive frame work to guide the development of education in the country. The principles included in the NPE-1968 are also included in the new policy with some modifications (MHRD, 1998). Modifications and Additions: The new education policy will give emphasis on retention of children in the schools at primary level. The cause of the drop out of the children from the school should be strategically handled by making plans. The network of Non-Formal education in the country to be introduced and also the education should be made compulsory up to the age of 14. Greater attention should be given to the backward classes, physically challenged and minority child for their development in education. Major emphasis will be laid on women's education to overcome the poor rate of illiteracy among female. They will be given priority in various educational institutes and special provisions will be made available for them in vocational, technical and professional education. Institutions will be provided with resources like infrastructure, computers, libraries.

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Accommodation for students will be made available especially for girl students. Teachers will have the rights to teach, learn and research. The Central Advisory Board of Education will play an important role in reviewing educational development and also to determine the changes required to improve the education in the country. State government may establish State Advisory Board of Education to look after the state's progress in education. Non-government organizations will be encouraged to facilitate the education in the country. At the same time steps will be taken to prevent establishment of institutions for commercialization of education.

National Curricular Framework (2005) The National Curricular Framework (NCF, 2005) is one of the

four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training NCERT in India. (Wikipedia, 2021) The Framework provides the framework for making syllabi, textbooks and teaching practices within the school education programmes in India. The NCF 2005 document draws its policy basis from earlier government reports on education as Learning Without Burden and

National Policy of Education 1986-1992 and focus group discussions. After wide ranging deliberations 21 National Focus Group Position Papers have been developed under the aegis of NCF-2005. The state of art position papers provided inputs for formulation of NCF-2005. The document and its offshoot textbooks have come under different forms of reviews in the press. Its draft document came under the criticism from the Central Advisory Board of Education (CABE). In February 2008 the director Krishna Kumar in an interview also discussed the challenges that

are faced by the document. The approach and recommendations of NCF-2005 are for the entire educational system. A number of its recommendations, for example, focus on rural schools. The syllabus and textbooks based on it are being used by all the CBSE schools, but NCF-based material is also being used in many State schools.

NCF 2005 has been translated into 22 languages and has influenced the syllabi in 17 States. The NCERT gave a grant of Rs.10 lakhs

to each State to promote NCF in the language of the State and to compare its current syllabus with the syllabus proposed,

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a plan for future reforms could be made. Several States have taken up this challenge. This exercise is being carried out with the involvement of State Councils for Educational Research and Training [SCERT] and District Institutes of Education and Training [DIET]. National Policy for Persons with Disabilities (2006) The Government of India formulated the National Policy for Persons with Disabilities in February 2006 which deals with Physical, Educational

and

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Economic Rehabilitation of persons with disabilities. In addition the policy also focuses upon rehabilitation of women and children with disabilities, barrier free environment, social security, research etc. The National Policy recognizes that Persons with Disabilities (

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are valuable human resource for the country and seeks to create an environment that provides them equal opportunities, protection of their rights and full participation in society. Focus of the Policy 1. Prevention of Disabilities — Since disability, in a large number of cases, is preventable, the policy lays a strong emphasis on prevention of disabilities. It calls for programme for prevention of diseases, which result in disability and the creation of awareness regarding measures to be taken for prevention of disabilities during the period of pregnancy and thereafter to be intensified and their coverage expanded. 2. Rehabilitation Measures — Rehabilitation measures can be classified into three distinct groups:

a)
Physical rehabilitation, which includes early detection and intervention, counseling & medical interventions and provision of aids & appliances. It will also include the development of rehabilitation professionals; b) Educational rehabilitation including vocational education and

c)
Economic rehabilitation for a dignified life in society. 3. Women with Disabilities — Women with disabilities require protection against exploitation and abuse. Special programmes will be developed for education, employment and providing of other rehabilitation services to women with disabilities keeping in view their special needs. Special educational and vocational training facilities will be setup. Programmes will be undertaken to rehabilitate abandoned disabled women/ girls by encouraging their adoption in families, support to house them and impart them training for gainful employment skills. The Government will encourage the projects where representation 28 GE-ED-21 NSOU of women with disabilities is ensured at least to the extent of twenty-five percent of total beneficiaries. 4. Children with Disabilities — Children with disabilities are the most vulnerable group and need special attention. The Government would strive to: Ensure right to care, protection and security for children with disabilities; Ensure the right to development with dignity and equality creating an enabling environment where children can exercise their rights, enjoy equal opportunities and full participation in accordance with various statutes. Ensure inclusion and effective access to education, health, vocational training along with specialized rehabilitation services to children with disabilities. Ensure the right to development as well as recognition of special needs and of care, and protection of children with severe disabilities. Barrier-free Environment — Barrier-free environment enables people with disabilities to move about safely and freely, and use the facilities within the built environment. The goal of barrier free design is to provide an environment that supports the independent functioning of individuals so that they can participate without assistance, in everyday activities. Therefore, to the maximum extent possible, buildings / places / transportation systems for public use will be made barrier free. Issue of Disability Certificates — The Government of India has notified guidelines for evaluation of the disabilities and procedure for certification. The Government will ensure that the persons with disabilities obtain the disability certificates without any difficulty in the shortest possible time by adoption of simple, transparent and client-friendly procedures. Social Security — Disabled persons, their families and care givers incur substantial additional expenditure for facilitating activities of daily living, medical care, transportation, assistive devices, etc. Therefore, there is a need to provide them social security by various means. Central Government has been providing tax relief to persons with disabilities and their guardians. The State Governments / U.T. Administrations have been providing unemployment allowance or disability pension. The State Governments would also

be encouraged to develop a comprehensive social security policy for persons with disabilities. Promotion of Non-Governmental Organizations (NGOs) - The National Policy recognizes the NGO sector as a very important institutional mechanism to provide affordable services to complement the endeavors of the Government. The NGO sector is a vibrant

NSOU GE-ED-21 29 and growing one. It has played a significant role in the provisions of services for persons with disabilities. Some of the NGOs are also undertaking human resource development and research activities. Government has also been actively involving them in policy formulation, planning, implementation, monitoring and has been seeking their advice on various issues relating to persons with disabilities. Interactions with NGOs will be enhanced on various disability issues regarding planning, policy formulation and implementation. Networking, exchange of information and sharing of good practices amongst NGOs will be encouraged and facilitated. Steps will be taken to encourage and accord preference to NGOs working in the underserved and inaccessible areas. Reputed NGOs shall also be encouraged to take up projects in such areas. Collection of regular information on Persons with Disabilities - There is a need for regular collection, compilation and analysis of data relating to socio-economic conditions of persons with disabilities. The National Sample Survey Organization has been collecting information on Socio-economic conditions of persons with disabilities on regular basis once in ten years since 1981. The Census has also started collection of information on persons with disabilities from the Census-2011. The National Sample Survey Organization will have to collect the information on persons with disabilities at least once in five years. The differences in the definitions adopted by the two agencies will be reconciled. Research - For improving the quality of life of persons with disabilities, research will be supported on their socio-economic and cultural context, cause of disabilities, early childhood education methodologies, development of user-friendly aids and appliances and all matters connected with disabilities which will significantly alter the quality of their life and civil society's ability to respond to their concerns. Wherever persons with disabilities are subjected to research interventions, their or their family member or caregiver's consent is mandatory. Sports, Recreation and Cultural life - The contribution of sports for its therapeutic and community spirit is undeniable. Persons with disabilities have right to access sports, recreation and cultural facilities. The Government will take necessary steps to provide them opportunity for participation in various sports, recreation and cultural activities. (

Source:

<http://vikaspedia.in/social-welfare/differently-abled-welfare/policies-and-standards/nationala>

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GE-ED-21 NSOU 2.4 Status of Special Education in India (Outline only) Education in India is primarily provided by public schools (controlled and funded by the government at three levels: central, state and local) and private schools. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children aged 6 to 14. Special education (also known as special-needs education, aided education, exceptional education, special education, SEN or SPED) is the practice of educating students in a way that provides accommodations that address their individual differences, disabilities, and special needs. India has enacted a landmark special education law, Persons with Disabilities Act of 1995, which provides schooling and services to all children. In India, data on disabled persons is collected through the Decennial Population Census and through NSSO surveys (periodicity not regular). The Census 2011, conducted by the Office of the Registrar General and Census Commissioner, India, is the source for latest data on disabled persons in India. The analysis of dimensions of disability in India in this chapter is based on the results of the Census 2011 and the discussions are on number of disabled, distribution of disabled by various types of disabilities, their age groups, educational level, work status and marital status. (Social Statistical Division, Gol, 2016)

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32 GE-ED-21 NSOU (Source : http://mospi.nic.in/sites/default/files/publication_reports/Disabled_persons_in_India_2016.pdf)

NSOU GE-ED-21 33 2.5 Special Education: Laws & Legislations Few important Indian Acts and national Programmes which have a great impact on disability rehabilitation includes

IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009)

and Amendment (2012), RMSA (2009), IEDSS (2013). IEDC (1974) Integrated Education for Disabled Children Scheme namely IEDC, a centrally sponsored Scheme run by the Directorate of Education Aim of IEDC is to provide not only the Educational opportunities for disabled children in common schools so as to facilitate their retention in the school system

but

also

to

integrate them

with the general community at all levels as equal partners.

Need of IEDC: Population census gives the figure of about 10 million disabled in Indian population. Obviously such a vast percentage of people cannot be ignored while having any kind of vision or mission for our country. Integrating children in ordinary schools is the most effective and economical way of providing educational opportunities to them in large numbers. This also has the social and psychological advantages of giving a boost to their self-esteem to enable them to face life with courage and confidence.

Benefits of the scheme to the child:consists of

Books and Stationary Allowance, Uniform Allowance, Transport Allowance, Escort Allowance, Reader Allowance, Actual cost of Equipment (used by the disabled child) etc. Purpose of this Act: - is to elaborate the responsibility of the Central and State Govt., local bodies to provide services, facilities and equal opportunities to people with disabilities for participating as productive citizens of the Country. This is an important land mark.

RCI Act (1992)

The Rehabilitation Council of India (RCI) was set up as a registered society in 1986. On September, 1992 the RCI Act was enacted by Parliament and it became a Statutory Body on 22 June 1993. The Act was amended by Parliament in 2000 to make it

more broad-

based. The mandate given to RCI is to regulate and monitor services given to persons with disability, to standardize syllabi and to maintain

a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special

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GE-ED-21 NSOU Education. The Act also prescribes punitive action against unqualified persons delivering services to persons with disability.

The Act with Amendments 2000 An Act to provide for the constitution of the Rehabilitation council of India for regulating the training of rehabilitation professionals and monitoring the training of rehabilitation professionals and personnel, promoting research in rehabilitation and special education and the maintenance of a Central Rehabilitation Register and for matters connected therewith or incidental thereto.

PWD

Act (1995) PWD

Act (1995),

The Person with Disabilities (Equal Opportunities, Protection of Right and Full Participation) Act,1995

Published in part II, Section I of the Extraordinary Gazette of India Ministry of Law, Justice and Company Affairs (Legislative Department) New Delhi, the 1st January, 1996.

The main provisions of the Act are: Prevention and early detection of disabilities Surveys, investigations and research shall be conducted to ascertain the cause of occurrence of disabilities. Various measures shall be taken to prevent disabilities. Staff at the Primary Health Centre shall be trained to assist in this work. All the Children shall be screened once in a year for identifying 'at-risk' cases . Awareness campaigns shall be launched and sponsored to disseminate information.

Measures shall be taken for pre-natal, peri-natal, and post-natal care of the mother and child. Education Every child with disability shall have the rights to free education till the age of 18 years in integrated schools or special schools.

Appropriate transportation, removal of architectural barriers and restructuring of modifications in the examination system shall be ensured for the benefit of children with disabilities.

NSOU GE-ED-21 35 Children with disabilities shall have the right to free books, scholarships, uniform and other learning material. Special Schools for children with disabilities shall be equipped with vocational training facilities. Non-formal education shall be promoted for children with disabilities. Teachers' Training Institutions shall be established to develop requisite manpower. Parents may move to an

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appropriate forum for the redressal of grievances regarding the placement of their

children with disabilities. Employment 3% of vacancies in government employment shall be reserved for people with disabilities, 1% each for the persons suffering from: Blindness or Low Vision Hearing Impairment Locomotor Disabilities and Cerebral Palsy. Suitable Scheme shall be formulated for The training and welfare of persons with disabilities. The relaxation of upper age limit. Regulating the employment. Health and Safety measures and creation of a non-handicapping, environment in places where persons with disabilities are employed. Government Educational Institutes and other Educational Institutes receiving grant from Government shall reserve at least 3% seats for people with disabilities. No employee can be sacked or demoted if they become disabled during service, although they can be moved to another post with the same pay and condition. No promotion can be denied because of impairment. Affirmative Action Aids and Appliances shall be made available to the people with disabilities. Allotment of land shall be made at concessional rates to the people with disabilities for: House Business

36 GE-ED-21 NSOU Special Recreational Centres Special Schools Research Schools Factories by Entrepreneurs with Disability Non-Discrimination Public building, rail compartments, buses, ships and air-crafts will be designed to give easy access to the disabled people In all public places and in waiting rooms, the toilets shall be wheel chair accessible. Braille and sound symbols are also to be provided in all elevators (lifts). All the places of public utility shall be made barrier-free by providing the ramps. Research and Manpower Development Research in the following areas shall be sponsored and promoted: Prevention of Disability Rehabilitation including community based rehabilitation Development of Assistive Devices Job Identification On site Modifications of Offices and Factories Financial assistance shall be made available to the universities, other institutions of higher learning, professional bodies and non-government research-units or institutions, for undertaking research for special education, rehabilitation and manpower development Social Security Financial assistance to non-government organizations for the rehabilitation of persons with disabilities Insurance coverage for the benefit of the government employees with disabilities. Unemployment allowance to the people with disabilities who are registered with the special employment exchange for more than a year and could not find any gainful occupation Grievance Redressal

NSOU GE-ED-21 37 In case of violation of the rights as prescribed in this Act, people with disabilities may move an application to The Chief Commissioner for Persons with Disabilities in the Centre, or Commissioner for Persons with Disabilities in the State

National Trust

Act (1999)

The

National Trust for Welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999

No 44 of 1999 (30

th December 1999)

is an act to provide for the constitution of a body at

the

national level for the

Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities

and for matters connected therewith or incidental

there to. Overview of

NT

Act

The

National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities

Act

was passed by Parliament in 1999. This Act

covers the following disability areas and is defined by the National Trust as follows: "

Autism means a condition of uneven skill development primarily affecting the communication and social abilities of a person, marked by repetitive and ritualistic behaviour." "Cerebral Palsy means a group of non-progressive condition of a person characterized by abnormal motor control posture resulting from brain insult or injuries occurring in the pre-natal, perinatal or infant period of development." "

Multiple disabilities means a combination of two or more disabilities as defined in clause (i) of section 2 of

the

Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation)

Act, 1995." "

Severe Disability means disability with eighty percent or more of one or more multiple disabilities.

Objectives

of the Trust: The objectives of the National Trust are: To enable and empower persons with disability (persons covered by the National Trust)

83%

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Theoretical Overview..pdf (D40307079)

to live as independently and as fully as possible within and as close to the community to which they belong. To strengthen facilities to provide support to persons with disabilities to live within 38 GE-ED-21 NSOU their own families

and to help persons with disabilities who have no family support. To extend support to registered organizations 'that provide need-based services to family of persons with disabilities. To promote measures of care for persons with disabilities in the event of a death of their parent or guardian. To evolve procedure for the appointment of guardians and trustees for persons with disability requiring protection. To facilitate the realization of equal opportunities, protection of right, and full participation of persons with disability. To do any other act which is incidental to the objectives mentioned

above. (Source : The National Trust Act, 1995)

Sarva Shiksha Abhiyan (SSA) 2000 The role of Universal Elementary Education (UEE) for strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic with the formulation of NPE, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and programme interventions. The Sarva Shiksha Abhiyan (SSA) is being implemented as India's main programme for universalizing elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children.

Sarva Shiksha Abhiyan provides for a variety of interventions, including inter alia, opening and construction of new schools, additional teachers, regular teacher in- service training, academic resource support to ensure free textbooks, uniforms and free support for improving learning outcomes. The Right to Free & Compulsory Education Act 2009 provides a justiciable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety. The programme set out with an objective to provide useful and elementary education

NSOU GE-ED-21 39

for all children in the 6-14 age group and to bridge social, regional and gender gaps with the active participation of community in the management of schools, among others. As per the goals set in 2015 the programme sought to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure

through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Key Features Programme with a clear time frame for universal elementary education. A response to the demand for quality basic education all over the country. An opportunity for promoting social justice through basic education. An expression

of political will for universal elementary education across the country. A partnership between the central, state and the local government. An opportunity for states to develop their own vision of elementary education. An effort at effective involving the Panchayati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent— Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.

RTE (2009) and Amendment (2012)

Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act via Article 21A. The Right to Education Act seeks to give effect to this amendment. The government schools shall provide free education to all the children and the schools will be managed by School Management Committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee. The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

RMSA (2009)

Rashtriya Madhyamik Shiksha Abhiyan (

RMSA) (translation: National Mission for Secondary Education) is a centrally sponsored scheme of the Ministry of Human Resource Development, Govt. of India, for the development of secondary education in public schools throughout India. It was launched in March 2009. The implementation of the scheme has started from 2009-2010 to provide conditions for an efficient growth,

40 GE-ED-21 NSOU development and equity for all. The scheme includes a multidimensional research, technical consulting, various implementations and funding support. The principal objectives are to enhance quality of secondary education and increase the total enrollment rate from 52% (as of 2005-2006) to 75% in five years, i.e., from 2009-2014. It aims to provide universal education for all children between 15-16 years of age.

The funding from the central ministry is provided through State governments, which establish separate implementing agencies. The total budget allocated during the XI Five Year Plan (2002-2007) was Rs. 2,012 billion (US\$29 billion). The objectives of Rashtriya Madhyamik Shiksha Abhiyan can be summarized as follows: 1. To improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms. 2. To remove gender, socio-economic and disability barriers. 3. Universal access to secondary level education by 2017, i.e., by the end of the XII Five Year Plan. 4. Universal retention of students by 2020.

United Nations

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Convention on the Rights of Persons with Disabilities (UNCRPD), 2006 It is an international treaty that aims to protect the rights and dignity of persons with disabilities. The Convention

became one of the most quickly supported human rights instruments in history, with strong support from all regional groups. Important dates in the history of UNCRPD are as follows:

71%

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The Convention was adopted by the United Nations General Assembly on 13 December 2006 Opened for signatures on 30 March 2007 It came into force on 03 May 2008

after ratification by 20 parties The First Conference of States Parties on UNCRPD was held on 31 October and 3 November 2008 First session of the Committee on the Rights of Persons with Disabilities was held on 23 - 27 February 2008

NSOU GE-ED-21 41 As in April 2018, 161 countries have ratified UNCRPD. A total of 177 countries have signed this Convention. The purpose of UNCRPD is

100%

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to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity.

The Convention requires the signing countries to ensure that they take measures to ensure fulfilment of the objectives stated in the UNCRPD treaty.

The

Rights of Persons with Disabilities (RPWD) Act, 2016 The RPWD Act

was

enacted

in December 2016.

It promotes and protects the rights and dignity of people with disabilities in

various aspects of life - educational, social, legal, economic, cultural and political. It applies to government, non-

government and private organisations. It has mandates and timelines for establishments to ensure accessibility of infrastructure and services. It has been implementing mechanisms like Disability Commissioner's Offices at the Centre and State levels, District Committees, Boards and Committees for planning and monitoring the implementation of the Act, Special Courts at District level and so on. It has penalties in case of violation of any provisions of the Act.

The

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with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD),

to

which

India is a signatory. This will fulfil the obligations on the part of India in terms of UNCRD. Further, the new law will not only enhance the Rights and Entitlements of Divyangjan but also provide effective mechanism for ensuring their empowerment and true inclusion into the Society in a satisfactory manner.

The RPWD Act, 2016 gives an exhaustive list which contains 21 disabilities (previously there were 7). This list includes blindness, low-vision, leprosy, hearing impairment, locomotors disability, dwarfism, intellectual disability, mental illness, autism, cerebral palsy, muscular dystrophy, chronic neurological conditions, specific learning disabilities, multiple sclerosis, speech and language

disability, thalassemia, haemophilia, sickle cell disease, multiple disabilities, acid attack

victim

and Parkinson's disease. If a person has 40% or more of any of these disabilities he/she will come under the category of persons with benchmark disabilities. Equality and non-discrimination is guaranteed under the UNCRPD and section 3 of the RPWD Act, 2016 deals with the same. As per section 3, the appropriate Government has ensured that

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the persons with disabilities enjoy the right to equality, life with dignity and respect for his or her integrity equally with

the other members of the society, to establish this the appropriate Government has to provide the appropriate environment to them.

42 GE-ED-21 NSOU Persons with disabilities cannot be discriminated on the ground of disability unless it is the proportionate means of achieving the aim. Section 4 of the Act ensures that women and children with disabilities enjoy their rights equally with others. Section 13 of the Act ensures that all persons with disabilities enjoy legal capacity on equal basis. They have been ensured all rights that any person holds in the eyes of law like right to own and inherit movable and immovable property as well as control their financial affairs. It is provided under section 38 that a person with benchmark disability who needs high support, he/she or any other person or organization in his behalf may apply to the authority appointed by the Government for the same and the authority shall take steps to provide support accordingly. Under Chapter XI of the Act Central and State Advisory Boards on Disability are established, these Boards are to make policies at Central/State level for the persons with disabilities. Chapter XII covers establishment and functioning of Office of Chief Commissioner and State Commissioner and also an Advisory Committee comprising members drawn from experts in various disabilities. The Chief Commissioner for Persons with Disabilities and the State Commissioners will act as regulatory bodies and Grievance Redressal agencies and also monitor implementation of the Act. District level committees will be constituted by the State Governments to address local concerns of PwDs. Details of their constitution and the functions of such committees would be prescribed by the State Governments in the rules. Chapter XIV highlight on Creation of National and State Fund to provide financial support to the persons with disabilities. The existing National Fund for Persons with Disabilities and the Trust Fund for Empowerment of Persons with Disabilities will be subsumed with the National Fund. Under Chapter XVI of the RPWD Act, 2016 penalties and offences committed against persons with disabilities and also violation of the provision of the new law are given. As per section 89 of the Act if any person who violates the provisions of the Act, or any rule or regulation made under it, shall be punishable with imprisonment up to 6 months and/or a fine of Rs 10,000/-, or both. If there is a subsequent contravention then imprisonment for 2 years and/or a fine of Rs. 50,000/- to Rs. 5,00,000/- can be awarded. Section 92 of the Act gives a detailed list of offenses which are punishable with imprisonment for a term which shall not be less than six months but which may extend to five years and with fine.

NSOU GE-ED-21 43 Chapter XII establishes Special Courts designated in each district to handle cases concerning violation of rights of persons with disabilities (Akolawala, 2019). 2.6 Summary

International and National laws and different Commissions play as a facilitator for the realization of the right to education of people with disabilities throughout the world. As the most recent, integral and legally binding international instrument to protect

the

rights of persons with disabilities, the Convention on the Rights of Persons with Disabilities (

CRPD) put steps forwards for the protection of their right to education.

This chapter has been discussed about different International and National commissions & committees on Special Education viz. Kothari Commission, National Policy of Education, NCF 2005, National Policy for Persons with Disabilities 2006. As per Census 2011, the status of special education and disability is also discussed in brief. Few important Indian Acts and national Programmes which have a great impact on disability rehabilitation have been discussed which includes IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and Amendment (2012), RMSA (2009), IEDSS (2013). 2.7

Self-Assessment Questions 1) Write short notes on Kothari Commission and National Education Policy. 2) What are the focus of National Policy for Persons with Disabilities, 2006? 3) Write a short note on: RCI Act, PWD Act/ RPWD Act, National Trust Act. 4) Describe the Status of Special Education in India. 5) What are the key features of Sarva Shiksha Abhiyan? 2.8 References Akolawala Rozat. (2019). All About Rights of Persons with Disabilities (RPWD) Act, 2016. Retrieved on January 22, 2021 from <https://www.latestlaws.com/articles/all-about-rights-of-persons-with-disabilities-rpwd-act-2016-by-rozat-akolawala/> MHRD, Govt. of India. (1998). National Policy on Education 1986 (As modified in 1992). Retrieved on January 22, 2021 from https://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf

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NSOU GE-ED-21 45 Unit 3 Instructional Models for CWN Structure 3.1 Objectives 3.2 Introduction 3.3 Diverse children & their needs 3.4 Children with Disabilities and their Special Needs 3.5 Instructional models: Developmental, Functional & Inclusion 3.6 Summary 3.7 Self- Assessment Questions 3.8 References 3.1 Objectives After reading this unit, learners will be able to: Understand needs of the diverse children Know the Children with disability and their special needs Discuss different Instructional Models 3.2 Introduction It is a well-known fact that education plays a vital role in a person's life to achieve a greater degree of social justice and it is the educational institutions which can develop a child to the best of his/her ability for securing meaningful place in the society thereby helping to create a developed society from all angles. However, a large number of children are still not getting the light of education due to which they cannot participate in the developmental process of our country in the field of economic, social, political and cultural activities. 45

46 GE-ED-21 NSOU 3.3 Diverse Children & their Needs India is a country of huge diversity and now with a population that is more and more mobile the students in the classroom will be diverse in many ways. Diverse not just in socio-economic background but diverse in their learning style also. And while it is true that fostering diversity is an idea which is consistent with some of our most enduring national ideals, such as respect for the rights of each individual to pursue life in their own fashion, promoting these ideals in the classroom can often prove very difficult. The difficulties which must be overcome stem from several sources: A basic lack of knowledge of the diverse people and the lifestyles. The prejudices, many of which are not acknowledged. Deep seated feelings of guilt, anger, frustration which are often stirred by the discussion of the diversity issue. A successful pedagogy must start with an awareness of these difficulties and some fundamental strategies for overcoming them Diversity in the classroom takes multiple forms. We often think of diversity in demographic or group terms, such as age, class, culture, disabilities, ethnicity, gender, or sexual orientation. But the most common involves individual difference: in background, levels of preparation, learning styles, interests, and abilities. To be effective teachers it is important to understand how individual children take in and process information. Not all children learn the same way. In a class of diverse students there are also individual differences amongst the children with disabilities. Developing an inclusive curriculum is a transformative process for the instructor and the students. It entails a paradigm shift in which basic assumptions are examined and changed. Thus, undertaking the project requires desire, curiosity, willingness to travel into unknown pedagogical terrain, and patience with oneself and with one's students.

In an inclusive education system, the aim is not to "fix" the child to fit in. It is more about adapting the educational environment so that the system is more supportive and responsive to a diverse group of learners. Inclusive education embraces and celebrates diverse groups and individuals.

Children with disabilities enter the class with diagnosis such as Autism, Specific learning disabilities, Down's syndrome, Cerebral Palsy, and teachers need to avoid making assumptions about students with a disability based solely on the diagnosis. The diagnosis

NSOU GE-ED-21 47 may help to give a broad understanding of the accommodation that might be required for that child, but may not give insight into more specific and individual difference. To avoid treating everyone as per their diagnosis teachers need to learn their student's individual strengths irrespective of the diagnosis. For example, a student with Autism may have difficulty with writing but another child in the same class who also has Autism may not. The diagnosis should not limit any child to full participation in their education. Teachers also need to keep in mind for children with disability like their typical classmates may belong to a specific socio-economic group or have issues at home and that can influence their learning. Teaching such diverse groups of students mean, teaching can be exciting and will require some amount of planning. 3.4 Children with Disabilities & their Special Needs The challenges faced by children with disability in learning are not due to their disability but the lack of effective participation in their educational life. The lack of participation can be for many reasons. A major reason for lack of participation is poverty. Where there is poverty with disability the situation is aggravated even more. Poverty is a cause and a consequence of disability. In a situation of poverty, Children with disability are even less likely to access schooling or any kind of therapy. The lack of participation can also be due to lack of or very little infrastructure, a shortage of skilled personnel's and most of all attitudinal barriers. Attitudinal barriers are the most difficult barriers to overcome yet a teacher can with sensitivity and skill bring about changes. The attitudinal barriers are not just in the education system and community but also at home and family. Attitudinal barriers can also exist in the school amongst different staff members, with other typical students and the parents of typical students. Again the teachers can bring about a change in attitude by her/his skill and own behaviour, towards the student with disability. A special educator in an inclusive school is a resource person for the school and has the important job of networking with other staff in administration, other teaching staff and nonteaching staff. A very important job of the special educator is to advocate for the children with disability. Advocate means to ensure the children's participation in school events and celebrating the children's success.

48 GE-ED-21 NSOU Addressing diversities in learning styles How students learn influences what they learn, how well they learn it, and how much they enjoy the learning experience. Just as no two students are exactly alike; no two students learn in exactly the same way. Everyone has preferred way of learning which needs to be kept in mind while teaching children in an inclusive class. Psychologists and educators have developed many theories of learning and identified an array of learning styles. In order to teach these groups, it is very necessary to understand different learning styles and tailor the teaching to meet the needs of all of the students. There are broadly five different learning styles: (i) Print Learner : Print learners prefer to see the data in print, preferably printed in words. When introducing course concepts or the steps of a process, print learners like to read about the information and then study an illustration or other visual aid. (ii) Visual Learner : Someone with a Visual learning style has a preference for learning by observing and seeing. Such persons prefer learning by looking at pictures, diagrams, videos and watching demonstrations. (iii) Auditory Learner : Someone with an Auditory learning style prefers to take in information by listening: to the spoken word, of self or others, of sounds and noises. They learn better when something is explained to them by spoken words. (iv) Tactile Learner : Tactile learners learn best by touching or handling objects. By fourth grade, tactile learners appreciate learning activities that use fine motor skills including writing. Manipulatives are particularly important for tactile learners. They also benefit from participating in hands-on activities, role playing, and creating displays. Tactile learners remember what they did and how they did it; they do not necessarily remember what they saw others do or what they heard. (v) Kinaesthetic learner : Kinaesthetic learners achieve best by taking an active part in classroom instructions. Motion is an important part of kinaesthetic learning including motion that is not specific to the learning process. Simply allowing students to move about the classroom can be particularly helpful to kinaesthetic learners. For example, walking to the board to work a problem involves the motions required to walk and write. No child has an exclusive learning style but preference for one. Children with a specific disability will have a very dominant learning style. For example, those with visual impairment NSOU GE-ED-21 49 will have strong preference for auditory and kinaesthetic learning. Those with Autism who can hear but may have difficulty with auditory processing are strong visual learners. They are off course those with hearing impairment. Therefore, teachers need have a multimodal way of teaching. Often their poor academic performances are related to some emotional issues which are either not acknowledged or are criticised. Each child has their own coping mechanism and not letting them express their emotions adequately or letting down their effort to cope with it can lead to severe psychological issues in future. Unaddressed emotional issues are the precursors of self-harming practices like wrist slashing, suicidal attempts, extreme concern with body-image etc. Interventions to promote mental health encompass not only strengthening individuals, but also enhancing nurturing and supportive conditions at school, at home, and in the neighbourhood. All this includes a particular emphasis on increasing opportunities for personal development and empowerment by promoting conditions that foster and strengthen positive attitudes and behaviours. The purpose of educating children with disability is not to "fix" them but to provide acceptance, support and an accommodating environment that will enable them to function and learn.

3.5 Instructional Models: Developmental, Functional & Inclusion Instructional Models (CEEDAR Center, 2015)

Historically, students with disabilities have also received instruction and been exposed to curriculum in a different manner than typically developing peers. Initially, special educators adhered to a developmental approach and focused on the need for students to learn prerequisite skills prior to moving on to new more advanced skills. A functional approach to curriculum has also been utilized to teach skills needed for daily living and future adult life. In practice, both approaches have lead to lowered expectations for students with disabilities. Best practices today focus on implementing instructional approaches that provide access to, meaningful participation in, and progress in age appropriate, grade-level curriculum. Both academic and functional skills that will lead to quality of life outcomes are to be taught.

50 GE-ED-21 NSOU Developmental Model Within the developmental model of instruction, students are expected to master specific developmental cognitive prerequisite skills before they progress learning new, more advanced skills. A hallmark of this approach was determining a person's mental age. A 5 year old girl has a mental age of 3-year-old due to the severity of her intellectual disability, that 14-year-old was taught skills like completing puzzles and stringing beads together, skills that a 3-year-old would learn. With this approach, while teaching literacy skills, students are often required to master the identification of letter sound correspondence before they are introduced to identifying whole words. They are required to identify individual letters before being taught that letters make words, words make sentences, and sentences convey communication of ideas. For students who are not able to master basic skills, such as alphabet recognition or decoding, they may remain stagnated at the lower level, continually being taught over a period of years with the same prerequisite skills. For some, this has limited the scope and range of literacy skills they are exposed to such as being taught to access books on CD, reading community sight words, and learning and using symbols to write via a communication device (Browder & Spooner, 2006; Copeland & Keefe, 2007). One undesired outcome of this model has been that students, particularly those with the most significant disabilities, were being taught age inappropriate skill using age-inappropriate materials. Furthermore, this model has resulted in the "readiness" approach which requires that students prove they have mastered a set of developmental skills, regardless of how age inappropriate and functionally inappropriate these may be. If we waited for any student with or without

NSOU GE-ED-21 51 disabilities to be "ready," we would be denying valuable educational opportunity (CEEDAR Center, 2015). Functional Model With the functional model of instruction and curriculum, the goal is to facilitate the student's ability to function as independently as possible in a variety of environments. The focus is to teach skills needed for daily living and future adult life. Although there is nothing inherently wrong with teaching functional skills, there have been a number of concerns with the implementation of this curriculum implementation model. First, one outcome has been a hyper-focus on cooking, cleaning, and money skills at the exclusion of other skills that lead to quality of life outcomes (e.g., employment opportunities, social relationships, durable friendships). Another concern is that functional skills are often taught in non-real world settings, and consequently, students may not generalize and employ these skills in real-life settings. Finally, the functional model of curriculum has often provided a rationale for continuing to provide educational services in separate, self-contained special education settings (Ryandak et. al., 2014). Special educators have expressed concerns that the functional skills needed for independence are incompatible within the content and contexts of general education curriculum. This reflects a misperception of functional curriculum and standards-based curriculum approaches being viewed as mutually exclusive (CEEDAR Center, 2015).

52 GE-ED-21 NSOU Inclusion Model: Access to and Participation in Standards-Based General Education Curriculum IDEA 2004 mandates that students with disabilities be involved in the general curriculum "in order to— (i) meet developmental goals, and to the maximum extent possible, the challenging expectations that have been established for all children, and (ii) be prepared to lead productive and independent lives, to the maximum extent possible". NCLB 2001 also requires that students with disabilities have access to the general education curriculum. Focus now is to teach meaningful, functional and academic, practical, chronologically age-appropriate skills in natural, inclusive contexts, including the standards based grad-level curriculum. IDEA 2004 requires that individual education program (IEP) goals and benchmarks be aligned to the appropriate grade-level standards. Specific evidence-based practices (EBPs) and strategies to create access to core/general education curriculum and settings (i.e., ecological assessment, person-centered planning, Universal Design for Learning (UDL), differentiated instruction, teaming between educators, and embedded instruction) will be discussed in detail in a later unit of this module (CEEDAR Center, 2015).

NSOU GE-ED-21 53 3.6 Summary India is a country of huge diversity and now with a almost 120 crore population that is more and more mobile the students in the classroom would be diverse in many ways.

In an inclusive education system, the aim is not to "fix" the child to fit in. It is more about adapting the educational environment so that the system is more supportive and responsive to a diverse group of learners. Inclusive education embraces and celebrates diverse groups and individuals.

Everyone has preferred way of learning which needs to be kept in mind while teaching children in an inclusive class. No child has an exclusive learning style but preference for one. Children with a specific disability will have a very dominant learning style. Therefore, teachers need have a multimodal way of teaching. Three types of Instructional models viz. Developmental, Functional & Inclusion are discussed in this unit. 3.7 Self- Assessment Questions 1) Discuss about the special needs of children with disabilities. 2) Explain different learning styles of the students. 3) Write short notes on different Instructional models, viz. Developmental, Functional & Inclusion Models. 4) Discuss the needs of diverse learners in an inclusive classroom. 3.8 References CEEDAR Center. (2015). Inclusive Education Course Enhancement Module Part I. Retrieved on 15 February 2021 from <https://cedar.education.ufl.edu/wp-content/uploads/2015/11/Part-1-Facilitator-Guide.pdf> NSOU SLM of B.Ed. Special Education, Paper A-2. Retrieved on 15 February 2021 from http://www.wbnsou.ac.in/online_services/SLM/BED/SEM-01_A2.pdf NSOU SLM of Six-month Certificate Course on "Capacity Building and Professional Development on Inclusive Education", Block 2.

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NSOU GE-ED-21 55 Unit 4 Inclusive Education Planning Structure 4.1 Objectives 4.2 Introduction 4.3 Inclusive Education (IE): Concept, misconception & need 4.3.1 Concept of IE 4.3.2 Misconceptions about IE 4.3.3 Need & Importance of IE 4.4 Accessing the general education environment (ecological assessment, person-centered planning and embedded instruction) 4.4.1 Ecological Assessment 4.4.2 Person-Centered Planning 4.4.3 Embedded Instruction 4.5 Planning and collaborating for inclusive instruction 4.6 Summary 4.7 Self- Assessment Questions 4.8 References 4.1 Objectives After reading this unit, learners will be able to: Understand the Concept of IE, Misconceptions about IE and Need & Importance of IE 55

56 GE-ED-21 NSOU Know about Ecological Assessment, Person-Centered Planning and Embedded Instruction Understand the process of Planning and Collaborating for inclusive instruction 4.2 Introduction An estimated 93 million children worldwide live with disabilities. Like all other children, children with disabilities have ambitions and dreams for their futures. Like all children, they need quality education to develop their skills and realize their full potential. Yet, children with disabilities are often overlooked in policymaking, limiting their access to education and their ability to participate in social, economic and political life. Worldwide, these children are among the most likely to be out of school. They face persistent barriers to education stemming from discrimination, stigma and the routine failure of decision makers to incorporate disability in school services. Nearly 50 per cent of children with disabilities are not in school, compared to only 13 per cent of their peers without disabilities. Robbed of their right to learn, children with disabilities are often denied the chance to take part in their communities, the workforce and the decisions that most affect them. (UNICEF, N.A) Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded, not only children with disabilities, but speakers of minority languages too. Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all. 4.3 Inclusive Education (IE): Concept, misconception & need 4.3.1 Concept of IE Inclusive education is a system of education in which children with diverse needs and different abilities are enrolled in regular schools and are provided with equitable learning opportunities based on their specific needs. It is based on the premise that all school children in a given community should learn together regardless of their socio-economic

NSOU GE-ED-21 57 backgrounds, gender, impairments and different abilities. Inclusive education acknowledges that all children have the ability to learn, recognises that childrens' learning abilities vary, provides space for learning and develops educational methods and teaching aids to meet the educational needs of all children. Schools recognize and take into account the diverse needs of children and barriers faced by their learners, adapt to different styles and rhythms of learning and provides quality education through the appropriate use of resources, entitlements, school organisation, study plans as well as partnership with the community (Karnataka Open Educational Resources, 2020). Inclusion has its perspectives both from the sociological as well as from the rights-based approach due to the changing scenario of society and the societal and national perceptions of including all. UNESCO (2008) recast inclusive education to include a social justice perspective: "Inclusive education is an ongoing process aimed at offering quality education for all, while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination."

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NSOU GE-ED-21 59 4.3.2 Misconceptions about IE (Willowbee, 2021): The goal of education is to create opportunities for individuals to realise their true potentials. Teachers around the world work relentlessly towards helping our children participate in the cultural, political, social, and economic aspects of life by providing them the required tools. However, even today, our educational system has not been able to guarantee such opportunities for everyone. Unfortunately, this educational disparity becomes prevalent from the very early years of a child's life. Social inclusion has been a top priority for the policymakers across the world in the recent years. However, ensuring access to early childhood education for children from disadvantaged backgrounds has still remained a challenge. Inclusive Education is defined by UNESCO, 2008 as a process to help overcome obstacles that limits the presence and participation of learners. Experts believe, however, that the implementation of inclusive educational practices has been hampered significantly by a number of misconceptions. The most common misconception about inclusive education is that it only concerns learners with some kind of disability. It is true that this concept has been successful in addressing discrimination in education based on disability of a child. However, over a period of time, the idea was expanded to include discrimination on the basis of multiple factors, including social class, sexual orientation, gender, ethnicity, and linguistic, cultural, and religious association. Therefore, inclusive education looks to provide the right education to all by eliminating barriers to learning.

60 GE-ED-21 NSOU There is also a common perception about inclusive education being expensive. However, compared to segregated education, inclusive education has a lower instructional cost. Adoption of this system doesn't require a lot of resources. In fact, it is possible to cultivate an inclusive environment simply by redesigning practices and training. Some people have their apprehensions about inclusion because they believe that this may jeopardize the learning quality for other students. However, recent studies indicate that inclusive education benefits all students. It has been observed that participation in inclusive classrooms led to higher academic attainments, even for students without special educational needs. Another misconception people have about inclusive education is that it makes special educators redundant in the educational system, which is far from the truth. In fact, today, the entire world requires more special educators compared to ever before for the implementation of inclusive education. One may think that inclusion in education is only about our schools. However, this is a wrong perception because this concept demands significant efforts and changes in attitude from the society. In addition to accommodating learner differences, inclusive education is also about sharing a vision where the entire society has a role to play. Common Myths and facts about Inclusive Education:

NSOU GE-ED-21 61 Please remember that educational inclusion is a continuous process for the elimination of obstructions that deny quality education for some learners. These barriers can only be dismantled by making learning more inclusive from early ages. 4.3.3

33%

MATCHING BLOCK 12/46

SA

HISTORY OF INCLUSIVE EDUCATION-2.docx (D139334471)

Need and Importance of IE There have been efforts internationally to include children with disabilities in the educational mainstream. In order to achieve truly inclusive education, we need to think about and incorporate children with special needs into regular schools. Especially, because these kids face some sort of barriers to learning and participation in the classroom. As general education classrooms include more and more diverse students,

teachers realize the value of accepting each student as unique.

100%

MATCHING BLOCK 13/46

SA

HISTORY OF INCLUSIVE EDUCATION.docx (D138898504)

In effective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different.

We have learned that inclusive education is a better way to help all students succeed.

87%

MATCHING BLOCK 14/46

SA

HISTORY OF INCLUSIVE EDUCATION.docx (D138898504)

Researches show that most students learn and perform better when exposed to the richness of the general education curriculum. The growing body of research has shown that children do better academically when in inclusive settings and inclusion provides opportunities to develop relationships. Some of the benefits include: friendships, social skills, personal principles, comfort level with people who have special needs, and caring classroom environments.

The most important function of friendships is to make people feel cared for, loved, and safe.

100%

MATCHING BLOCK 15/46

SA

HISTORY OF INCLUSIVE EDUCATION.docx (D138898504)

In an inclusive educational setting, low-achieving students are able to get extra help

even though they did not qualify for special education.

100%

MATCHING BLOCK 16/46

SA

HISTORY OF INCLUSIVE EDUCATION.docx (D138898504)

Classmates of students with disabilities also experience growth in social cognition, often can become more aware of the needs of others in inclusive classrooms.

An interesting side effect is that these parents report that they also feel more comfortable with people with special needs because of their children's experiences.

Students with disabilities can create long-lasting friendships that would not be otherwise possible, and these friendships can give them the skills to navigate social relationships later on in life. 4.4

Accessing the general education environment (ecological assessment, person-centered planning and embedded instruction) 4.4.1 Ecological Assessment Purpose of Ecological/Contextually Based Assessment

62 GE-ED-21 NSOU Ecological/contextually based assessment assists in prioritizing student's needs and recognizing his/her strengths and abilities to determine what to teach and how to teach it. Ecological assessments involve observations of activities in a given context (e.g., morning circle in third-grade classroom) to determine what students are expected to do (i.e., the skills needed to perform and participate in the activity, routine, or task at hand); what the natural cues are that prompt this expected behavior/skill; and what supports or barriers may be present that may interfere with the demonstration of the expected behavior/skill. Next, observe the student in the actual context/activity and record his/her performance for each step of the activity (i.e., the student's ability to perform the skills expected). If the student does not perform a step/skill required in the activity, it must be determined if he/she can be taught the skill or if he/she needs an adaptation to support his/her participation. Ecological/Contextual Based Assessment Through ecological assessment of the student in his/her current school and community environments, educators are able to determine the demands of the activity and plan purposeful supports so that the student can meet these demands in a meaningful way. This process also prevents over-adapting and over-supporting a student, which could result in learned helplessness. An important focus of ecological assessment is capacity building versus deficit finding. "The most critical point is that these [standardized] measures often provide little useful data for educational programs, while no standardized, or alternative, assessment procedures, also referred to as environmental [ecological] assessment, provide more relevant and useful data regarding educational programs and a student's achievement of desired outcomes" (Snell & Brown, 2011, p. 88). An ecological assessment occurs in the natural context where a student is able to gain cues from the natural environment and routine of the activity (CEEDAR Center, 2015). Outcomes of Ecological/Contextually Assessment Ecological assessments can be conducted to assess student's independence and present levels of participation so that meaningful goals can be set to teach the necessary academic, communication, social, behavioral, and cognitive skills that the student needs to maximize performance in the current and future contexts. The outcomes of this form of assessment are student's goals that (1) potentially increase membership and participation with peers without disabilities in school and/or the community, (2) potentially increase access to more environments in school and/or the community, (3) increase meaningful skills that will improve quality of life, (4) are agreed upon as priorities by the whole team, and (5) are robust-that

NSOU GE-ED-21 63 is pivotal, non-trivial in the broader picture of the student's life. Clearly, the purpose is to maximize students' capabilities and participation. In addition, the use of ecological assessments can prevent providing unnecessary adaptations, supports, and prompts, which could lead to students' learned helplessness and prompt dependency 4.4.2

Person-Centered Planning (CEEDAR Center, 2015) Person-centered planning is an ongoing problem-solving approach that emerged in the 1980s to help people understand the experiences of people with disabilities, particularly those with developmental disabilities, and to respectfully and effectively support these individuals to achieve a desired quality of life. This approach takes a strengths-based perspective and helps ensure that resources and instruction are devoted to areas that support the student's preferences and strengths (Snell & Brown, 2011). Person-Centered Planning Defining Characteristics Traditional approaches to program planning has often focused on the use of tests to determine a student's deficit and then his/her diagnosis, which leads to treatment. Student was viewed as a client. With person-centered planning, the focus is on truly understanding who the student is as an individual and identifying capacity and strengths as well as connections to others. This approach to planning also invites the student, parents, and other invited team members to express their views, wishes, and feelings and also empowers them to be a part of the decision-making process. Key characteristics of the person-centered planning process include the following: It should facilitate self-determination and the individual's expression of choices for work, play, etc. through the process Activities that the individual can do are identified to contribute to his/her community and society Natural supports (e.g., peers) are tailored to the individual Action plan and goals developed build on the individual's strengths and capacities and focus on immediate preferred lifestyle changes as well as achieving one's dream for the future. Finally, an important outcome is to develop and maintain significant relationships.

64 GE-ED-21 NSOU Person-centered planning is not one defined process. There is a range of person-centered planning processes that have been developed over the last three decades to empower individuals from very early childhood to older adulthood. Often times, during the person-centered meeting, notes are taken in a graphic format. Additional visuals and information about person-centered planning are available at [http:// inclusive-solutions.com/person-centred-planning/](http://inclusive-solutions.com/person-centred-planning/)

4.4.3 Embedded Instruction (Source : University of Florida, 2021) What is embedded instruction? Embedded instruction is an approach used to promote child engagement, learning, and independence in everyday activities, routines, and transitions. This is accomplished by identifying times and activities when instructional procedures designed for teaching a child's priority learning targets are implemented in the context of ongoing [naturally occurring] activities, routines, and transitions in the classroom. This approach to embedded instruction emphasizes the use of complete learning trials to ensure sufficient, systematic, and intentional learning opportunities are provided in the context of everyday activities, routines, and transitions. Our definition also focuses on identifying the types of instructional procedures that might be used within or across these activities, routines, and transitions. Why use embedded instruction? Embedded instruction is used to meet children's needs without changing daily routines and activities by providing opportunities to learn and practice important skills in meaningful contexts. Instruction can occur during natural classroom activities, routines, and transitions using curriculum for all children. Embedded instruction maximizes children's motivation by following their interests and promotes generalization and maintenance by providing instruction within and across activities, routines, and transitions. What are the embedded instruction practices? Embedded Instruction for Early Learning focuses on key practices for planning, implementing, and evaluating embedded instruction. The practices are organized under the headings of what to teach, when to teach, how to teach, and how to evaluate.

NSOU GE-ED-21 65 Embedded instruction practices are organized under four primary components: 1. What to Teach 2. When to Teach 3. How to Teach 4. How to Evaluate (Source: [hps://i2.wp.com/live-ei-public.pantheonsite.io/wp-content/uploads/2015/08/Sequenal-Recursive-diagram-2.jpg](https://i2.wp.com/live-ei-public.pantheonsite.io/wp-content/uploads/2015/08/Sequenal-Recursive-diagram-2.jpg))

4.5 Planning & Collaborating for Inclusive Instruction collaboration takes place when members of an inclusive learning community work together as equals to assist students to succeed in the classroom. This may be in the form of lesson planning with the special needs child in mind, or co-teaching a group or class. The benefits of collaborative learning include: Development of higher-level thinking, oral communication, self-management, and leadership skills. Promotion of student-faculty interaction.

66 GE-ED-21 NSOU Increase in student retention, self-esteem, and responsibility. Exposure to and an increase in understanding of diverse perspectives. The following is a list of three different collaborative strategies that can be used by teachers as a guideline for how they wish to conduct the collaborative approach in their classrooms. In the 'Supportive Teaching' Model, the general education teacher is responsible for the content of the material, and the special education teacher decides how to adapt that material for the students ability. They work together on presentation, follow-up, and lecture. The 'Co-Teaching or Team-Teaching' Model incorporates shared planning, instruction, and monitoring of performance and evaluation. In this model regular and special education teachers are equal in the classrooms. The final strategy is the 'Complementary' Model. The special educator has the responsibility of intertwining different techniques and strategies into the general education curriculum. The special educator handles the majority of instruction for the student. With any instructional model it is important to remember that students will need constant monitoring. Students who are placed in a general education setting need to be monitored constantly and closely to ensure that the instruction is effective and continues to meet their needs. Responsibility for evaluation should be shared among the team members, with the general educator and the special education teacher consultant taking primary responsibility for this task. Student evaluation data should be gathered by direct observation of students in the inclusive setting as well as by review of the student's works and tests (Wood, 1998). (Tango Tammy, 1997)

The collaborative team approach has emerged as a model of addressing the curricular needs of special education children in the regular education classroom. Teachers have many important decisions to make concerning the way in which they are going to provide the best possible education for the disabled students. The collaborative approach offers many different options that can be considered. Disabled and regular education students deserve to receive the best possible educational services. The collaborative team approach is a strategy that can help the teacher to attain this goal. Inclusive education requires a commitment from the general education teacher and any other paraprofessional they are working with. It is a major challenge to both teachers and school administrators and requires new school and classroom practices. Every effort must be made by the teachers and the school administrators to accommodate the special needs student.

NSOU GE-ED-21 67 4.6 Summary Inclusive education is a system of education in which children with diverse needs and different abilities are enrolled in regular schools and are provided with equitable learning opportunities based on their specific needs. Inclusive Education is defined by UNESCO as a process to help overcome obstacles that limits the presence and participation of learners. Experts believe, however, that the implementation of inclusive educational practices has been hampered significantly by a number of misconceptions as follows: The most common misconception about inclusive education is that it only concerns learners with some kind of disability. There is also a common perception about inclusive education being expensive. Some people have their apprehensions about inclusion because they believe that this may jeopardize the learning quality for other students. Another misconception people have about inclusive education is that it makes special educators redundant in the educational system, which is far from the truth. Need and Importance of IE is briefly discussed in this unit. How to access the general education environment through ecological assessment, person-centered planning and embedded instruction have been mentioned? collaboration takes place when members of an inclusive learning community work together as equals to assist students to succeed in the classroom. This may be in the form of lesson planning with the special needs child in mind, or co-teaching a group or class. Three different collaborative strategies that can be used by teachers as a guideline for how they wish to conduct the collaborative approach in their classrooms are Supportive Teaching Model, Co-Teaching or Team-Teaching Model or Complementary Model. 4.7 Self-Assessment Questions 1) Define Inclusive Education. 2) Explain the advantages of Inclusive Education.

68 GE-ED-21 NSOU 3) What are the misconceptions associated with inclusive education? 4) What challenges do teachers face in implementing inclusive education? 5) Write short note on: Ecological Assessment, Person-Centered Planning and Embedded Instruction. 6) Discuss briefly the importance of Planning and collaboration for inclusive instruction. 4.8 References CEEDAR Center. (2015). Inclusive Education Course Enhancement Module; Part 6: Peer Relationships and Supports in Inclusive Classrooms. Retrieved on January 18, 2021 from <https://cedar.education.ufl.edu/wp-content/uploads/2015/11/Part-6- Facilitator-Guide.pdf> Karnataka Open Educational Resources. (2020). Retrieved on January 18, 2021 from https://karnatakaeducation.org.in/KOER/en/index.php/Portal:Inclusive_Education Tango Tammy. (1997). The Collaborative Approach to Inclusive Education. Retrieved on January 18, 2021 from http://ematusov.soe.udel.edu/final.paper.pub/_pwfsfp/00000122.htm UNESCO. (2008). International Conference of Education (ICE). Inclusive Education: The Way of the Future. 25-28 November 2008. Geneva, Switzerland. Retrieved on January 18, 2021 from http://dmz-ibe2-vm.unesco.org/sites/default/files/EN_Inclusive_Education_ICE_2008.pdf UNICEF. (N.A). Inclusive Education. Retrieved on January 18, 2021 from <https://www.unicef.org/education/inclusive-education> University of Florida. (2021). Embedded Instruction for Early Learning. Retrieved on January 18, 2021 from <https://embeddedinstruction.net/learn-more/about-embedded-instruction/> Willowbee. (2021). Some Common Misconceptions about Inclusive Education. Retrieved on January 18, 2021 from <https://www.willowbee.com.au/some-common-misconceptions-about-inclusive-education/> Wood Judy W. (1998). Adapting Instruction to Accommodate Students in Inclusive Settings. Upper Saddle River, New Jersey: Merrill, 1998.

NSOU GE-ED-21 69 Unit 5 Multi-tiered Support System Structure 5.1 Objectives 5.2 Introduction 5.3 Multi-Tiered System of Support (MTSS): Universal Design for learning (UDL), Differentiated Instruction (D.I), Accommodation, Adaptation, Modification-concepts only 5.3.1 Universal Design for learning (UDL); 5.3.2 Differentiated Instruction (D.I); 5.3.3 Accommodation, Adaptation, Modification 5.4 Educational Assessment of Children with Additional Needs 5.5 Adapted Physical Education & Recreation, Music & Health 5.6 Summary 5.7 Self-Assessment Questions 5.8 References 5.1 Objectives After reading this unit, learners will be able to: Understand the concept of Multi-Tiered System of Support (MTSS): Universal Design for learning (UDL), Differentiated Instruction (D.I), Accommodation, Adaptation, Modification Know about Educational Assessment of Children with Additional Needs Comprehend the Adapted Physical Education & Recreation, Music & Health 69

70 GE-ED-21 NSOU 5.2 Introduction Multi-Tiered System of Support (MTSS) is a comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the "whole child", whether an advanced or struggling learner, through academic, behavioral, social and emotional services. The supports also extend to services such as improving chronic absenteeism and developing rigorous learning plans for high achievers. MTSS includes research-based principles and practices that increase the effectiveness of instruction for all students. Multi-Tiered System of Support is a school wide approach to student support. Teachers, counselors, psychologists and other specialists work as a team to assess and address student needs. 5.3 Multi-Tiered System of Support (MTSS): Universal Design for learning (UDL), Differentiated Instruction (D.I), Accommodation, Adaptation, Modification Multi-Tiered Framework for Instruction and Intervention (India King, 2018) (India King, 2018) MTSS is a multi-tiered system of instruction and support in which teachers provide quality instruction across three tiers. Tier 1 is core instruction aligned to content standards appropriate for all students, including Bilingual and English Language Learners. This is essentially "great teaching." The majority of learners should make sufficient growth in this tier.

NSOU GE-ED-21 71 Tier 2 is more strategic support that includes specialized services for 10-15% of the population. These students are in need of supplemental resources that extend beyond the range of Tier 1 services. Tier 3 includes the most intense support and is appropriate for about 1-5% of the student population. Here, students received more individualized support suited for their unique needs. MTSS emphasizes multiple levels of instruction. However, it focuses on all learners, including higher performing students and students that don't qualify for special education. MTSS may include a wider range of services within its tiers, focusing not only academics, but also behavioral, social and emotional supports. MTSS is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. Multi-tiered system of support (MTSS) is a framework schools used to meet the diverse needs of students. All school personnel have a role in the implementation of MTSS, and some of the best practices for MTSS are discussed below: UDL and Differentiated Instruction Accommodation, Adaptation and Modification 5.3.1

Universal Design for Learning (UDL) "Universal Design" is an architectural concept that focuses on the design of products, buildings, or environments so that they can be used by all irrespective of their limitations. The term "universal design" was coined by the architect Ronald Mace to describe the concept of designing all products and the built environment to be aesthetic and usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life (Wikipedia, 2017). It is mandated by Article 2 of the UNCRPD, 2006. It is the proactive design of products and physical environments to make them

usable by all people to the greatest extent possible --- without the need for adaptation or specialized design.

Within the field of architecture, the retrofitting of buildings with ramps or lifts in order to increase accessibility was often the primary --- and sometimes only --- modification made for broadening access. It was observed that retrofitting typically solves only one access issue: ramps ensure people can get to and from the building, but don't address how they will access features within the building itself. Here comes the Universal Design for Learning which extends this concept into the classroom and educational curriculum. It's the best

72 GE-ED-21 NSOU practice process of making our course concepts accessible and skills attainable regardless of learning style, physical, or sensory abilities. (Center for Teaching and Faculty Development, 2008). Concept of UDL: Universal Design for Learning (UDL) is a framework that provides all learners equal opportunities to learn. It encourages teachers to design flexible curricula that meet the needs of all learners. Using UDL principles in general education classrooms makes curriculum and instruction accessible and engaging. Curriculum barriers are reduced; learning is supported; learners gain knowledge, skills, and enthusiasm for learning; and their learning is validly assessed (Rose & Meyer, 2014). Focus of UDL: UDL focuses on the ability of teachers to meet the diverse learning needs of all learners, even those with impairments that affect their mobility, vision, hearing, and learning. Teachers must recognize that there are multiple and flexible ways of providing effective instruction while adhering to curricular standards and objectives. Thanks to technology, universal design enables learners to respond to and interact with curricula and achieve learning standards.

Principles of

Universal Design: Universal Design for Learning is about providing: Multiple means of Presentation to offer learners various ways of acquiring information and knowledge. Some of the examples of providing multiple means of representations are listed below (NCUDL, 2011): Read aloud, highlight phrases, listen to audio- tape, links to background knowledge, Braille converter, or a large print version.

Multiple means of Action and Expression- to provide Learner alternatives for demonstrating what they know. Some of the examples of providing multiple means of action and expression are listed below (NCUDL, 2011): Written responses, verbal responses, dramatic responses, response with visual art, Power Point, VoiceThread (a form of web-based tool for creating composition through different

NSOU GE-ED-21 73 modes of communication), single method of evaluation such as multiple choice questions (MCQs) or written assignment etc. Multiple means of Engagement to tap into Learner' interests, challenge them appropriately, and motivate them to learn.

Some of the examples of providing multiple means of engagement are listed below (NCUDL, 2011): Using archived resources, using Texthelp (which has learning supports such as a highlighter, option to use page navigation menu etc.), organizing information into a concept map, keeping a personal journal etc. These three attributes are considered as the backbone of UDL, according to the Center for Applied Special Technology (CAST, 2011) and is a widely accepted one.

5.3.2

Differentiated Instruction (D.I) Not all Learners are alike. Based on this concept, Differentiated Instruction applies an approach to teaching and learning that gives Learner multiple options for taking information and making sense of ideas (Willis and Mann 2000).

It encompasses the following facts: DI is a teaching principle based on the idea that teachers should adapt instruction to student differences because 'one size doesn't fit all' It is a way for teachers to recognize and react responsively to their Learner' background knowledge, readiness, learning styles, language and interests. It represents the rationale that all Learners can learn, and that educational activities will be much more successful when teachers purposefully plan and deliver lessons that address diverse learner. It also develops a curriculum aimed for the common student. Teachers are required to revise their instruction to meet individual student's readiness levels, preferences, and interests. The challenge lies in motivating each of the struggling, average and advanced learners and ensures that they are all equally engaged in a quality work. Definition of Differentiated Instruction (DI): Differentiated Instruction (DI) is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse Learner in classrooms (Tomlinson, 2001;

Guild & Garger, 1998).

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Role of the Teacher: The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting Learner to modify them for the curriculum. Many teachers and teacher educators have recently identified differentiated instruction as a method of helping more Learners in diverse classroom settings. Differentiated Instruction and Implications for UDL Implementation Differentiated instruction recognizes

Learn with

varying background knowledge, readiness, language, preferences in learning and interests, and to react responsively. Differentiated instruction is a process to teaching and learning for Learner of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. According to the authors of differentiated instruction, several key elements guide differentiation in the education environment. Tomlinson (2001) identifies three elements of the curriculum that can be differentiated: Content, Process, and Products. Differentiate Content: Of the three elements of the curriculum in a DI, the first one that comes in action is the content. In a differentiated classroom the teacher has a clear "destination for learning" in mind, but also understands that Learner will progress towards that destination on varying timetables, through differing routes, and needing a variety of support systems to continue making progress toward the designated learning goals. With this in mind, the differentiated classroom teacher plans on two levels- firstly, what learners must learn; and secondly, substitute routes for ensuring that learners who are not "a rendered set" Hence, Content includes- what is to be taught (the goals or outcomes), what level of understanding, knowledge, and proficiency Learners are to demonstrate; and what materials and options are available to give all Learner a point of entry to learning. NSOU GE-ED-21 75 Differentiate Process: Process identifies what teacher plans for instruction, how grouping/set of learners are constituted and how deliverables are presented to ensure maximum learning. These are carried out in some below stated lines: Several elements and materials are used to support instructional content - These include acts, concepts, generalizations or principles, attitudes, and skills. The variation seen in a differentiated classroom is most frequently in the manner in which Learner gain access to important learning. Access to the content is seen as crucial. Align tasks and objectives to learning goals - Designers/teachers of differentiated instruction view the alignment of tasks with instructional goals and objectives as essential. An objective- driven list of options makes it easier to find the next instructional step for learners entering at varying levels. Flexible grouping is consistently used - Strategies for flexible grouping are essential. Learners are expected to interact and work together as they develop knowledge of new content. Grouping of Learner is not fixed. As one of the foundations of differentiated instruction, grouping and regrouping must be a dynamic process, changing with the content, project, and on-going evaluations. Classroom management benefits Learners

and teachers. To effectively operate a classroom using differentiated instruction, teachers must carefully select organization and instructional delivery strategies (Tomlinson, 2000). Differentiate Product: It is the assessment of the content. It is characterized by - Initial and on-going assessment of student readiness and growth are essential. Meaningful pre-assessment naturally leads to functional and successful differentiation. Integrating pre and on-going assessment informs teachers so that they can better provide a menu of approaches, choices, and frameworks for the varying needs, interests and abilities that exist in classrooms of diverse Learner. Assessments may be formal or informal, including interviews, surveys, performance assessments, and more formal evaluation procedures.

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Differentiate Environment: Differentiating through the environment is important as it creates the conditions for optimal learning to take place. According to Tomlinson (2003), "Environment will support or deter the student's quest for affirmation, contribution, power, purpose, and challenge in the classroom," The learning environment includes the physical layout of the classroom, the way that the teacher uses the space, environmental elements and sensitivities including lighting, as well as the overall atmosphere of the classroom. The teacher's goal is to create an environment that is positive, structured, and supportive for each student. The physical environment should be a place that is flexible with varied types of furniture and arrangements, and areas for quiet individual work as well as areas for group work and collaboration. This supports a variety of ways to engage in flexible and dynamic learning. Teachers should be sensitive and alert to ways that the classroom environment supports Learner' ability to interact with others individually, in small groups, and as a whole class. They should employ classroom management techniques that support a safe and supportive learning environment. 5.3.3

Accommodation, Adaptation and Modification

NSOU GE-ED-21 77 Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/ multiply challenged.) Using the strategy of modifications for students not identified as special needs should be a rare practice. In many cases, modifications need only form part of an educational program for a student with special needs, and they need not be a permanent or long-term solution. Whether to use modifications should be reviewed on a regular basis. Decisions about modifications should be subject or course specific wherever

78 GE-ED-21 NSOU possible. For example, a student with an intellectual disability may require modifications to a specific subject area such as mathematics; however, modifications may not be required to meet the provincial outcomes in physical education. 5.4 Educational Assessment of Children with Additional Needs What is an assessment? Assessment is the systematic process of documenting and using empirical data to measure knowledge, skills, attitudes and beliefs. By taking the assessment, teachers try to improve the student's path towards learning. What is Evaluation? Evaluation focuses on grades and might reflect classroom components other than course content and mastery level. An evaluation can be used as a final review to gauge the quality of instruction. It's product-oriented. This means that the main question is: "What's been learned?" In short, evaluation is judgmental. The term 'evaluation' is derived from the word 'value' which refers to 'usefulness of something'. Therefore, evaluation is an examination of something to measure its utility. (Source: <https://aputlock.wordpress.com/2015/05/06/hello-world/>)

NSOU GE-ED-21 79 Relationship between Assessment and Evaluation Besides the differences, there are also some similarities between assessment and evaluation. The both require criteria, use measures and are evidence-driven. So, what's the difference? Assessment is made to identify the level of performance of an individual, whereas evaluation is performed to determine the degree to which goals are attained. (Source: https://www.tes.com/lessons/WL_QF3DLF1cdCA/assessment-vs-evaluation) So, after reviewing the points above, it would be clear that assessment and evaluation are completely different. While evaluation involves making judgments, assessment is concerned with correcting the deficiencies in one's performance. Although, they play a crucial role in analysing and refining the performance of a person, product, project or process. Educational Assessment of Children with Special Needs Educational assessment of a student with special needs can be challenging and, if not administered correctly, can provide a misrepresentation of the child's actual academic abilities. For instance, a standardized written test would not be relevant for a disabled student who has delayed or inhibited language acquisition. In this hypothetical situation, seeking a verbal justification or response is also problematic. Subsequently, it is essential for the educator to understand the idiosyncrasies of the student's disability, and have a solid knowledge of his/her potential to ensure content is relevant whilst still being challenging. Although development may be delayed, it does not mean that some learning in the area is impossible, but rather that it is different to the expected ability at that chronological age. Most desired assessment is a combination of formative and summative Assessment, however,

80 GE-ED-21 NSOU sometimes this is not feasible for some students with a disability (Friend & Bursuck, 2002). After meeting with the student and parents, the initial in-class assessment is conducted by the teacher. This forms an understanding of the most appropriate ongoing assessment tools to be employed in evaluating the student's learning (Turnbull, 1995). It also provides an estimation of the student's current ability. Among different types of Assessment, Summative and Formative Assessment will be discussed here : Summative Assessment refers to the assessment of participants where the focus is on the outcome of a program. This contrasts with formative assessment, which summarizes the participants' development at a particular time (Wikipedia, 2019). Summative Assessment, however, is used to evaluate student's learning at the end of an instructional unit by comparing it against some standard or benchmark. Formative Assessment involves a continuous way of checks and balances in the teaching learning processes (Jeri, 2018). The method allows teachers to check their learners' progress as well as the effectiveness of their own practice, thus allowing for self-assessment of the student. Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited (Wikipedia, 2019). Formative Assessment is used to monitor student's learning to provide ongoing feedback that can be used by instructors or teachers to improve their teaching and by students to improve their learning.

NSOU GE-ED-21 81 DIFFERENCES BETWEEN THE TWO TYPES OF ASSESSMENT The table below shows some basic differences between the two types of Assessment:

	Summative Assessment	Formative Assessment
When	At the end of a learning activity	During a learning activity
Goal	To make a decision	To improve learning
Feedback	Final judgement	Return to Teacher to modify the methods and analyse
Frame of Reference	Sometimes normative	Always criterion (comparing each student (evaluating students against all others); according to the sometimes criterion same criteria)

Source: <https://www.icbse.com> 5.5 Adapted Physical Education and Recreation, Music & Health Physical Education, Sports, Yoga for Benchmark Disabilities 'Education is the manifestation of the perfection already in man' - Swami Vivekananda The purpose of education is to foster all round development means intellectual, physical, and social development of the individual. Education plays a fundamental role but for an all- round development there is a need for striking a balance between classroom teaching and also co-scholastic activities. Co-scholastic activities are those which are undertaken side by side with the curricular activities. The most important thing to remember is that co- curricular activities should be fun and enjoyable. In this chapter Physical Education, Sports, Yoga for Benchmark Disabilities will be discussed as a component of Co-scholastic subjects. Importance of Physical Activities to Persons with Disabilities Students with disabilities are less physically active than students without disabilities. Students with disabilities may also have the secondary conditions like medial, social or emotional problems in nature. Many of these problems can be curved or controlled by physical

82 GE-ED-21 NSOU activities. In addition to that physical activities play an important role in the day to day life of students with disabilities. Through the physical education class, they can develop social skills, communication skills and emotional health. These skills are directly or indirectly helpful for independent living of students with disabilities. Problems faced by Persons with Disabilities in Sports and Games Inclusion is the practice of ensuring the participation of students with disabilities in the general education setting. Program activities should be selected to promote and enhance the skill development of the student. Teaching methods and instructional strategies must be designed to meet each student's unique learning style. Making developmentally appropriate adaptations and modifications to physical education activities such as exercises, games, rhythms and sports in order to provide the opportunity for students to be successful is the purpose of adapted physical education. The various research results showed that the following problems are the barriers for providing better adapted physical education programme for students with disabilities in India. The qualified physical education teachers are not aware about the process of adapting games and sport activities for disabled students. Most of the Indian schools are not having the adequate infrastructure and equipment to include students with disability in the physical activities. The curriculum prescribed for physical education contains very few information about the adapted physical education. Only one paper deals with curriculum adaptation for

NSOU GE-ED-21 83 students with disabilities. In many universities this paper is given as elective paper. After the school education, there is no provision to select physical education course for persons with disability. National Council for Teacher Education (NCTE) provides reservation of seats for handicapped persons as per the rules of the State Government concerned. But the actual scenario in most of the universities were not providing admission for handicapped persons in the B.P.Ed and Diploma courses in physical education. The concept of Adapted Physical Education evolves to address the needs of CWSN. Adapted Physical Education is the art and science of developing, implementing, and monitoring a carefully designed physical education. Instructional program for a learner with a disability, based on a comprehensive assessment, to give the learner the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness. Principles and Methods of Adapted Physical Education and Recreation. Adapted physical education generally refers to school-based programs for students ages 3-21 years (Wikipedia, 2019). Adapted physical education is Physical Education that has been adapted or modified to meet the individual needs of each person with a disability enrolled in a regular or special physical education class. Adapted Games, Sports and Physical Activities Adapted games, sports and physical education imparts the skills necessary for rich experiences in leisure, recreation, and sporting to persons with unique needs and is aimed to enhance physical fitness and wellness. In combination to other physical activities, Yoga can bring holistic development and removal of misery among the disabled persons. Adapted physical education includes individuals from infants to elderly. Generally, impairments present in an individual disabled person are unique. The nature of the unique need may vary widely and thus the degree of alteration desired in physical education programme is also vast. Similarly, the set of yogic practice suitable for healthy individual may not be good for disabled persons. Adapted physical activity programs, yoga programmes or adapted sports include similar characteristics of the original sport but modified to suit the absence of capabilities due to impairment. Some examples of adapted physical education are the following: 1. Basketball converted to Wheelchair basketball

84 GE-ED-21 NSOU 2. Running replaced by wheelchair racing 3. Cricket rules modified to include sound producing large size balls. Yoga is a distinctly different kind of activity. It is one of the six orthodox systems of Indian philosophy. The great saint Patanjali has specified different stages of yogic practices as: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi. First four of these are the beginner's level through which human body is prepared for higher levels of yoga. It is known that only a sound body can hold a mind that can perform at a higher level and accept spiritual thoughts. Yoga has been applied for various purposes to alleviate the sufferings of the common man and promote all-round wellness. Application of yoga to promote wellness and improve the conditions of people with disability is a unique proposition and needs to be explored in a scientific manner. Adapting and modifying sport is to minimize or eliminate disadvantage caused by the environment in which a sport is played. Modifying sports also enables new rules and equipment to be introduced. All modifications should be continually reviewed and where appropriate phased out or changed. Modification may include: Reducing the size of the court or playing in an area shortened where boundary has been redrawn with chalk to reduce the area of play. Playing in a closed area that is surrounded by wall or fence also helps children with certain disabilities like visual impairment and Autism to play safely and comfortably. Practicing games indoor in a modified form and then taking it outdoors. Lowering heights of basketball hoops, badminton net & volleyball net. Using balls that may be easier to control. Using balls with bells inside or very bright so it is easier to track. Rhythmic music can make Yoga and free-hand exercises interesting and fun to do.

NSOU GE-ED-21 85 Visual cues, for example- the pictures of 'Ashanas' or exercise can be used as a visual instruction, so that the students can follow which 'Ashana' or exercise they are supposed to do next. Use of cut-out mount boards on the floor, so that the individual's disability will know where to place their head while lying down on the floor before starting the 'Ashanas'. Parallel Sports or Individual Sports For some children with disabilities playing in a team may be too demanding they may prefer individual sports like swimming, roller skating, trekking and athletics. Swimming and Athletics - children with disabilities may require skills to be enhanced to participate in such sports. They may need to build up strength and stamina like typical children. For some children with disabilities it can even lead to participating in Special Olympics. Use of technology With the development of new and improved technology with physical education, and especially adapted physical education, it is important for the Adapted Physical Education (APE) teacher to know and understand different ways to implement technology for increased success for their students. APE teachers can develop an updated website regarding a fitness workout plan, in which students can download and follow at home with a sibling or parent. Students can be taught how to keep track of their physical fitness goals and record the data on a spreadsheet. Video files can also be used to demonstrate proper technique. Teachers can easily create videos of students doing an activity. Video files can be utilized as report cards or as evidence of IEP goal attainment. Teachers can also play appropriate and motivating music for aerobic activities. New applications (Apps) are constantly being created to assist people with disabilities in numerous ways. With technology growing, APE teachers need to continue to develop as professionals in providing new ways to enhance their student's physical development. (Dheesha, J. B. 2017) Intellectual Disabilities There are a number of general modifications that can be applied in a physical education environment for students with intellectual disabilities. Modify your Communication : use shorter sentences, use gestures or demonstrations as supplement to verbal cues, repeat directions and have students repeat directions back to you, provide praise often, and give more feedback.

86 GE-ED-21 NSOU Modification in Practice: Give extra practice time, activities should be fun, reduce activities to deal with the problem of attention, allow choices, to accommodate for students with varying levels of intellectual disabilities a game may be designed with different levels. Modification in Curriculum: reduce the number of objectives that need to be mastered, frequent reinforcement in each stages of achievement, entirely modified curriculum based on individual's needs and strength. Modification in Environment: It should be structured and visually appealing, to reduce playing areas in order to eliminate distractions, structured environment to deal with behaviour problems. Learning Disabilities 1 in 5 students with learning disabilities will also have motor impairments. There are a number of ways to accommodate these students. Reduce class size: This allows the teacher extra one on one time with students. Often a class of 20-30 students proves to be more effective than double or triple that in general physical education classes. Use peer tutors: Peers can be trained in how to provide specific skill feedback as well as modify activities so the student has higher success. This can be effective when class size cannot be reduced. Offer learning strategies: Both teachers and peer tutors can provide strategies to help disorganized learners focus. This includes provided picture cues, video cues, and additional cues such as footprints on the floor to help a student understand what and how to perform an activity. Provide structured practice: Allow the student to get many practice opportunities. This will help them learn how to listen to and observe visual feedback for performance. Identify success: Reframe success for students in a way that does not focus on the end result. For example, using correct form in shooting should be a measure of success rather than making the basket. Use a variety of senses when giving instructions: Some students do better listening to instruction while others do better watching a demonstration. Others may do best when physically guided into the pattern. By incorporating many types of learning styles, students will be more likely to succeed.

NSOU GE-ED-21 87 ADHD Students with attention-deficit/hyperactivity disorder (ADHD) may experience motor learning delays. Many strategies are available to minimize learning delays in students with ADHD. Positive feedback: There is a relationship between positive feedback given by a physical education teacher and students applying corrective feedback. Task sheets: A task sheet provides a progression of activities to be completed by the students and requires them to record their results. Task sheets can be turned in at the end of class. This allows students to assess their performance while acknowledging their need to improve their skills. Token economy or point system: This is a structured agreement between the student and teacher in which the student earns rewards by meeting a minimum expectation. At the end of class both the student and teacher initial the points earned. At the end of the month, the student may earn a reward of his or her choice provided by the teacher. Autism Spectrum Disorder Various strategies exist to allow students with autism to be successfully included in a physical education setting. Preparing for inclusion: It is essential to know the student's needs, abilities, and preferences. It is also important to prepare the student. The physical education environment may be anxiety inducing for them. Because of this, educators can slowly introduce the student to the environment. They may also preview the class using visual organizers to describe the setting the student will be a part of. They may also make visual schedules prior to class. It is also important to prepare the peers by teaching them what autism is and behaviors associated with it. Instructing the student: There are a variety of methods for instructing students with autism. The first, environmental prompts. This involves the intentional use of equipment to encourage specific behaviors. The next is verbal prompts. This includes avoiding negative sentences. For example, instruction such as "step with your right leg" as opposed to "don't step with your left leg". Verbal prompts also include keeping phrases literal as well as provided concise instruction. It is also important to be consistent with language use. Peer tutors may also provide a lot of benefits for students in the physical education setting.[12] Hearing Impairment Being hearing impaired or hard of hearing typically has little impact on the development of

88 GE-ED-21 NSOU motor skills, fitness levels, and participation in sports. However, it is still important to accommodate students who are hearing impaired or hard of hearing in the physical education setting. Communicate using his or her preferred means of communication. When giving verbal instructions, make sure the student can see the instructors face clearly. Make sure you speak clearly and at a normal rate. Incorporate visual aids that have images or descriptive words. Repeat comments or questions made by the student's classmates. This helps all students alike. Check for understanding by asking students to repeat directions or demonstrate a skill. If an interpreter is involved, make sure to speak directly to the student, rather than the interpreter. Visual Impairments Children with visual impairments can play all of the same sports as their sighted peers, with some modifications. This may include a beeping ball or allowing blind player to walk around and feel the environment before they begin. Modifications can be made continuously until the best solution is found. Children with visual impairments and blindness may need more instruction and practice time to learn new concepts and movements. It is suggested that students receive pre-teaching before the start of a new unit. This can be done before school, after school, during orientation, or at home. Peer tutors may also be effective for students with visual impairments or blindness. Opportunities Available for Persons with Disabilities Deaflympics - The Deaflympics are an International Olympic Committee (IOC) sanctioned event at which deaf athletes compete at an elite level. The summer and Winter Deaflympics are among the world's fastest growing sports events. Special Olympics - Special Olympics is the world's largest sports organization for children and adults with intellectual disabilities, providing year-round training and competitions. Special Olympics competitions are held every day, all around the world-including local, national and regional competitions, adding up to more than 108,000 events a year. These competitions include the Special Olympics World Games, which alternate between summer and winter games. Special Olympics World Games are held every two years. Disability Commonwealth Games - The Commonwealth Paraplegic Games are international, multi-sport events involving athletes with a disability from the Commonwealth countries.

NSOU GE-ED-21 89 Paralympic Games - A multi-sport event for athletes with physical, mental and sensorial disabilities. This includes mobility disabilities, amputees, visual disabilities and those with cerebral palsy. The Paralympic Games are held every four years, following the Olympic Games, and are governed by the International Paralympic Committee. Physical education is an important component of school education meant for all children including students with disabilities. Educational institutions should provide appropriate adapted games and sports to students with disabilities to develop physical fitness. Students/ persons with disabilities must utilize the sport opportunities given by the government and private organizations. "You will be nearer to heaven through a game of football than through the study of Gita" - Swami Vivekananda

Visual and Performing Arts Art reflects human emotions and human beings spontaneously express their frame of mind through various art forms. Thus the intellectual mind merges with the artistic streak, giving birth to art. The expression is reflected in various styles like singing, dancing, drawing, Performing Arts: Music, Dance and Drama and Architecture painting, acting, sculpture. Some of these are expressed through live performances and others through visual arts. Sketching, painting, sculpture are visual arts. Singing, dancing, acting are attributes of performing art. Visual arts and performing arts play a significant role in the overall development of students with disabilities. Learning and then performing art allows children with opportunities to shine and perform and increase their self-esteem. Learning and performing art teaches self- control and discipline. But children with disabilities will need support and accommodation.

Meaning of visual arts: "Visual Arts" is a modern but imprecise umbrella term for a broad category of art which includes a number of artistic disciplines from various sub- categories. Visual art usually encompasses the following: 1. Fine Arts: All fine art belongs to the general category of visual arts. These include activities such as: Drawing, Painting, Printmaking and Sculpture, along with associated activities like Graphic art, Manuscript Illumination, Book Illustration, Calligraphy and Architecture.

90 GE-ED-21 NSOU 2. **Contemporary Arts** : The visual arts also include a number of modern art forms, such as: Assemblage, Collage, Mixed-media, Conceptual Art, Installation, Happenings and Performance art, along with film-based disciplines such as Photography, Video Art and Animation, or any combination thereof. 3. **Decorative Arts & Crafts**: In addition, the general category of visual arts encompasses a number of decorative art disciplines and crafts, including: ceramics and studio pottery, mosaic art, mobiles, tapestry, glass art (including stained glass), and others. 4. **Others**: Wider definitions of visual art sometimes include applied art areas such as graphic design, fashion design, and interior design. In addition, new types of body art may also fall under the general heading of visual arts. These include: tattoo art, face painting, and body painting.

Meaning of Performance Arts: The performing arts range from vocal and instrumental music, dance and theatre to pantomime, sung verse and beyond. They include numerous cultural expressions that reflect human creativity and that are also found, to some extent, in many other intangible cultural heritage domains. The different types of performing arts are theater, musical theater, dance, music, acting, magic and circus acts. As a form of performance art, acting involves impersonating a character. The different emotions and motivations of characters are displayed through various expressions, intonation and body movements. Often, actors must use empathic skills in order to convey the character in a convincing manner. Another closely related form of performing arts is musical theater. Musicals are plays that integrate songs in place of some spoken words and plot details. Performers often alternate between speaking and singing during the production.

Dance 1. Students who have difficulty in expressing themselves through writing & drawing may show amazing results when expressing themselves through dance. 2. With appropriate props, they may find it easier to show rhythmic movements with music. Props like pompoms, ribbons, long scarves etc. 3. Children can be supported by a prompter, who could be a teacher or a peer, hidden in the wings. Children with disability can imitate him /her if needed.

NSOU GE-ED-21 91 4. Visual cues can be put on the stage by drawing lines, foot-prints or arrows, then an individual can dance without any person's help. 5. Dance can be choreographed in such a way that children can participate. Example : hand movements for wheelchair users, visual cues for those with autism & hearing impairment.

Drama 1. Some children can have difficulty memorizing scripts; they can be helped with visual cues. Those with visual impairment can have Brail scripts or learn scripts by listening to recorded scripts. 2. Children with hearing impairment may do mimes very well. 3. Children with Autism, ADHD may need social stories and visual schedules to help them perform. 4. Like dance-drama, scripts can be adapted to different children can participate. 5. **Music** Musical instruments can also be adapted for those with motor impairments. And for those who want to sing they may need visual cues to remind them of word and timing. Some adapted musical instruments are as follows:

5.6 **Summary** Multi-Tiered System of Support (MTSS) is a comprehensive framework used to provide targeted support for all learners. MTSS is a multi-tiered system of instruction and support

92 GE-ED-21 NSOU in which teachers provide quality instruction across the three tiers. Tier 1 is core instruction aligned to content standard appropriate for all students, including Bilingual and English Language Learners. Tier 2 is more strategic support that includes specialized services for 10-15% of the population. These students are in need of supplemental resources that extend beyond the range of Tier 1 services. Tier 3 includes the most intense support and is appropriate for about 1-5% of the student population. Here, students received more individualized support suited for their unique needs. MTSS is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes.

The term "universal design" was coined by the architect Ronald Mace to describe the concept of designing all products and the built environment to be aesthetic and usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life.

Universal Design for Learning is about providing: Multiple means of Presentation - to offer learners various ways of acquiring

information and knowledge;

Multiple means of Action and Expression - to provide Learner alternatives for demonstrating what they know and

Multiple means of Engagement - to

tap into Learner' interests, challenge them appropriately, and motivate them to learn.

Differentiated Instruction (DI) is a teaching model based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse Learner in classrooms (Tomlinson, 2001; Guild & Garger, 1998).

Tomlinson (2001) identifies three elements of the curriculum that can be differentiated— Content, Process, and Products. Assessment is the systematic process of documenting and using empirical data to measure knowledge, skills, attitudes and beliefs. By taking the assessment, teachers try to improve the student's path towards learning. Assessment is made to identify the level of performance of an individual, whereas evaluation is performed to determine the degree to which goals are attained. Among different types of Assessment, Summative and Formative Assessment have been discussed in this unit. Students with disabilities are less physically active than students without disabilities. Through the physical education classes, they can develop social skills, communication skills and emotional health. These skills are directly or indirectly helpful for independent living of students with disabilities.

NSOU GE-ED-21 93 Opportunities Available for Persons with Disabilities includes Deaflympics, Special Olympics, Disability Commonwealth Games and Paralympic Games. 5.7 Self-Assessment Questions 1) Define Multi-Tiered System of Support. 2) Define UDL. Discuss the Principles of UDL. 3) What is Differentiated Instruction? 4) Explain the concept of Adaptation, Accommodation and Modification with suitable examples. 5) Write a brief note on "Educational Assessment of Children with Special Needs". 6) What are the differences between Formative and Summative Assessment? 7) Explain the Importance of Physical Activities to Persons with Disabilities. 8) Write short note on Physical Education, Sports, Yoga for Benchmark Disabilities. 5.8 References CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA. Retrieved on February 12, 2021

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NSOU GE-ED-21 95 Unit 6 Role of Governments & NGOs Structure 6.1 Objectives 6.2 Introduction 6.3 Social relationships and supports (Instructional Practices, Facilitating Social Membership and Relationship) 6.3.1 Instructional Practices 6.3.2 Facilitating Social Membership & Relationship 6.4 Leadership for Inclusive Education (Teacher-Parent-Family partnerships and Capacity building) 6.4.1 Teacher-Parent Partnership 6.4.2 Family Partnership 6.4.3 Capacity Building 6.5 Role of Indian Govt. in implementation of Inclusive Education. 6.6 Summary 6.7 Self-Assessment Questions 6.8 References 6.1 Objectives After reading this unit, learners will be able to: Understand Social relationships and supports (Instructional practices, facilitating social membership and relationship) Comprehend the concept of Leadership for Inclusive Education (Teacher-Parent, Family partnerships, Capacity building) 95

96 GE-ED-21 NSOU Discuss the role of Indian Govt. in implementating Inclusive Education. 6.2 Introduction It is an accepted notion that Every child is unique in his own ways. Some are bright, some are dull. But regardless of these differences, everyone has equal rights to develop their potentialities. Inclusive Education protects the rights of all disabled students by integrating disabled child with non-disabled in regular classrooms with provision for extra help for the disabled. One of the several factors which determine the success of inclusion is family support and involvement. Parents are known to be the first teacher of their children and they continue to influence their children learning and development during lifetime. Family involvement can have a major impact on student's learning, regardless of the social or cultural background of the family. The purpose of this unit is to describe the vibrant role of family and parents in success of inclusive education and discuss the role of Indian Govt. in promotion and implementation of Inclusive Education. 6.3 Social relationships and supports (Instructional Practices, Facilitating Social Membership & Relationship) Inclusive education of pupils with special educational needs (SEN) has become a global trend. However, a considerable number of studies have shown that mere enrolment in mainstream classrooms is not enough to support the social participation of pupils with SEN. These children are at risk of experiencing difficulties in their involvement with peers at school. Thus, the question arises of how social participation can be fostered in mainstream classrooms. Building an inclusive classroom community means implementing practices where all students, regardless of cognitive or academic level, have opportunities to be included in the general education classrooms, participating in standards-based curriculum. Inclusive school settings are characterized by: All students belonging and being valued as equal members of the school community. Intentionally and meaningfully engaging students with disabilities in a wide range of learning opportunities, activities, and environments that are available to all children, including participation in the general education curriculum, non-academic, and extracurricular activities. Implementing goals and objectives that are aligned with the state standards, as well

NSOU GE-ED-21 97 as implementing goals that are student specific in the general education classroom with the appropriate supplementary aids and services. Developing and implementing instructional strategies and methods that increase the participation and progress in the general education curriculum of students with disabilities. Components of Inclusive Classrooms and Schools Teachers must have an awareness of the components of inclusive classrooms and schools. These components provide the building blocks necessary for creating a safe and welcoming school community where individual differences are valued and embraced. These components are— Leadership, School Climate and Structure, Student Placement, Family and Community Involvement, Collaborative Practices, Instructional Practices, and Supplementary Aids and Services. 6.3.1 Instructional Practices Educators implement evidenced-based inclusive practices through multi-level instruction, multiple methods of assessment and modified outcomes in general education classrooms, when appropriate. It includes the following Inclusive Instructional practices: Providing modified curricular goals, Providing alternate ways for students to demonstrate learning, Providing test modification, Providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large print, alternate computer access), Providing instruction on functional skills in the context of the typical routines in the regular classroom, Changing method of presentation, Using reader services, Providing research-based supplementary materials Providing instructional adaptations (e.g., pre-teaching, repeating directions, extra examples and non-examples). (Commonwealth of Pennsylvania, N.A)

98 GE-ED-21 NSOU 6.3.2 Facilitating Social Membership & Relationship Climate in the classroom is one of the determining factors in the development of practices in Inclusive Education. Many factors contribute to the climate in the classroom. However, there are predominance on affective relational factors, with impact on action, norms and values, social interactions and learning processes. Effectively the inclusion of children with special educational needs in the classroom is a crucial goal, as it provides important factors that help them adapt: being taught together with other children, feeling part of the class and being recognized by it, with the resources it furnishes and the issues it entails. However, work in inclusive classroom requires a real deep acceptance of all individuals in their variety and diversity of needs, opportunities and difficulties. School Climate and Structure Educators must ensure that all students are welcome and seen as contributing and valued members of the school community, Collaborative relationships among staff, families and students are nurtured. Parents involvement in inclusive education programme builds positive relationships, encourages new behaviours, and increase self-satisfaction and optimism among themselves, their children and teachers. Such involvement of family is the key-component which leads to student's and school's success. When families and community members are involved in student learning, students improve their academic performance and gain advocates that promote their success, helping them feel more confident at school and in taking on more rigorous classwork. Research has shown that high levels of parental involvement correlate with improved academic performance, higher test scores, more positive attitudes toward school, higher homework completion rates, fewer placements in special education, academic perseverance, lower dropout rates and fewer suspensions. 6.4 Leadership for Inclusive Education (Teacher-Parent- Family partnerships and Capacity building) Inclusive Education is generally thought of as an approach to serving children with disabilities within general education settings. Internationally, inclusive education has broader aims and is defined as a reform that supports and welcomes diversity among all learners. Inclusion is increasingly seen as a key-challenge for educational leaders. Leadership can be defined as "the reciprocal processes that enable participants in an educational community to construct common meanings that lead toward a common purpose about schooling". From this

NSOU GE-ED-21 99 perspective, leadership involves an interactive process among teachers, students and their parents. 6.4.1 Teacher-Parent Partnership Teacher-parent partnerships are defined as relationships built on respect in which a parent and teacher have parity and a shared role in educational decision making. Although many professionals acknowledge the value of partnering with parents, most admit that effective parent-teacher partnerships are difficult to achieve. Although parent-teacher partnerships are not innate, both parties fortunately can be taught to be effective partners. The more focused the educational training is in providing teachers with multiple opportunities to interact with parents, the more likely they are to be equipped with the knowledge, ability, and confidence needed to partner with parents. If educators are not trained, they likely will engage in more hierarchical decision-making rather than in collaborative educational decision making in which everyone's contributions are equally valued. One important aspect of parent-teacher partnerships training is knowing how to value parents as equal partners in educating their children. Research indicates that parent-teacher partnerships are essential to teacher practice, optimally starting in the early years of teacher preparation programs. Unfortunately, research literature is sparse on teacher preparation programs in institutions of higher education (IHEs) that address the need for parent-teacher partnerships, especially given that teacher preparation standards call for parent-teacher partnerships to be an integral component of educator preparation curricula (Brinks et al., 2010; Council for Exceptional Children, 2015). Parental involvement in the education of children has been shown to increase student achievement, improve attendance, and reduce dropout rates (Barnard, 2004; Grundmeyer & Yankey, 2016; Sheldon, 2003). Specifically, parent-teacher partnerships have been shown to be an effective method of involving parents in the education of their children, and the benefits are well documented (Barnard, 2004; Collier, Keefe, & Hirrel, 2015; Lasater, 2016; Sheldon, 2003). When parents and teachers become partners, these partnerships have been associated with fewer student retentions and fewer referrals for unacceptable behavior. Moreover, parent-teacher partnerships have been identified as a stress reducer, which, in turn, can help students be ready and able to learn (Anderson- Butcher & Ashton, 2004; Barnard, 2004; Rouse & O'Brien, 2016; Talts, Piht, & Muldma, 2017). (Murray M; Munger M H; Colwell W B; Claussen A J, 2018) 6.4.2 Family Partnership Parental involvement and community participation in the total scheme of inclusive education is important. The involvement of families and local communities is essential in achieving

100 GE-ED-21 NSOU quality education for all. Most of the parents want their children to be welcomed into the real world and be given respect and resources which they need and deserve as is given to non-disabled children. Families and community groups can take an active role in promoting inclusive education by helping and cooperating the school authorities in making or providing necessary arrangements and accommodations for the education of special peers. When families get involved in their children's education, the students achieve more, stay in school longer and engage in school more completely. Parents involvement in inclusive education programme builds positive relationships, encourages new behaviours, and increase self- satisfaction and optimism among themselves, their children and teachers. Such involvement of family is the key-component which leads to student's and school's success. The participation of family members could be a mother, a father or both, grandparents, guardian or an older sibling in all spheres of child's life plays a vital role in shaping and determine his personality. Parents involvement in inclusive education programme builds positive relationships, encourages new behaviours, and increase self-satisfaction and optimism among themselves, their children and teachers. Such involvement of family is the key component which leads to student's and school's success. The main goal of parents is to see whether the child with special needs benefits from school experience or not. Children with lifelong, disabilities need educational opportunities that are appropriate for their age and abilities. Parents and teachers working together are the very best support for such special children. Jointly, they can ensure children acquire as many necessary skills and abilities to be successful in life are possible. Parents know their children best. They know their likes and dislikes, strengths and weakness, needs and desires, abilities, capacities, capabilities and challenges. This information shared with teachers is invaluable while developing an educational plan for the child. As a parent it is important that one is fully involved in all the aspects of decision-making that goes on during child's education. In some cases where the children are identified very early in their lives by family members, it becomes the responsibility of the parents or family to inform the school authorities for their child's special needs. Parents play an effective role in the education of their children with special needs. While special education teachers generally work hard to make a difference, they cannot be expected to educate these special children on their own. They need support from family members. Parents must encourage them in order to make children reach their potential. They should work on the goals at home as well as cooperate with teachers in schools. If parents will work with their children at home, not only they will progress more quickly and show better results, both will also realize how dedicated and committed their parents to their education. Time spent with children at home brings parents children closer to each other. Parents

NSOU GE-ED-21 101 should bear major force in helping children overcome adversity. (Monika, 2018) 6.4.3 Capacity Building Capacity building is the process by which individuals and organizations obtain, improve, and retain the skills, knowledge, tools, equipment, and other resources needed to do their jobs competently. It allows individuals and organizations to perform at a greater capacity. There are three essential components of Capacity building in inclusive education viz: 1. Increasing awareness and attitudinal change through advocacy; 2. Creating future trained professionals through pre-service training and 3. Build on existing human resource or in-service training. These three components are discussed below :

Attitudinal Changes and Awareness Raising For inclusive education to succeed, it is vitally important that teachers, principals and other education stakeholders maintain a positive attitude towards inclusion. They must be firmly convinced of the benefits that inclusive practices bring to all children. Even if inclusive education is mandated by law, it will never succeed without the enthusiastic support of its practitioners. Obtaining such support involves behavior and attitudinal change which is not a quick or easy process. There are a number of ways to accomplish such change for examples activities and strategies that have been used successfully in the CRS Vietnam program such as organizing training workshops for educators and key-community members on general inclusive education techniques. Pre-Service Training Programs In order to build human resources in the field of education, training must be done both at the pre-service and in-service levels. Pre-service training refers to training individuals before they become teachers. This includes training at teacher training colleges and universities at both the national and provincial levels. Ideally, inclusive education should be a compulsory subject for all teacher candidates and an integral part of teacher training curricula. Fundamental knowledge and skills of inclusive education, such as understanding needs and abilities of children with special needs and pedagogic skills such as instructional accommodation and activity differentiation, should be provided widely to teacher candidates. Countries with strong track records of implementing inclusive education, such as the United States and Australia have adopted this model for a long-time. As a long term goal, countries should work towards promoting inclusive education as a compulsory subject in pre-service training

102 GE-ED-21 NSOU programs . Nation wide efforts have been initiated in this direction in our country also. In C C S University , Meerut "Creating An Inclusive School", a new course has been introduced in B. Ed. 2nd year with this specific purpose. In-Service Training Programs In-service training includes professional development for teachers who are already working in the classroom. In addition to developing the skills of professionals before entering the workforce, it is essential that teachers already teaching be provided skills and techniques for inclusive education. Teachers in many countries are required to upgrade their professional skills on an annual or regular basis to enhance their teaching performance. Inservice training programs offer a particularly effective strategy to improve the quality of an entire educational system for all children regardless of their needs. Inclusive education methods are child- centered, employing active and participative learning techniques that improve teachers' capacity to teach children both with and without disabilities. Collaborative and participative techniques not only enhance learning outcomes, but also reduce prejudice and discrimination among children. The success of inclusive education in any context depends upon many factors. Teachers themselves are an essential component to ensure the quality of students' inclusion in the school environment. Teachers have direct interaction with students and play a critical role in determining students' experiences in the classroom on a daily basis. Special attention must be paid to ensure that classroom teachers have the skills and support needed to provide quality education to children with diverse learning needs. This requires the collaboration of classroom teachers, key-teachers, school principals, education officers and policy makers. Preparing teachers with essential knowledge and skills for inclusive education also requires the commitment of all teachers. When desired policies are not yet in place in a country, these teachers should explore different and alternative approaches to achieve the ultimate goal of providing quality education for all children. Preparing teachers does not simply mean providing prospective teachers with inclusive education skills; it is important to provide training and support for existing teachers as well. Building the capacity for inclusive education must include awareness raising activities as well as integrated pre- service and in-service teacher training programs to ensure that teachers are aware, ready and willing to bring inclusive education into action. Preparing teachers at the pre-service level to teach in inclusive settings is essential if our schools are to truly teach all students in inclusive, collaborative, and diverse settings. To accomplish that we must start designing and building an atmosphere of collaboration and inclusiveness at the pre service level, as NSOU GE-ED-21 103 well as practices that demonstrate to prospective teachers the possibilities and promise of an inclusive world. Hence, efforts must be continued to chase the dreams of capacity building of our teachers for inclusive education (Kaushik Neeta, 2016). 6.5 Role of Indian Govt. in implementation of Inclusive Education. Legislation and Policies in India The Constitution of India (26 November, 1949), clearly states in the Preamble that everyone has the

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right to equality of status and of opportunity. The Article 41 of the Directive Principles of the Indian Constitution supports the 'right to work, education and public assistance' in certain cases including

disablement. Further, Article 45 commits to

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the provision of 'free and compulsory education for all children up to the age of 14 years'.

Based on this, the
Constitution (86

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th Amendment) Act 2002 has been enacted by the parliament making education a 'fundamental right' of all children in the age group of 6-14 years. Moreover, the 93rd Amendment to the Constitution of India (

now renumbered as the 86th), passed by the Lok Sabha on November 28, 2001,

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makes it mandatory for the government to provide free and compulsory education to "all children of the age of 6-14 years", with its preamble clarifying that "all" includes children with disabilities as well.

Although many viewed this amendment as positive, others criticized the age restrictions. In addition, many thought that the type of education (inclusive, segregated, or other) should be specified within the law.

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The Government of India created the Kothari Commission in 1964. This commission was created because the Government of India wanted to create a plan of action to improve the education system. The plan of action suggested by the Kothari Commission included people with disabilities, but unfortunately, the Government of India never implemented it. It reads, "We now turn to the education of handicapped children. Their education has to be organized not merely on humanitarian grounds of utility. Proper education generally enables a handicapped child to overcome largely his or her handicap and make him into a useful citizen. Social justice also demands it on an overall view of the problem, however, we feel that experimentation with integrated programmes is urgently required and every attempt should be made to bring in as many children in integrated programs." 104

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The Integrated Education of Disabled Children (IEDC) 1974 The Ministry of Welfare created the Integrated Education of Disabled Children Scheme (IEDC) in 1974. The scheme provided children with disabilities "financial support for books, school uniforms, transportation, special equipment and aids," with the intention of using these aids to include children in mainstream classrooms. However, the government of India realized that providing structural changes to the classroom, such as adapted equipment, would not be enough to integrate children with disabilities into the classroom. Although it was encouraged and partly funded by UNICEF, fifty percent of the funding was supposed to go through the State Governments. The responsibility was transferred to the Department of Education in 1992. Despite the fact that this scheme was supposed to be nation-wide, it was implemented in only 10 out of 29 of the states in India. Sharma (2001) found three major problems with the IEDC. There was a lack of training and experience

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of the teachers, a lack of orientation among regular school staff about the problems of disabled children and their educational needs, and the lack of availability of equipment and

educational materials.

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The National Policy on Education (NPE, 1986), and the Programme of Action (1992) stresses the need for integrating children with special needs with other groups. The objective to be achieved as stated in the NPE (1986) is "to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence."

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Although this policy was created in 1986, it was not implemented until the Plan of Action was created in 1992. The 1992 Program of Action (POA), created to implement the 1986 NPE, broadens the definition of who should be included in mainstream schooling, that "a child with a disability who can be educated in the general school should not be in the special school."

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The Rehabilitation Council of India Act (1992) The year 1992 was also the year of the enactment of Rehabilitation Council of India (RCI) Act. The RCI Act provided standards for rehabilitation professionals; one type of rehabilitation professional being special education teachers.

In essence, the Council and its Act, aims to regulate the quality of training of Rehabilitation Professionals.

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Possibly one of the most important landmark legislation to date in India regarding people with disabilities is the Persons with disabilities Act (

Equal Opportunities, Protection of rights and Full Participation), 1995.

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The PWD Act strives to address all major aspects of the education sector that pertains to students with disabilities. It states that

students

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with disabilities have the right to access education in a "free and appropriate environment" until they are 18 years of age,

NSOU GE-ED-21 105 "promoting integration into normal schools." The PWD Act

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is supposed to provide transport facilities, remove architectural barriers, supply free books and other study materials, grant scholarships, restructure curriculum, and modify the examination system for the benefit of students with special needs. The Act also addresses teacher training, for special educators and mainstream educators, by requiring adequate teacher training programs to train teachers to work with students with disabilities. Another extremely important part of this act was the clause that requires all parts of the country, urban and rural, to have facilities that accommodate students with disabilities and ensure that they are in school. The People with Disabilities Act

functioned as a catalyst for several other development projects around inclusion and

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disability. National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999

In 1999, the government passed

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the 'National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act'

for the economic rehabilitation of people with disabilities. These legislations have been instrumental in bringing about perceptible change in the attitudes of Government, NGOs and people with disabilities.

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The Government of India started collaborating with the UN and World Bank to put the People with Disabilities Act into action. One major initiative that was born out of the PWD Act was the District Primary Education Program (DPEP). A joint venture between the Indian Government's Department of Education and the World Bank. The goal of DPEP was "education for all" by the year 2000. As many of the initiatives in India regarding education and children with disabilities, the DPEP focused on inclusion of children with mild to moderate disabilities. Following the PWD Act, important parts of the initiative included teacher trainings through the District Institutes of Education and Training (DIETS), curriculum modifications, resource room, teacher support and integration or inclusion.

Inclusive Education in Sarva Shiksha Abhiyan Sarva Shiksha Abhiyan (

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SSA) was launched to achieve the goal of Universalisation of Elementary Education. This adopts a zero rejection policy and uses an approach of converging various schemes and programmes. The key-objective of SSA is Universalisation of Elementary Education (UEE). Three important aspect of UEE are access, enrolment and retention of all children in 6-14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality education. It covers the following components under education for children with special needs - Early 106

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detection and identification, functional and formal assessment, Educational Placement, Aids and Appliances, Support services, Teacher training, Resource support, Individual Educational Plan (IEP), Parental training and community mobilization, Planning and management, Strengthening of special schools, Removal of Architectural barriers, Research, Monitoring and evaluation, Girls with disabilities.

The most recent initiative of Government of India to achieve the goal of universalisation of secondary education (USE) is 'Rashtriya Madhyamik Shiksha Abhiyan' (RMSA), aimed at expanding and improving the standards of secondary education, i.e., from class VIII to X. RMSA will work in line with revised scheme of Inclusive Education for the Disabled at Secondary Stage (IEDSS) which ensures that every child with disability will be identified at secondary level and his/her educational needs will also be assessed and supplied learning material, aids and appliances, assistive devices, support services, as per his/her requirement. Reforming past scheme:

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Inclusive education of the disabled at the secondary stage In 2008, the government reformed the Scheme of Integrated Education for Disabled Children (IEDC) and created the Inclusive Education of the Disabled at the Secondary Stage (IEDSS). It went into effect on April 1st, 2009. IEDC was reformed to take into account the resources provided for students with disabilities ages 6-14

under Sarva
Shiksha Abhiyan.

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The objective of IEDSS is to enable the disabled children who have completed eight years of elementary education to continue their education at the secondary stage in an inclusive environment in regular schools. IEDSS provides students with disabilities ages 14-18, studying in public or government funded schools, Rs. 3000/- per school year from the central government to purchase the necessary materials to use to ensure inclusion of the student in the mainstream school system. This is the first policy that specifically acknowledges the importance of secondary education for persons with disabilities.

The National Policy for People with Disabilities The most recent policy specifically concerning education and people with disabilities is the Ministry of Social Justice and Empowerment's National Policy for People with Disabilities. Although this policy was created in 2006, after the 2005 Action Plan, and the two policies were created under separate ministries, they are very similar in both the ideologies that they were founded on, as well as the actual changes they are trying to make to the system. This policy echoes the 2005 plan of action and 2005 (made official in 2009) bill by changing special schools in resource centers for students with disabilities and teachers. In addition, the policy seeks to bridge the gap between rural and urban areas by creating more District

NSOU GE-ED-21 107 Disability and Rehabilitation Centers (DDRCs), which disseminate information in terms of availability of aids and appliances, ensure the mandated 3% coverage of persons with disabilities in poverty reduction programs and target girls with disabilities.

The Rights of Persons with Disabilities Act (2016) The Rights of Persons with Disabilities Act (2016) is the disability legislation passed by the Indian Parliament to give effect

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to the United Nations Convention on the Rights of Persons with Disabilities,

which India

ratified in 2007. The Act replaces the existing

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Persons with Disabilities (Equal Opportunity Protection of Rights and Full Participation) Act, 1995. The

number of disabilities recognized under the act has been increased from 7 (recognized under the Old Act) to 21, and have been elaborately defined. The law recognizes for the first time three blood disorders namely Thalassemia, Hemophilia, and Sickle cell disease, intellectual disability, disability caused due to neurological conditions, acid attack etc. as disabilities. Responsibility has been cast upon the appropriate governments to take effective measures to ensure that the persons with disabilities enjoy their rights equally with others. The Act focuses on multiple aspects such as education, skill development, employment, recreation, rehabilitation, health and social security of person with disability. The Act provides every child with benchmark disability between the age group of 6 and 18 years right to free education. Government funded educational institutions as well as the government recognized institutions will have to provide inclusive education

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to the children with disabilities. For persons with benchmark disabilities a reservation of not less than 5% in higher education, not less than 5% in government jobs and not less than 4 %, has been provided in allotment of agriculture and housing land, in poverty alleviation schemes

and in doing so priority has to be given to women. The law has become more gender sensitive as a separate provisions have been made for women suffering from disability. Private establishments have also been covered within the ambit of the new Act. Governments as well as private service providers are required to provide services in accordance with the rules on accessibility formulated by the Central Government. No building plan is to be approved unless it complies with the rules of accessibility. Special powers have been conferred on the Executive Magistrate and Police Officer to deal with complaints of abuse, violence or exploitation against the person with disabilities. The Act also requires the State Governments in concurrence with the Chief Justice of High Court to notify District Court/ Court of Session to be special courts for speedy trial of offences under the Act. The Act provides for setting up of National Fund for persons with disabilities. Thus, this new act will not only enhance the rights and entitlements of persons with disabilities but also provide

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effective mechanism for ensuring their empowerment and true inclusion into the society in a satisfactory manner. (Nagpal Rajni, 2018) National Education Policy, 2020 The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021.

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The finalized policy incorporates several recommendations of disability organizations on the 2019 draft. The NEP asserts that children with disabilities will have opportunities for equal participation across the educational system. A major victory is the recognition of the Rights of Persons with Disabilities Act (RPWD), 2016 and its provisions for inclusive education, defined as a system of education where students with and without disabilities learn together. These recommendations include non-discrimination in schools, accessible infrastructure, reasonable accommodations, individualized supports, use of Braille and Indian Sign language in teaching, and monitoring among others. The policy has provisions for recruitment of special educators with cross-disability training and incorporates disability awareness within teacher education.

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Children with disabilities in the policy are primarily viewed as recipients of welfare and care in the form of peer tutoring, open schooling, and one-on-one teaching. There is a need to go further, to recognize disability as an identity and as a form of diversity rather than solely a deficit - an example of this would have been to suggest the standardization of Indian Sign Language as a valuable language system for all students, not just for 'students with hearing impairments.' That is, the educational challenges of children with disabilities stem from a rigid curriculum, inaccessible schools and classrooms, absence of modified assessments, and deficit perspectives that place limits on what disabled children can achieve. India has ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in 2007, which envisions free, quality, inclusive education as the fundamental human right of every child with a disability. In line with the UNCRPD, there is a need to ensure that the NEP leads to renewed efforts towards greater budgetary allocation, a systems approach with co-ordination across Government departments, ending segregation of disabled children, and a focus on sustainable transitions to higher-education and employment. (

Sarkar Tanushree, 2020)

NSOU GE-ED-21 109 Initiatives undertaken by the Government of India cover a wide range of policies, plans, programmes,

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schemes and legal enactments related to persons with disabilities in the country. Although the Government of India has attempted to create numerous policies that are inclusive for people with disabilities since the country's independence in 1947, their implementation efforts have not resulted in an inclusive system of education, nor have they reached their goal of "Education for all" across the country.

Still, at present, the policies governing the education system are inclusive but, the problem is with implementation. The Government of India needs to bridge the gaps in their education system to build a strong system of inclusive education in India. 6.6 Summary Social relationships and supports (Instructional practices, facilitating social membership & relationship) have been discussed in this unit. Educators implement evidenced-based inclusive practices through multi-level instruction, multiple methods of assessment and modified outcomes in general education classrooms, when appropriate. Climate in the classroom is one of the determining factors in the development of practices in Inclusive Education. Many factors contribute to the climate in the classroom. Parents involvement in inclusive education programme builds positive relationships, encourages new behaviours, and increase self- satisfaction and optimism among themselves, their children and teachers. Such involvement of family is the key component which leads to student's and school's success. When families and community members are involved in student learning, students improve their academic performance and gain advocates that promote their success, helping them feel more confident at school and in taking on more rigorous classwork. Research has shown that high levels of parental involvement correlate with improved academic performance, higher test scores, more positive attitudes toward school, higher homework completion rates, fewer placements in special education, academic perseverance, lower dropout rates and fewer suspensions. Initiatives undertaken by the Government of India cover a wide range of policies, plans, programmes, schemes and legal enactments related to persons with disabilities in the country. 6.7 Self- Assessment Questions 1) Discuss on Leadership for Inclusive Education. 2) Write note on "Capacity Building of Teachers for Inclusive Education". 110 GE-ED-21 NSOU 3) Explain the Role of Indian Govt. in implementation of Inclusive Education. 4) Write the full forms of: RMSA, RCI, IEDC, UNCRPD, NEP. 5) Discuss the features of RPWD Act, 2016. 6.8 References Commonwealth of Pennsylvania. (N.A). Teachers' Desk Reference: Practical Information for Pennsylvania's Teachers. Retrieved on February 18, 2021 from <http://www.charterarts.org/wp-content/uploads/2014/09/Inclusive-Practices.pdf> Kaushik Neeta (2016). Capacity Building of Teachers for Inclusive Education. Retrieved on February 18, 2021 from <http://ijear.org/vol61/TEP2016/24-dr-neeta-kaushik.pdf> Monika. (2018). Role of family in inclusive education. Retrieved on February 18, 2021 from file:///D:/SLM_BDP/2.6/3-1-89-672.pdf Murray M; Munger M H; Colwell W B; Claussen A J. (2018). Building Capacity in Special Education: A Statewide Initiative to Improve Student Outcomes Through Parent-Teacher Partnerships. Retrieved on February 18, 2021 from <https://files.eric.ed.gov/fulltext/EJ1184770.pdf> Nagpal Rajni. (2018). Constitutional and government initiatives towards inclusive education in India. Retrieved on February 18, 2021 from file:///D:/SLM_BDP/2.6/ govt%20initiatives.pdf Sarkar Tanushree. (2020).

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Examining Disability Inclusion in India's New National Education Policy.

Retrieved on February 18, 2021

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from <https://www.ukfiet.org/2020/examining-disability-inclusion-in-indias-new-national-education-policy/>

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2/46	SUBMITTED TEXT	64 WORDS	99% MATCHING TEXT	64 WORDS
<p>a plan for future reforms could be made. Several States have taken up this challenge. This exercise is being carried out with the involvement of State Councils for Educational Research and Training [SCERT] and District Institutes of Education and Training [DIET]. National Policy for Persons with Disabilities (2006) The Government of India formulated the National Policy for Persons with Disabilities in February 2006 which deals with Physical, Educational</p>		<p>a plan for future reforms that could be made. Several States have taken up this challenge. This exercise is being carried out with the involvement of State Councils for Educational Research and Training [SCERT] and District Institutes of Education and Training [DIET]. 9.6 National Policy for Persons with Disabilities (2006) The Government of India formulated the National Policy for Persons with Disabilities in February 2006 which deals with Physical, Educational &</p>		
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3/46	SUBMITTED TEXT	33 WORDS	100% MATCHING TEXT	33 WORDS
<p>Economic Rehabilitation of persons with disabilities. In addition the policy also focuses upon rehabilitation of women and children with disabilities, barrier free environment, social security, research etc. The National Policy recognizes that Persons with Disabilities (</p>		<p>Economic Rehabilitation of persons with disabilities. In addition the policy also focuses upon rehabilitation of women and children with disabilities, barrier free environment, social security, research etc. The National Policy recognizes that Persons with Disabilities</p>		
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4/46	SUBMITTED TEXT	99 WORDS	96% MATCHING TEXT	99 WORDS
<p>are valuable human resource for the country and seeks to create an environment that provides them equal opportunities, protection of their rights and full participation in society. Focus of the Policy 1. Prevention of Disabilities — Since disability, in a large number of cases, is preventable, the policy lays a strong emphasis on prevention of disabilities. It calls for programme for prevention of diseases, which result in disability and the creation of awareness regarding measures to be taken for prevention of disabilities during the period of pregnancy and thereafter to be intensified and their coverage expanded. 2. Rehabilitation Measures — Rehabilitation measures can be classified into three distinct groups:</p>		<p>are valuable human resource for the country and seeks to create an environment that provides those equal opportunities, protection of their rights and full participation in society. The focus of the policy is on the following 1. Prevention of Disabilities - Since disability, in a large number of cases, is preventable, the policy lays a strong emphasis on prevention of disabilities. It calls for programme for prevention of diseases, which result in disability and the creation of awareness regarding measures to be taken for prevention of disabilities during the period of pregnancy and thereafter to be intensified and their coverage expanded. 2. Rehabilitation Measures - Rehabilitation measures can be classified into three distinct groups: 1.</p>		
W		https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf		

5/46	SUBMITTED TEXT	12 WORDS	91% MATCHING TEXT	12 WORDS
<p>appropriate forum for the redressal of grievances regarding the placement of their</p>		<p>appropriate forum for the redressal of grievances of parents regarding the placement of their</p>		
W		http://www.dhsgsu.edu.in/images/DAE/publications/SanjaySharma/3.4.5_2018_AIRJ_SS.PDF		

6/46	SUBMITTED TEXT	27 WORDS	66% MATCHING TEXT	27 WORDS
<p>Convention on the Rights of Persons with Disabilities (UNCRPD), 2006 It is an international treaty that aims to protect the rights and dignity of persons with disabilities. The Convention</p> <p>W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf</p>		<p>Convention on the Rights of Persons with Disabilities is an international human rights treaty of the United Nations to protect the rights and dignity of persons with disabilities. Parties the Convention</p>		
7/46	SUBMITTED TEXT	31 WORDS	71% MATCHING TEXT	31 WORDS
<p>The Convention was adopted by the United Nations General Assembly on 13 December 2006 Opened for signatures on 30 March 2007 It came into force on 03 May 2008</p> <p>W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf</p>		<p>The text was adopted by the United Nations General Assembly on 13 December 2006, and opened for signature on 30 March 2007. Following ratification by the 20th it came into force on 3 May 2008.</p>		
8/46	SUBMITTED TEXT	28 WORDS	100% MATCHING TEXT	28 WORDS
<p>to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity.</p> <p>W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf</p>		<p>To promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity.</p>		
9/46	SUBMITTED TEXT	42 WORDS	83% MATCHING TEXT	42 WORDS
<p>to live as independently and as fully as possible within and as close to the community to which they belong. To strengthen facilities to provide support to persons with disabilities to live within 38 GE-ED-21 NSOU their own families</p> <p>SA Theoretical Overview..pdf (D40307079)</p>				
10/46	SUBMITTED TEXT	21 WORDS	97% MATCHING TEXT	21 WORDS
<p>the persons with disabilities enjoy the right to equality, life with dignity and respect for his or her integrity equally with</p> <p>W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf</p>		<p>the persons with disabilities should enjoy the right to equality, life with dignity and respect for his or her integrity equally with</p>		

11/46	SUBMITTED TEXT	13 WORDS	96%	MATCHING TEXT	13 WORDS
<p>with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD),</p> <p>SA Chapter, I .doc (D110787435)</p>					
12/46	SUBMITTED TEXT	62 WORDS	33%	MATCHING TEXT	62 WORDS
<p>Need and Importance of IE There have been efforts internationally to include children with disabilities in the educational mainstream. In order to achieve truly inclusive education, we need to think about and incorporate children with special needs into regular schools. Especially, because these kids face some sort of barriers to learning and participation in the classroom. As general education classrooms include more and more diverse students,</p> <p>SA HISTORY OF INCLUSIVE EDUCATION-2.docx (D139334471)</p>					
13/46	SUBMITTED TEXT	19 WORDS	100%	MATCHING TEXT	19 WORDS
<p>In effective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different.</p> <p>SA HISTORY OF INCLUSIVE EDUCATION.docx (D138898504)</p>					
14/46	SUBMITTED TEXT	59 WORDS	87%	MATCHING TEXT	59 WORDS
<p>Researches show that most students learn and perform better when exposed to the richness of the general education curriculum. The growing body of research has shown that children do better academically when in inclusive settings and inclusion provides opportunities to develop relationships. Some of the benefits include: friendships, social skills, personal principles, comfort level with people who have special needs, and caring classroom environments.</p> <p>SA HISTORY OF INCLUSIVE EDUCATION.docx (D138898504)</p>					
15/46	SUBMITTED TEXT	14 WORDS	100%	MATCHING TEXT	14 WORDS
<p>In an inclusive educational setting, low-achieving students are able to get extra help</p> <p>SA HISTORY OF INCLUSIVE EDUCATION.docx (D138898504)</p>					

16/46	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>Classmates of students with disabilities also experience growth in social cognition, often can become more aware of the needs of others in inclusive classrooms.</p> <p>SA HISTORY OF INCLUSIVE EDUCATION.docx (D138898504)</p>				
17/46	SUBMITTED TEXT	28 WORDS	100% MATCHING TEXT	28 WORDS
<p>Students with disabilities can create long-lasting friendships that would not be otherwise possible, and these friendships can give them the skills to navigate social relationships later on in life. 4.4</p> <p>SA HISTORY OF INCLUSIVE EDUCATION.docx (D138898504)</p>				
18/46	SUBMITTED TEXT	31 WORDS	95% MATCHING TEXT	31 WORDS
<div> <p>right to equality of status and of opportunity. The Article 41 of the Directive Principles of the Indian Constitution supports the 'right to work, education and public assistance' in certain cases including</p> <p>W https://mail.ijrdo.org/index.php/er/article/download/615/569/</p> </div> <div> <p>right to equality of status and of opportunity. The Article 41 of the Directive Principles of the Indian Constitution provides the right to work, education and public assistance in certain cases including</p> </div>				
19/46	SUBMITTED TEXT	33 WORDS	95% MATCHING TEXT	33 WORDS
<div> <p>th Amendment) Act 2002 has been enacted by the parliament making education a 'fundamental right' of all children in the age group of 6-14 years. Moreover, the 93rd Amendment to the Constitution of India (</p> <p>W https://mail.ijrdo.org/index.php/er/article/download/615/569/</p> </div> <div> <p>th Amendment Act 2002 has been legislated by the parliament making education a fundamental right of all children in the age group of 6-14 years. Moreover the 93rd Amendment to the Constitution of India</p> </div>				
20/46	SUBMITTED TEXT	32 WORDS	95% MATCHING TEXT	32 WORDS
<div> <p>makes it mandatory for the government to provide free and compulsory education to "all children of the age of 6-14 years", with its preamble clarifying that "all" includes children with disabilities as well.</p> <p>W https://mail.ijrdo.org/index.php/er/article/download/615/569/</p> </div> <div> <p>makes it obligatory for the government to provide free and compulsory education to "all children of the age of 6-14 years", with its preamble clarifying that "all" includes children with disabilities as well.</p> </div>				

21/46	SUBMITTED TEXT	130 WORDS	95% MATCHING TEXT	130 WORDS
<p>The Government of India created the Kothari Commission in 1964. This commission was created because the Government of India wanted to create a plan of action to improve the education system. The plan of action suggested by the Kothari Commission included people with disabilities, but unfortunately, the Government of India never implemented it. It reads, "We now turn to the education of handicapped children. Their education has to be organized not merely on humanitarian grounds of utility. Proper education generally enables a handicapped child to overcome largely his or her handicap and make him into a useful citizen. Social justice also demands it on an overall view of the problem, however, we feel that experimentation with integrated programmes is urgently required and every attempt should be made to bring in as many children in integrated programs." 104</p>		<p>The Government of India created the Kothari Commission in 1964, named after its chairman, P.S. Kothari. This commission was created because the Government of India wanted to create a plan of action to improve the education system. The plan of action created by the Kothari Commission included people with disabilities, but unfortunately, the Government of India never implemented it. It reads that we now turn to the education of handicapped children. Their education has to be organized not merely on humanitarian grounds of utility. Proper education generally enables a handicapped child to overcome largely his or her handicap and make him into a useful citizen. Social justice also demands it. On an overall view of the problem, however, we feel that experimentation with integrated programmes is urgently required and every attempt should be made to bring in as many children in integrated programs.</p>		
<p>W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf</p>				

22/46	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
the provision of 'free and compulsory education for all children up to the age of 14 years'.		the provision of free and compulsory education for all children up to the age of 14 years. 86		
<div>W</div> https://mail.ijrdo.org/index.php/er/article/download/615/569/				

23/46	SUBMITTED TEXT	146 WORDS	84% MATCHING TEXT	146 WORDS
<p>The Integrated Education of Disabled Children (IEDC) 1974 The Ministry of Welfare created the Integrated Education of Disabled Children Scheme (IEDC) in 1974. The scheme provided children with disabilities "financial support for books, school uniforms, transportation, special equipment and aids," with the intention of using these aids to include children in mainstream classrooms. However, the government of India realized that providing structural changes to the classroom, such as adapted equipment, would not be enough to integrate children with disabilities into the classroom. Although it was encouraged and partly funded by UNICEF, fifty percent of the funding was supposed to go through the State Governments. The responsibility was transferred to the Department of Education in 1992. Despite the fact that this scheme was supposed to be nation-wide, it was implemented in only 10 out of 29 of the states in India. Sharma (2001) found three major problems with the IEDC. There was a lack of training and experience</p>		<p>the Integrated Education of Disabled Children Scheme (IEDC), not to be confused with the Integrated Child Development Scheme (above), in 1974. The program provided children with disabilities —financial support for books, school uniforms, transportation, special equipment and aids, with the intention of using these aids to include children in mainstream classrooms. However, the government of India realized that providing structural changes to the classroom, such as adapted equipment, would not be enough to integrate children with disabilities into the classroom. Although it was encouraged and partly funded by UNICEF, fifty percent of the funding was supposed to go through the state governments. The responsibility was transferred to the Department of Education in 1992. Despite the fact that this scheme was supposed to be nation-wide, it was implemented in only 10 out of 29 of the states in India. Sharma, an Indian scholar, found three major problems with the IEDC. There was a lack of training and experience</p>		
<div><div>W</div><div>https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf</div></div>				

24/46	SUBMITTED TEXT	64 WORDS	92% MATCHING TEXT	64 WORDS
	<p>The National Policy on Education (NPE, 1986), and the Programme of Action (1992) stresses the need for integrating children with special needs with other groups. The objective to be achieved as stated in the NPE (1986) is "to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence."</p> <p>W https://mail.ijrdo.org/index.php/er/article/download/615/569/</p>		<p>The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992) emphasis the need for integrating children with special needs with non-disabled children. The objective to be achieved as stated in the NPE, 1986 is "to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face with courage and confidence"</p>	
25/46	SUBMITTED TEXT	60 WORDS	99% MATCHING TEXT	60 WORDS
	<p>Although this policy was created in 1986, it was not implemented until the Plan of Action was created in 1992. The 1992 Program of Action (POA), created to implement the 1986 NPE, broadens the definition of who should be included in mainstream schooling, that "a child with a disability who can be educated in the general school should not be in the special school."</p> <p>W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf</p>		<p>Although this policy was created in 1986, it was not implemented until the Plan of Action was created in 1992. The 1992 Program of Action (POA), created to implement the 1986 NPE. This broadens the 1986 definition of who should be included in mainstream schooling, that —a child with a disability who can be educated in the general school should not be in the special school.¶</p>	
26/46	SUBMITTED TEXT	28 WORDS	37% MATCHING TEXT	28 WORDS
	<p>of the teachers, a lack of orientation among regular school staff about the problems of disabled children and their educational needs, and the lack of availability of equipment and</p> <p>SA Chapter, I .doc (D110787435)</p>			
27/46	SUBMITTED TEXT	39 WORDS	73% MATCHING TEXT	39 WORDS
	<p>The Rehabilitation Council of Indian Act (1992) The year 1992 was also the year of the enactment of Rehabilitation Council of India (RCI) Act. The RCI Act provided standards for rehabilitation professionals; one type of rehabilitation professional being special education teachers.</p> <p>W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf</p>		<p>The Rehabilitation Council of India Act and the People with Disabilities Act The year 1992 was also the year of the Rehabilitation Council of India (RCI) Act. The RCI Act provided standards for rehabilitation professionals. One type of rehabilitation professionals were special education teachers.</p>	

28/46	SUBMITTED TEXT	21 WORDS	84% MATCHING TEXT	21 WORDS
	Possibly one of the most important landmark legislation to date in India regarding people with disabilities is the Persons with disabilities Act (Possibly one of the most important pieces of legislation to date in India regarding people with disabilities is the 1995 People with Disabilities Act (
	W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf			
29/46	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
	The PWD Act strives to address all major aspects of the education sector that pertains to students with disabilities. It states that		The PwD Act strives to address all major aspects of the education sector that pertains to students with disabilities. It states that	
	W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf			
30/46	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
	with disabilities have the right to access education in a "free and appropriate environment" until they are 18 years of age,		with disabilities have the right to access education in a —free and appropriate environmentll until they are 18 years of age, —	
	W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf			
31/46	SUBMITTED TEXT	93 WORDS	95% MATCHING TEXT	93 WORDS
	is supposed to provide transport facilities, remove architectural barriers, supply free books and other study materials, grant scholarships, restructure curriculum, and modify the examination system for the benefit of students with special needs. The Act also addresses teacher training, for special educators and mainstream educators, by requiring adequate teacher training programs to train teachers to work with students with disabilities. Another extremely important part of this act was the clause that requires all parts of the country, urban and rural, to have facilities that accommodate students with disabilities and ensure that they are in school. The People with Disabilities Act		is supposed to provide transport facilities, remove architectural barriers, supply free books and other study materials, grant scholarships, restructure curriculum and modify the examinations system for the benefit of children with special needs. The act also addresses teacher training, for special educators and mainstream educators, by requiring adequate teacher training programs to train teachers to work with students with disabilities. Another extremely important part of this act was the clause that requires all parts of the country, urban and rural, to have facilities that accommodate students with disabilities and ensure that they are in school. A prominent criticism of the Persons with Disabilities Act	
	W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf			
32/46	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
	disability. National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999		disability. National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act	
	W http://www.dhsgsu.edu.in/images/DAE/publications/SanjaySharma/3.4.5_2018_AIRJ_SS.PDF			

33/46	SUBMITTED TEXT	113 WORDS	95% MATCHING TEXT	113 WORDS
	<p>The Government of India started collaborating with the UN and World Bank to put the People with Disabilities Act into action. One major initiative that was born out of the PWD Act was the District Primary Education Program (DPEP). A joint venture between the Indian Government's Department of Education and the World Bank. The goal of DPEP was "education for all" by the year 2000. As many of the initiatives in India regarding education and children with disabilities, the DPEP focused on inclusion of children with mild to moderate disabilities. Following the PWD Act, important parts of the initiative included teacher trainings through the District Institutes of Education and Training (DIETS), curriculum modifications, resource room, teacher support and integration or inclusion.</p> <p>The government of India started collaborating with the UN and World Bank to put the People with Disabilities Act into action. One major initiative that was born out of the PwD Act was the District Primary Education Program (DPEP). A joint venture between the Indian Government's Department of Education and the World Bank, the goal of the District Primary Education Program was —education for allll by the year 2000. As many of the initiatives in India regarding education and children with disabilities, the DPEP focused on inclusion of children with mild to moderate disabilities. Following the People with Disabilities Act, important parts of the initiative included Teacher trainings through the District Institutes of Education and Training (DIETS), curriculum modifications, resource room, teacher support and integration or inclusion.</p>			
	<p>W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf</p>			
34/46	SUBMITTED TEXT	100 WORDS	100% MATCHING TEXT	100 WORDS
	<p>SSA) was launched to achieve the goal of Universalisation of Elementary Education. This adopts a zero rejection policy and uses an approach of converging various schemes and programmes. The key-objective of SSA is Universalisation of Elementary Education (UEE). Three important aspect of UEE are access, enrolment and retention of all children in 6-14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality education. It covers the following components under education for children with special needs - Early 106</p> <p>SSA) was launched to achieve the goal of Universalisation of Elementary Education. This adopts a zero rejection policy and uses an approach of converging various schemes and programmes. The key objective of SSA is Universalisation of Elementary Education (UEE). Three important aspect of UEE are access, enrolment and retention of all children in 6-14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality education. It covers the following components under education for children with special needs. Early</p>			
	<p>W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf</p>			
35/46	SUBMITTED TEXT	41 WORDS	100% MATCHING TEXT	41 WORDS
	<p>detection and identification, functional and formal assessment, Educational Placement, Aids and Appliances, Support services, Teacher training, Resource support, Individual Educational Plan (IEP), Parental training and community mobilization, Planning and management, Strengthening of special schools, Removal of Architectural barriers, Research, Monitoring and evaluation, Girls with disabilities.</p> <p>detection and identification, functional and formal assessment, Educational Placement, Aids and appliances, Support services, Teacher training, Resource support, Individual Educational Plan (IEP), Parental training and community mobilization, Planning and management, Strengthening of special schools, Removal of Architectural barriers, Research, Monitoring and evaluation, Girls with disabilities</p>			
	<p>W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf</p>			

36/46	SUBMITTED TEXT	56 WORDS	99% MATCHING TEXT	56 WORDS
	Inclusive education of the disabled at the secondary stage In 2008, the government reformed the Scheme of Integrated Education for Disabled Children (IEDC) and created the Inclusive Education of the Disabled at the Secondary Stage (IEDSS). It went into effect on April 1st, 2009. IEDC was reformed to take into account the resources provided for students with disabilities ages 6-14		Inclusive Education of the Disabled at the Secondary Stage In 2008, the government reformed the Scheme of Integrated Education for Disabled Children (IEDC) and created the Inclusive Education of the Disabled at the Secondary Stage (IEDSS). It went into effect on April 1st, 2009.clxx IEDC was reformed to take into account the resources provided for students with disabilities ages 6-14	
	W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf			
37/46	SUBMITTED TEXT	85 WORDS	96% MATCHING TEXT	85 WORDS
	The objective of IEDSS is to enable the disabled children who have completed eight years of elementary education to continue their education at the secondary stage in an inclusive environment in regular schools. IEDSS provides students with disabilities ages 14-18, studying in public or government funded schools, Rs. 3000/- per school year from the central government to purchase the necessary materials to use to ensure inclusion of the student in the mainstream school system. This is the first policy that specifically acknowledges the importance of secondary education for persons with disabilities.		The objective of IEDSS is to enable the disabled children who have completed eight years of elementary education to continue their education at the secondary stage in an inclusive environment in regular schools. IEDSS provides students with disabilities ages 14-18, studying in public or government-funded schools, R3000 per school year from the central government to purchase the necessary materials to use to ensure inclusion of the student in the mainstream school system has been allotted. This is the first policy that specifically acknowledges the importance of secondary education for persons with disabilities. 2.7.8	
	W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf			
38/46	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
	the 'National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act'			
	SA Chapter 1 Final Draft Modified as per Mam.docx (D119319495)			
39/46	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
	Persons with Disabilities (Equal Opportunity Protection of Rights and Full Participation) Act, 1995. The		Persons with Disabilities (Equal Opportunities Protection of Rights and Full Participation) Act, 1995. The	
	W https://tnou.ac.in/wp-content/uploads/2021/06/SED-13-Inclusive-Education-English.pdf			
40/46	SUBMITTED TEXT	12 WORDS	95% MATCHING TEXT	12 WORDS
	to the United Nations Convention on the Rights of Persons with Disabilities,			
	SA Satyam Verma-From Exclusion to Inclusion.pdf (D157517826)			

41/46	SUBMITTED TEXT	45 WORDS	81% MATCHING TEXT	45 WORDS
<p>to the children with disabilities. For persons with benchmark disabilities a reservation of not less than 5% in higher education, not less than 5% in government jobs and not less than 4 %, has been provided in allotment of agriculture and housing land, in poverty alleviation schemes</p> <p>SA Chapter, I .doc (D110787435)</p>				

42/46	SUBMITTED TEXT	102 WORDS	100% MATCHING TEXT	102 WORDS
<div> <p>The finalized policy incorporates several recommendations of disability organizations on the 2019 draft. The NEP asserts that children with disabilities will have opportunities for equal participation across the educational system. A major victory is the recognition of the Rights of Persons with Disabilities Act (RPWD), 2016 and its provisions for inclusive education, defined as a system of education where students with and without disabilities learn together. These recommendations include non-discrimination in schools, accessible infrastructure, reasonable accommodations, individualized supports, use of Braille and Indian Sign language in teaching, and monitoring among others. The policy has provisions for recruitment of special educators with cross-disability training and incorporates disability awareness within teacher education.</p> <p>W https://www.ukfiet.org/2020/examining-disability-inclusion-in-indias-new-national-education-policy/</p> </div> <div> <p>The finalized policy incorporates several recommendations of disability organizations on the 2019 draft. The NEP asserts that children with disabilities will have opportunities for equal participation across the educational system. A major victory is the recognition of the 2016 Rights of Persons with Disabilities Act (RPWD) and its provisions for inclusive education, defined as a system of education where students with and without disabilities learn together. These recommendations include non-discrimination in schools, accessible infrastructure, reasonable accommodations, individualized supports, use of Braille and Indian Sign language in teaching, and monitoring among others. The policy has provisions for recruitment of special educators with cross-disability training and incorporates disability awareness within teacher education.</p> </div>				















43/46	SUBMITTED TEXT	9 WORDS	100% MATCHING TEXT	9 WORDS
<div> <p>Examining Disability Inclusion in India's New National Education Policy.</p> <p>W https://www.ukfiet.org/2020/examining-disability-inclusion-in-indias-new-national-education-policy/</p> </div> <div> <p>Examining Disability Inclusion in India's New National Education Policy -</p> </div>				



















44/46	SUBMITTED TEXT	181 WORDS	99% MATCHING TEXT	181 WORDS
	<p>Children with disabilities in the policy are primarily viewed as recipients of welfare and care in the form of peer tutoring, open schooling, and one-on-one teaching. There is a need to go further, to recognize disability as an identity and as a form of diversity rather than solely a deficit - an example of this would have been to suggest the standardization of Indian Sign Language as a valuable language system for all students, not just for 'students with hearing impairments.' That is, the educational challenges of children with disabilities stem from a rigid curriculum, inaccessible schools and classrooms, absence of modified assessments, and deficit perspectives that place limits on what disabled children can achieve. India has ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in 2007, which envisions free, quality, inclusive education as the fundamental human right of every child with a disability. In line with the UNCRPD, there is a need to ensure that the NEP leads to renewed efforts towards greater budgetary allocation, a systems approach with co-ordination across Government departments, ending segregation of disabled children, and a focus on sustainable transitions to higher-education and employment. (</p> <p>Children with disabilities in the policy are primarily viewed as recipients of welfare and care in the form of peer tutoring, open schooling, and one-on-one teaching. There is a need to go further, to recognize disability as an identity and as a form of diversity rather than solely a deficit – an example of this would have been to suggest the standardization of Indian Sign Language as a valuable language system for all students, not just for 'students with hearing impairments.' That is, the educational challenges of children with disabilities stem from a rigid curriculum, inaccessible schools and classrooms, absence of modified assessments, and deficit perspectives that place limits on what disabled children can achieve. India ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) which envisions free, quality, inclusive education as the fundamental human right of every child with a disability. In line with the UNCRPD, there is a need to ensure that the NEP leads to renewed efforts towards greater budgetary allocation, a systems approach with co-ordination across government departments, ending segregation of disabled children, and a focus on sustainable transitions to higher-education and employment.</p> <p>W https://www.ukfiet.org/2020/examining-disability-inclusion-in-indias-new-national-education-policy/</p>			
45/46	SUBMITTED TEXT	2 WORDS	96% MATCHING TEXT	2 WORDS
	<p>from https://www.ukfiet.org/2020/examining-disability-inclusion-in-indias-new-national-education-policy/</p> <p>from UKFIET: https://www.ukfiet.org/2020/examining-disability-inclusion-in-indias-new-national-education-policy/ [...]</p> <p>W https://www.ukfiet.org/2020/examining-disability-inclusion-in-indias-new-national-education-policy/</p>			
46/46	SUBMITTED TEXT	58 WORDS	58% MATCHING TEXT	58 WORDS
	<p>schemes and legal enactments related to persons with disabilities in the country. Although the Government of India has attempted to create numerous policies that are inclusive for people with disabilities since the country's independence in 1947, their implementation efforts have not resulted in an inclusive system of education, nor have they reached their goal of "Education for all" across the country.</p> <p>SA Chapter, I .doc (D110787435)</p>			

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Sources included in the report

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W	URL: https://kkhsou.ac.in/eslm/E-SLM-for-Learner/6th%20Sem/Bachelor%20Degree/History/History%20Majo... Fetched: 10/4/2021 1:21:35 PM		8
SA	chapter 1.docx Document chapter 1.docx (D29641812)		7
SA	A186821001_Anjali Chawla_Thesis_Ph.D. History.docx Document A186821001_Anjali Chawla_Thesis_Ph.D. History.docx (D154683600)		13
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CC-ED-05 Policy Perspective and Development of Indian Education (Pre-Independent)

D/Barun-2022/Netaji Subhas Open University/CC-ED-05 /Title New 2022/1/20.08.2022 PREFACE In a bid to standardise higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses viz. core, discipline specific, generic elective, ability and skill enhancement for graduate students of all programmes at Honours level. This brings in the semester pattern, which finds efficacy in sync with credit system, credit transfer, comprehensive continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry acquired credits. I am happy to note that the University has been accredited by NAAC with grade 'A'. UGC (Open and Distance Learning Programmes and Online Learning Programmes) Regulations, 2020 have mandated compliance with CBCS for U.G. programmes for all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme. Self Learning Materials (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English / Bengali. Eventually, the English version SLMs will be translated into Bengali too, for the benefit of learners. As always, all of our teaching faculties contributed in this process. In addition to this we have also requisitioned the services of best academics in each domain in preparation of the new SLMs. I am sure they will be of commendable academic support. We look forward to proactive feedback from all stakeholders who will participate in the teaching-learning based on these study materials. It has been a very challenging task well executed, and I congratulate all concerned in the preparation of these SLMs. I wish the venture a grand success. Professor (Dr.) Subha Sankar Sarkar Vice-Chancellor

Printed in accordance with the regulations of the Distance Education Bureau of the University Grants Commission. First Print : August, 2022 Netaji Subhas Open University Undergraduate Degree Programme Choice Based Credit System (CBCS) Subject : Honours in Education (HED) Course : Policy Perspective and Development of Indian Education (Pre-Independent) Course Code : CC - ED - 05 Netaji Subhas Open University Undergraduate Degree Programme Choice Based Credit System (CBCS) Subject : Honours in Education (HED) Course : Policy Perspective and Development of Indian Education (Pre-Independent) Course Code : CC - ED - 05 : Board of Studies : Members Dr. Atindranath Dey Dr. Sanat K. Ghosh Director, SoE, NSOU, Professor SoE, Chairman (BoS) NSOU Swapan Kr. Sarkar Dr. Sumanta Chattaraj Associate Professor SoE, NSOU Professor SoE, NSOU Dr. Debasri Banerjee Dr. Papiya Upadhyay Professor Dept. of Education, Assistant Professor SoE, University of Calcutta NSOU Dr. Kutubuddin Haldar Dr. Parimal Sarkar Professor Dept. of Education, Assistant Professor SoE, University of Calcutta NSOU Dr. Dibyendu Bhattacharyya Professor Dept. of Education, University of Kalyani : Course Writer : : Course Editor : Dr. Kutubuddin Haldar Module-I : Dr. Sibaprasad De Professor Dept. of Education, Assistant Professor SoE, NSOU University of Calcutta Module-II : Dr. Parimal Sarkar Assistant Professor SoE, NSOU : Format Editor : Dr. Papiya Upadhyay Assistant Professor SoE, NSOU Notification All rights reserved. No part of this Study material be reproduced in any form without permission in writing from Netaji Subhas Open University. Kishore Sengupta Registrar

Netaji Subhas Open University UG : Education (HED) Course : Policy Perspective and Development of Indian Education (Pre-Independent) Course Code : CC - ED - 05 Module-I Educational Policy Development in the 19 th Century Unit-1 ? Indigenous System of Education 9- 38 Unit-2 ? Educational Policy in the Early 19 th Century 39-65 Unit-3 ? Educational Policy in the Late 19 th Century 66-96 Module-II National Education Movement & Modern Indian Education Unit-4 ? National Education Movement 99- 131 Unit-5 ? Bengal Renaissance 132-162 Unit-6 ? Modern Indian Education 163-198 D/Barun-2022/Netaji Subhas Open University/CC-ED-09 /Title New 2022/5/28.07.2022

Module-I Educational Policy Development in the 19 th Century 7

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Unit-1 □ □ □ □ Indigenous System of Education Structure 1.1 Objectives 1.2 Introduction 1.3 The Indigenous Education System in early 19th Century 1.3.1 Indigenous Education: Concept and Sources 1.3.2 Characteristics of Indigenous Education 1.3.2.1 Learning in the Pathshalas and Makhtabs 1.3.2.2 Learning in the Tols and Madrasahs 1.3.2.3 The Monitorial System 1.3.3 The Extent of Mass Education 1.3.4 Merits and Defects 1.3.5 Relevance of Indigenous Education 1.3.6 Measures of Improvement of indigenous schools 1.3.7 Critical Evaluation of Indigenous Education of the early 19th Century 1.4. British Government Policy on spreading Education in India 1.4.1 Education policy and British India 1.4.2 Background of British Government policies 1.4.2.1 Charter Act of 1813 1.4.2.2 Charter Act of 1833 1.4.2.3 Wood's Despatch of 1854 1.4.2.4 Downward Filtration Theory 1.4.2.5 The Hunter Commission 1.5. Serampore Trio: Missionary Activities and their contributions in spreading Education in the region 1.5.1 State of Missionary activities in 18th century India 9

10 NSOU ? CC-ED-05 1.5.2 The Serampore Trio 1.5.3 Important Activities of the Trio 1.5.4 Contributions of Serampore Trio 1.5.4.1 Fort William College 1.5.4.2 Women Education 1.5.4.3 Introduction of new type of education 1.5.4.4 Secular education 1.5.4.5 Serampore College 1.5.4.6 Mass education and development of villages 1.6 Summary 1.7 Self-Assessment Questions 1.8 References 1.1 Objectives After learning this Unit, the students will be able to • Know about what is meant by Indigenous Education • Know what sources we can use to know about such education • Learn about the types of learning institutions existed • Gain information about the features of indigenous learning, i.e. about the students, curriculum, teachers, teaching methods, management as was practised in those institutions. • Understand the merits and defects of these institutions • Realise the relevance of indigenous education imparted in those institutions • Think about what measures could be adopted for improvement of those institutions to have an overview of different initiatives of British Government • Know how the process of transformation of indigenous education to Western Education • Gain a knowledge about Downward Filtration Theory • Know the Missionary Activities of Serampore Trio • Know their contributions in spreading Education in the region

NSOU ? CC-ED-05 11 1.2 Introduction In the earlier years of the nineteenth century, three parallel streams of education prevailed simultaneously in India, (1) the ancient indigenous system that used to be practiced in different forms down the ages, (2) education propagated by some Christian missionaries with the intention of spreading Christianity in India and (3) the newly introduced Western education brought in by the British to facilitate their administration and create skilled persons for industry. During that time, the hegemony of the British East India Company spread over the whole of Southern, Western and Northern India (with the exception of the Punjab and the Frontiers) gradually after they secured subsequent victories in Plassey (1757), Buxar (1764) and in the Anglo Mysore Wars (1766 to 1799) and Anglo Maratha Wars (1772 to 1818). The situation was such that no native power in India could pose a threat to the British company any longer. Thus being secured of their political dominance, the company gradually took steps to set up the new administration over the acquired territories. They had to take stock of the previous order of things. And slowly they realised that the field of education had to be brought under their administrative jurisdiction. These measures

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of the East India Company gradually shaped the education system which came to be established in India during the British period

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The present system of education thus came to be established in India during the British Period in supersession of the traditional indigenous system

of education which had developed in the country through centuries past. We, therefore, propose to discuss, here, the character and extent of the indigenous system of education as it prevailed in India at the beginning of the nineteenth century (when the British Government may be said to have begun laying the foundation of the modern system of education), its merits and demerits and its potentialities to develop into a national system of education by suitable improvement and extension. Next we shall have a sneak peek into the nature of British educational policies in general so that we can understand their real objectives better when we study these policies in details in the later units. In the last part of this unit, we shall discuss the status of missionary activities towards spread of western education in Bengal and particularly look into the elaborate activities of the Serampore Trio and their various contributions in shaping up of Indian education system.

12 NSOU ? CC-ED-05 1.3 The Indigenous Education System in early 19th Century 1.3.1 Indigenous Education: Concept and Sources Human societies all across the globe have developed rich sets of experiences and explanations relating to the environments they live in. The prevalent education system of India has its roots in the British colonial period and their educational policies which discarded the traditional knowledge systems and confined formal education into the realms of western literature and sciences. These knowledge systems having their roots in old Indian philosophies and traditions which have been practiced by Indians from time immemorial and neglected by the British education policies are referred to as or Indigenous or local Knowledge. They encompass the sophisticated arrays of information, understandings and interpretation that guide human societies around the globe in their innumerable interactions with the natural milieu; in agriculture and animal husbandry; hunting, fishing and gathering; struggles against disease and injury; naming and explanation of natural phenomena etc. Concept of Indigenous Education The word 'indigenous' refers to something that is self acquired or self learnt and self owned, where the owner is also invested with the rights to use it according to his/her convenience and even make alterations in it. Indigenous Education stands for that 'local' knowledge which is the treasure of a given society and its culture. It is its cultural capital. Hence, it is passed on from one generation to another, chiefly or solely by word of mouth, practices, rituals, arts and crafts and a number of other aspects of daily life. Almost all aspects of life of the individuals in that society contribute to such accumulation of knowledge and learning. Local life experiences are used to learn survival and adaptation to the challenges of life. Sustainable life is the focus here. Indigenous Education is not informal learning alone but relates to the recognition and acquisition of traditional skills and knowledge that have been demolished or made redundant due to the introduction of modern systems of education. Sources of Indigenous Education It is fact that the sources of information regarding the character and extent of the indigenous system of education in the earlier half of the nineteenth century are extremely meagre. In the first place, the available sources refer only to British territories which, at that time, formed in a small part of India, and we have next to no data regarding the vast remaining area which was under the rule of several Indian potentates. Secondly,

NSOU ? CC-ED-05 13 our sources do not cover the whole of that area which was then under British rule. In Madras, an inquiry into indigenous education was ordered by Sir Thomas Munro in 1822 and the information obtained refers to all districts except that of Kanara. In Bombay, a similar enquiry was ordered by Mountstuart Elphinstone in 1823 and statistics were obtained through the Collectors for most of the Province while, in 1829, similar statistics for the Province- as a whole were collected through the Judicial Department. In Bengal, a special enquiry into indigenous education was conducted in 1835-38, under the orders of Lord William Bentinck, by William Adam — a missionary who had devoted himself to the cause of Indian education. Adam submitted three reports of which the first is a digest of the earlier reports on the subject, the second is a thorough enquiry of one Thana in the district of Rajshahi and the third gives statistics of five districts in Bengal and Bihar out of a total of nineteen. It will thus be seen that any conclusions regarding the indigenous system of education in India, as a whole, must be based on the assumption that the area covered by the three enquiries referred to above is a fair sample of the whole countryside. Such an assumption is obviously not very sound from the statistical point of view; but it becomes inevitable in the absence of any other data. What handicaps a student of history, however, is not so much the inadequacy of the area covered by these enquiries as their defects from the statistical or other points of view. The enquiries in Madras and Bombay were most unsatisfactory in so far as accuracy and thoroughness are concerned. Moreover, that they included neither all the schools in existence nor all the pupils under instruction. Adam's enquiries, on the other hand, were thorough and almost flawless. But they were conducted in a Province which had been- subjected to general anarchy for a very long time and where the system of indigenous education, as Adam himself pointed out, was everywhere in a state of decay. The observations of Adam, therefore, are not quite applicable to those parts of India which had the good fortune to enjoy a more or less settled Government. These defects in the investigation will, therefore, have to be duly allowed for in forming a fair picture of the indigenous system of education as it existed at the beginning of the nineteenth century.

1.3.2 Characteristics of Indigenous Education
 • Types of Institutions In the indigenous system, the Hindus and Muslims generally had separate schools of learning but there exceptions were seen too. However several important features were common to both the types of institutions. The indigenous educational institutions of this period were divided into five main types as under:

14 NSOU ? CC-ED-05 1. Pathshalas – These were meant to provide basic elementary education comprising the three R's –reading, writing and arithmetic to the children belonging to mostly Hindu family. 2. Maktabas – Similar institutions like Pathshalas but meant usually for the children belonging to mostly Muslim family. 3. Tols: They were the centres of higher learning and were involved in religious instructions through Sanskrit. 4. Madrasah - Centres of higher learning in Islamic theology and Arabic 5. Persian Schools – Largely secular institutions which taught Persian language as it Persian was the court language of the Mughals and was essential for getting roles in the administration. It is interesting to note that a Hindu teacher of Persian was not a rare phenomenon. Moreover, several Hindus attended Persian schools conducted by Muslims because Persian was then the Court language. In some of the Bengal districts, Adam even found that the majority of students in Persian schools were Hindus. Although Tols and Madrasahs, the centers of higher learning, were highly venerated by the people, they were really the weaker and less useful part of the educational system on account of their exclusive character, conservative tone and obsolete ideals and methods of instruction. The indigenous elementary schools like Pathshalas and Maktabas, the main agency for the spread of mass education, was a humbler but far more useful institution.

1.3.2.1 Learning in the Pathshalas and Maktabas • Students and Curriculum The instruction given in these schools was of a practical type, in local languages and mostly limited to the three R's. It catered, not to the needs of the priestly class, but to the mundane

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requirements of the petty zamindar, the bania, and the well-to- do farmer. The curriculum was very narrow and consisted of reading, writing, arithmetic (both written and oral)

and accounts. Unlike the Tols and Madrasahs, it is worthy of note that the pupils in these schools included a small percentage of girls and children of many

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communities although the children of the upper classes formed the large majority. •

Teachers and teaching methods Its teachers were men of ordinary attainments and, very often, they knew no more than the little they taught in their schools. Their remuneration was much lower than

NSOU ? CC-ED-05 15 that of the teachers of Tols and Madrasahs, except in those cases, where the teacher was maintained by a rich person, consisted of small collections or occasional presents from parents of children who attended the school. Occasionally, some of the teachers in these schools followed some other profession or trade for their maintenance and conducted the school only as a side business. There was no fee in the modern sense, but each parent who sent his child to the school generally made some payment to the teacher — either in cash or in kind. The amount of the payment depended upon the capacity of the parent and even the time and mode of payment were left to his convenience. • Management of Institutions It had no religious veneration attached to it, and consequently, it had no endowments either from the State or from the public. Their equipment was extremely simple. They had no buildings and were held, sometimes, in the house of the teacher or the patron of the school, often in a local temple, and not infrequently under a tree. There were no printed books and the slates or pencils used by pupils were such as could be easily made in the locality.

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The hours of instruction and the days of working were finely adjusted to local requirements.

The size of the school was generally small — the number of pupils varying from one or two to ten or fifteen at the most. There were consequently no classes, no regular period of admission, etc. A pupil joined the school at any time, became a class by himself, followed his own pace of study, and left the school

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when he had acquired all that he desired to know

or the school had to teach. 1.3.2.2 Learning in the Tols and Madrashahs • Students and Curriculum These institutions of this period correspond to the colleges of modern type. They gave the highest instruction known, which, in those days, meant mostly religious instruction. Their chief object was to produce Maulavis and Pandits, and people were led to support them mainly by religious motives. Both were mediaeval in character, used a classical language as the medium of instruction (Sanskrit in one case and, Arabic in the other), and imparted instruction on traditional lines. The Tols were conducted almost exclusively by Brahmins and a very large majority of the students attending them were Brahmins. There were no women students nor any persons belonging to the large number of communities who were denied the right to study the sacred lore, i.e. the lower castes. In the Madrashahs, on the other hand, the teachers were generally Muslims.

16 NSOU ? CC-ED-05 • Teachers and teaching methods Both types of institutions were staffed by learned teachers, some of whom were authors of repute, but most of whom received very low remuneration. In both, instruction was mostly given gratis and no regular fees, as now understood, were charged. In both, the teachers were remunerated in one or more of the following ways, viz., grants of land made by rulers, occasional voluntary presents from pupils and members of the public, allowances paid by wealthy citizens, and payment in the form of food, clothes, or other articles. Lastly, both had a few teachers who not only taught gratis but also provided food and lodging to their pupils. • Management of Institutions Both kinds of institutions received pecuniary assistance from rulers, chieftains, and opulent or religious citizens. Generally speaking, the schools had no special buildings of their own. Where these existed, they were built either by the teachers themselves, or at the expense of patrons or friends, or by subscriptions from the people. In most cases, however, the schools were held in the local temple or mosque and not infrequently in the house of some local magnate or patron or of the teacher himself. The students entered the schools at a fairly early age and studied as long as they desired and often for as long as twelve years or more. It must be noted that the State had nothing to do with the day to day works of these schools. They were conducted by learned men individually who did so more for religious than for pecuniary considerations 1.3.2.3 The Monitorial System In bigger schools, there was in vogue a system under which the senior pupils were appointed to teach junior ones. It was this system that attracted the attention of Dr. Bell, the Presidency Chaplain at Madras, and which he

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introduced in England as a cheap and efficient method of educating the poor. The system later came to be known as the Monitorial or Madras system in England.

Dr. Bell, the Presidency Chaplain at Madras, was the first Englishman to realise the value of the Indian system of teaching with the help of monitors — a system that prevailed extensively in the indigenous schools. Dr. Bell realised that the main advantage of the system was to enable the teacher to manage a large number of pupils at a time so that the spread of education could be effected at a very low cost. He, therefore, advocated the adoption of this system in England in a book entitled 'An Experiment in Education made at the Male Asylum at Madras, suggesting a system by which a school or a Family may teach itself under the superintendence of the Master or Parent' (1798). This book attracted great attention and eventually the Indian system was

NSOU ? CC-ED-05 17 almost universally adopted in England. This system, variously described as the Madras system, or the Monitorial system, was the chief method by which England achieved expansion of primary education at a very low cost between 1801 and 1845. 1.3.3 The Extent of Mass Education It appears that schools, particularly centres of domestic instruction, abounded in every part of the country and that some humble means of instruction or other was available even in very small villages where, for years together, the British administration found it difficult to establish and maintain even a primary school. The percentage of literacy was anything between 8 and 12 among the male adult population, or between 4 and 6 for the population as a whole. Certain of the higher castes were wholly literate in so far as the male adult population was concerned, while the women of all castes (with, a very few individual exceptions) and the entire population of several lower castes were wholly illiterate. 1.3.4 Merits and Defects The chief merits of the indigenous system of elementary schools were their adaptability to local environment and the vitality and popularity they had earned by centuries of existence under a variety of economic conditions or political vicissitudes. Their main defects were the exclusion of girls and Harijan pupils. To these may be added (although such a judgement suffers from the defect of imposing modern concepts of education upon an earlier period)

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the lack of training or sound education among their teachers, their narrow and limited curriculum, and the severe form of punishment adopted.

Another feature that emerges from the study of the sources is that, at the beginning of the nineteenth century, the indigenous system of education was fast deteriorating on account of the prevailing anarchy or the growing impoverishment of the people under the British Rule.

1.3.5 Relevance of Indigenous Education

The preceding discussion regarding the character and extent of the indigenous system of education brings us to the final point, whether the system had potentialities which made it capable of being developed into a national system of education by suitable improvement and extension. In our opinion it certainly had these potentialities. We are led to this conclusion by two general considerations. Firstly, we find that, in most countries of the world which are now educationally progressive, the national system of education was built up on the foundations of "the traditional system— in spite of its admitted and numerous defects. In England, for instance, mass education was spread by gradual expansion and improvement of the defective voluntary schools which already existed. A great authority like Sir Michael Sadler justifies the wisdom of this step and pays a tribute to their valuable contribution to the development of mass education in England. He says, "Although the teachers were, as a rule, not trained, and often unable to impart knowledge, although the buildings were frequently not suitable for schools, the books deficient in numbers and quality, the attendance of the scholars very irregular, yet the first step not only had been taken but the children had been accustomed to school life". What the voluntary school did to the cause of mass education in England, the indigenous schools could certainly have done to the cause of education in India as a whole, if only those in authority had seen their way to help them to live, expand and improve. Secondly, our view is also supported by that of several British officers and workers. Adam, for instance, was thoroughly convinced that a national system of education could be built up in India on the foundation of the indigenous schools. He said "Existing native institutions from the highest to the lowest, of all kinds and classes, were the fittest means to be employed for raising and improving the character of the people, that to employ those institutions for such a purpose would be the simplest, the safest, the most popular, the most economical, and the most effectual plan for giving that stimulus to the native mind which it needs on the subject of education, and for eliciting the exertions of the natives themselves for their improvement, without which all other means must be unavailing". Other plans for the development of the indigenous institutions were prepared or suggested by several administrators and educationists, such as Munro, Elphinstone, Thomason, Leitner, and were described in detail in several documents on educational policy

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such as the Despatch of 1854 or the Report of the Indian Education Commission, 1882-83.

These will be dealt with in due course. But these proposals mostly went unheeded; the officials of the Education Department allowed the indigenous system to die and spent their time and energy in creating a new system of education, ab initio. Before we end this discussion of the indigenous educational system of India, we would like to point out with pride that the indigenous schools of India contributed the idea of the monitorial system to England. Historians talk only of England's contribution to Indian Education and they generally ignore the great contribution which was made by India to the spread of education among the poorer classes of England herself. It is an irony of fate that the indigenous schools of India should thus

NSOU ? CC-ED-05 19 contribute to the spread of education in England and be of no avail in spreading mass education in India herself!

1.3.6 Measures of Improvement of indigenous schools

In his famous reports which is the primary source of information about education in this period, Adam described the proposed working of his plan for the improvement of indigenous schools in the following seven stages: — a. The first step was to select one or more districts in which the plan could be tried as an experiment. b. The second step was to hold a thorough educational survey of the district or districts selected more or less on the same lines on which he had conducted his investigations. c. The third step was to prepare a set of books in modern Indian languages for the use of teachers and pupils. d. The fourth step was to appoint an Examiner for each district as the chief executive officer of the plan. His duties would be to survey his area, to meet teachers, to explain the books, to conduct examinations, to grant rewards, and generally to be responsible for carrying out the plan successfully. e. The fifth step was to distribute the books to teachers and stimulate them to study them by the holding of examinations and the granting of rewards to those who passed the tests. Adam also recommended the establishment of Normal schools where teachers of indigenous schools could be encouraged to study from one to three months a year for about four years so that their qualifications could be improved without inconveniencing their pupils. f. The sixth step was to encourage the teachers to impart the newly acquired knowledge to their pupils by holding examinations for them and by granting rewards. g. The seventh step was to grant endowments of lands to village schools in order to encourage teachers to settle down in villages and to educate the rural children. Adam pointed out several sources from which such gifts of land could be made or secured by Government.

1.3.7 Critical Evaluation of Indigenous Education of the early 19th Century

The modern educational system in India should have been built upon the foundations of the indigenous system, and the efforts of our educational administrators should have been directed to the improvement of these institutions and to their incorporation

20 NSOU ? CC-ED-05 in the modern system of education. But this was never done. On the other hand, some attempts were made to encourage the schools of learning which were admittedly the weaker side of indigenous education, but even these were soon abandoned. The vast network of elementary schools never received the attention it deserved at the hands of Government. In spite of the exhortations of thinkers like Adam, Munro and Thomason, the directions of the Despatch of 1854 and the strong recommendations of the Indian Education Commission, indigenous elementary schools were either killed by ill-planned attempts at reform, or destroyed by deliberate competition, or allowed to die of sheer neglect. The results have been disastrous. It is time that attempts were made by the officers of the East India Company, and later by the Education Departments, to create a new system of education in India. For several reasons, the process was slow, and it could hardly compensate for the loss of the indigenous schools, with the result that the educational position of India in 1921 was hardly better than that in 1821. In the meanwhile, other nations of the East and West, whose educational advance was equal, or even inferior to that of India in 1821, made such rapid advances that India soon lost her position of vantage in the comity of nations and became one of the most educationally backward countries of the world!

1.4. British Government Policy on spreading Education in India

1.4.1 Education policy and British India

Thus indigenous education system was not patronized by the policies of the British East India Company and later on the British Government too followed similar attitude. These policies were many in number and were introduced one after the other over a long period that covered most of the nineteenth century. However if we look closely, we may find several inherent factors common to all these policies. Thus before proceeding further we should have a sneak peek into these policies and education policy in general, before studying each policy in details later on. Education policy consists of the principles and policy decisions that influence the field of education as well as the collection of laws and rules that govern the operation of education systems. Education policy analysis is the scholarly study of education policies. It seeks to answer questions about the purpose of education, the objectives (social and personal) NSOU ? CC-ED-05 21 that it is designed to attend, the methods for attaining them and the tools for measuring their success or failure. Research intended to inform education policy is carried out in a wide variety of institutions and in many academic disciplines. The academic disciplines draw from and influence theory, frameworks and analyses developed in the social sciences. An education policy helps to understand how education systems function. The tradition of Indian education system was for developing every aspects of life. This system talked about the concept of eternal, infinite, invisible principles which binds the whole universe, which is the source and fountainhead of all religions. This system tried to inculcate a religion which binds man with man, a regulated principle which govern each sphere of life, a total configuration of ideals, practices and conduct implying duties, morality, virtue etc. There was no specific educational policy in India before the colonial period. The concept of policy of education became popular with the help of Britishers. At first the Company's government was not willing bring about change in Indian education system. The basic objective was to stabilize the political authority. But after the permanent settlement and English Industrial revolution they had to adopt a new attitude to the Indian education system. Various initiatives were taken, new policies emerged. These steps changed the scenario of Indigenous education system of India.

1.4.2 Background of British Government policies

The Charter Act 1793 made only fairly minimal changes to either the system of government of India or British oversight of the Company's activities. This Act did not focus in the education system. The beginning of the policy of education in India under the British rule may be traced back to the year 1813.

1.4.2.1 Charter Act of 1813

In this Charter Act, East India Company was compelled by force of circumstances to accept responsibilities for education of Indians. The Charter Act of 1813 devised as well as extended the power of direction and superintendence of board of control. One of the most important steps of the Charter Act of 1813 was that a sum of rupees one lakh annually was to be provided by the company

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for "the revival and improvement of literature" and "encouragement of the learned natives of India".

This step was taken for acceptance of the principles of state responsibility of education. Missionaries got the full freedom to propagate Christianity and to expand education in India. The structure of indigenous education system lost its priority and popularity.

22 NSOU ? CC-ED-05 The main object of this Act was to extend the control of the company over India for another twenty years.

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The vagueness of Clause 43 of the Charter act of 1813 intensified the Oriental- Occidental controversy in India. Since the dawn of

the 19th Century there had emerged two groups - one of them comprised of the Orientalist or Classicists who wanted to promote the traditional education of India

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through the medium of Sanskrit, Arabic and Persian whereas the other group was of Anglicists or Occidentalists who were in favour of developing Western education in India through the medium of English.

This controversy helped to establish Western education system in India. 1.4.2.2 Charter Act of 1833 This act abolished the work of the East India Company as a commercial body and the company became purely an administrative body. Modern civil service in India was introduced by this Act. The Act separated the legislative functions of the Governor General in Council from the executive functions. By 1830 the General Committee of Public Instruction which consisted of 10 members, had among them some young men who were profoundly influenced by the utilitarian ideas of James Mill and Bentham and were in no mood to support the committee's work for promotion of Oriental culture and learning in India. With the departure of Horace Hayman Wilson from India in January 1833, the Orientalists lost one of their staunch supporters while the Charter Act of 1833 which

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renewed the Company's privileges for a further period of 20 years,

brought Macaulay

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as Law member of the Council of Governor General of India

to the shore of India on 8th June 1834. The Charter Act which bore the stamp of the age of English liberalism by its abolition of commercial privileges of the company and by its declaration that "no native in

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India, nor any natural born subject of his Majesty should be disabled from holding any place or employment by reason of his religion, place of birth, descent or colour."

It also increased

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the educational grant of rupees lakh in 1813 to rupees 10 lakh per year.

Lord Macaulay

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was appointed president of the General Committee of Public Instruction by Lord William

Bentinck, the then Governor General of India. Macaulay presented his lengthy minutes to Lord Bentinck in 1835. In these minutes he advocated education of the upper classes in India and made a religious plea for spreading Western learning through the medium of English. Lord Macaulay thought that

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it was possible through English education to bring about a class of persons, Indian in blood but English in taste, in opinions, in morals and

intellect.

NSOU ? CC-ED-05 23 The minute was accepted by Lord William Bentinck and it opened a new chapter in the educational history of India. 1.4.2.3 Woods Despatch of 1854 Richter has described the Education Despatch of 1854 as the Magna Carta of Indian education in his 'A History of Missions in India'. An analysis of the objectives gave a concept of the aims of British Education Policy: 1. English education would be so bestowed as to develop the agricultural resources of India so that she might ensure a perennial supply of raw materials for British industries and might become an endless market for consumption of British industrial goods. Thus education must strengthen the colonial economic relationship. 2. The immediate and more concrete objective would be the preparation of servant personnel for employment. Clerk making education was thought of and a direct link established between education and clerical employment. 3. This Despatch made an explicit declaration in favour of secular instruction. The indigenous education system helped to inculcate moral values but this new education system did not pay attention to developing moral values. Education became mechanical or a system where a bunch of clerks would be produced. 1.4.2.4 Downward Filtration Theory The Despatch regretted the Downward Filtration Theory and declared that "upper classes can stand on their own legs". Hence the government's attention would be turned to the needs of the masses. This process was the process of specialization to Mass education. The ultimate aim of this theory can be traced in

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the statement of Lord Macaulay "We must at present do our best to form a class who may be interpreters between us and the millions whom we govern - a class of persons Indian in blood and colour but English in taste, in opinions, in morals and in intellect. To that class we may leave it to refine the Vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the Western nomenclature, and to render them by degrees, fit vehicles for conveying knowledge to the great mass of population"

Downward Filtration Theory, this policy is found stated in three different forms and these forms indicated the aims of the Britishers.

According to the first form the company desired on the analogy of aristocratic

24 NSOU ? CC-ED-05 classes in England to educate only the upper classes of the society with a view to create a governing class in India consisting of Sardars, Nawabs, Rajas and such other aristocratic classes. This attempt was hardly a correct interpretation of the early official attempts to spread education. But they did not realise the background of the society structure was completely different in India. Then the second form of the Downward Filtration Theory was that in which the upper or influential classes of society were proposed to be educated first because it was argued, their culture would later on naturally descend to the lower classes. This concept adoption by the officials of this period, 1830's did give a setback to educational progress. There was a third form of the Downward Filtration Theory which was of far greater importance to the students of history of education in India. The main aim of this form, the company was expected to give a good education (which then necessarily meant education through English) to only a few persons (these may or may not be from the upper classes) and left it to those persons to educate the masses (through modern Indian language). It was on this view, rather than on the idea of creating a governing class in India or of exclusively educating the upper classes that most of the early official attempts in education were based. It decided to educate a class of persons in English as a means of ultimately educating the masses. Britishers thought that English knowing class helped to assist Britishers to gain control over the colony. Their main aim was not to educate masses. The aim was totally political. The development of India was not a priority. They made educational policies for strengthening the power over the country. 1.4.2.5 The Hunter Commission After the war of 1857 the rule of the East India Company was ended and the rule of the British Crown was established. Thus, the policies and responsibilities of education got transferred from the company to the parliament. A Commission was formed in 1882 under the chairmanship of William Hunter who was the member of the Executive Council of Governor General in India. This Commission was commonly known as Hunter Commission. This Commission was appointed by Viceroy Lord Ripon with the objective

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to look into the complaints of the non implementation of Wood's Despatch of 1854.

This Commission submitted its report in 1882. At this time Britishers tried to emphasize the growth of primary education as well as whole school education. They tried to evaluate the efficiency of the grant in aid system and private institutions. This policy encouraged the establishment of local

D:\Barun-2022\Netaji Subhas Open University\CC_ED_05\20.08.22\24 NSOU ? CC-ED-05 25 Boards, Councils in all the provinces of India. Primary education was declared to be an obligatory duty of these local bodies though Secondary and Higher Education was not excluded from their activities. This policy ensured that the majority of the indigenous schools were died. The revolt put a question mark in the enriching Indigenous system of education and new system of education was created. Girls' education, new methods of teaching, training of teachers etc. were introduced through this policy. The report of the Hunter Commission gave a new concept of the education system. Western education was emerged through the various policies of the government in the colonial period. 1.5. Serampore Trio: Missionary Activities and their contributions in spreading Education in the region 1.5.1 State of Missionary activities in 18th century India The above discussion on the salient features of the British educational policies was done to provide the students an insight into what they will study in details in the next sections. As said earlier in the early nineteenth century alongside the prevalent indigenous education system and the nascent stage of British policies of education, the third stream of education was provided by the missionaries. So let us go back into the start of missionary activities in India during 18th century and trace how that developed into a network of educational institutes, some existing today even. By the end of the 18th century the number of English residents increased to a considerable extent. Their children required to be educated in English schools. Indians also felt the urge for Indian education. But the Missionaries on account of their strained relation with the company when not enough position to fulfill the need. Private non Christian enterprise ventured into the field.

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During the decade that followed the Charter act of 1793 the evangelicals in England focussed their attention towards finding some means of avoiding the restrictions imposed on the passage of Missionaries to India by the terms of the Act. William Carey a Baptist missionary and a Shoemaker by profession was sent to India in 1793 in a Danish ship by the London Baptist missionary society

under the inspiration of John Thomas. He appointed Ram Ram Bose and his Munshi.

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Carey had settled down with the help of George Udny in

Dinajpur to open the

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free boarding school for children who are given instructions in Sanskrit, Persian and Bengali. 26

NSOU ? CC-ED-05 While Carey had been working at Dinajpur, Mr Ward, an expert printer, Mr Marshmallow, a teacher, orientalist Mr Grant and Mr Brandson joined hands in 1799 in establishing the

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Serampore Danish Colony not far away from Calcutta which was the headquarters of the East India company in India. Carey

joined them and Serampore press was founded

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in 1780. With the help of proper manufacturing and printing press which should begin to receive large commissions from the company's establishment in Bengal they carried on their work for dissemination of education among the people of Bengal.

William Carey, Ward, Joshua Marshman who worked together earned the epithet the 'The Serampore Trio'. 1.5.2 The Serampore Trio • Goals of Serampore Trio The background of Indian education before the Serampore Trio came to India should be discussed here.

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Indian education had always been, since the Vedic age, of classical and spiritual nature rather than of

practical nature. The trio became an important part of introducing Western education in India. To trace the causes of their arrival the condition of education at the time should be scrutinized. In ancient India,

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learning among the Hindus had been the monopoly of the high, especially of the priestly Castes. The learned Brahmins gathered students from various parts of the country and

taught them in the homely atmosphere of their Tols and Chotuspathis.

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For primary education, there were in the villages Pathshalas and Maktabas where the Gurus and Moulavis imported a knowledge of the three 'R's to the boys of the locality. Madrasahs were known as higher education centres. The aristocracy did not send their children to

the school

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but preferred to educate them at home. There was no school for the education of the girls though the zamindars often had their daughters educated at home. The majority of the Indians were unwilling to educate their girls on account of social prejudices and superstition and lower classes

of the society could not afford the education. From the second half of the 16th century there was a spate of missionary activities throughout the world. The arrival of the Missionaries took place in India at the hands of the European powers. After the Battle of Plassey 1757 not only British sovereignty was established in India, but laid the surest foundation for that inevitable development. The rise of political responsibility after 1765 where increased and it influenced the work of the Missionaries freely the objects of the Missionaries were:

NSOU ? CC-ED-05 27 I. To provide education for Europeans and Anglo Indians. II. Observance of the religious rights of Company's employees. III. To develop mass contacts and thereby extend the influence among Indians. The Missionaries found it advantageous to adopt the traditional indigenous type of Elementary School best known to the masses of converts of course with necessary modifications. The Missionaries partially filled the vacuum caused by the decline of traditional education. The Missionaries schools were open to all comers and they tried to break down educational caste barriers. The nature of missionary work in these two phases differed from each other. The Missionaries tried to introduce some improvements and modern elements which became helpful to introduce Western education. They helped the transition of education from the medieval to the modern phase. The British government at first took but little interest

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in the development of education. Warren Hastings adopted a distinctive policy to increase British influence		

with the people and to find access to the masses for establishing a bond. He encouraged the revival of Indian learning. The Company

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adopted a policy of benevolent neutrality in social, religious and cultural affairs		

with the object of wooing Indian opinion. Warren Hastings established the Calcutta Madrasa in 1781 (the institution still exists) with Islamic theology, law, arithmetic as curricular subjects and Arabic as language. Inspired by the same spirit Sir William Jones founded the Asiatic Society of Bengal in Calcutta in 1784 and the Sanskrit college was established at Banaras by the Resident Jonathan Duncan in 1792. This was the early beginning of orientalism. But there was no proposal or even a remote suggestion of establishing a system of education under government supervision or control. The followers of orientalism believe that the company must not lend any support to missionary enterprise and to proselytizing. This view was influenced by political rather by educational considerations. The idea of setting up a network of schools for teaching English was first mooted by Charles Grant, a Civil Servant of the company. He wrote in 1792 a small propaganda treatise "

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Observations on the state of society among Asiatic subjects of Great Britain". In		

his 'observation' he made out a case for western education and freedom of missionaries. He tried to explain that Indians suffered from ignorance and Christianity and western education would rather bring enlightenment among Indians. These two factors also worked as a bridge between the rulers and the ruled. Grant, on his return to England tried to persuade the House of Commons and the Court of Directors to his view but without success. But his words created some impact upon the English mind. During renewal of the companies charter in 1793 Mr Wilberforce moved the parliamentary bill demanding free access of teachers and preachers to India on the

28 NSOU ? CC-ED-05 plea that it was the 'bounden duty of Englishmen to promote the happiness and interest of Indians by religious and moral improvement and the spread of useful knowledge'. The British Parliament however negated the Wilberforce motion on political and financial grounds. The honour of being the first protestant Missionaries to work in the territories of the East India Company goes to the Danish mission. The famous pioneers of this mission, Ziegenbalg and Plustschau started their activities at Tranquebar, a Danish station in the south in 1706. Ziegenbalg and his colleagues did various works related to missionary and education field. A printing press in Tamil was established in 1713. An institution for training teachers was opened in Tranquebar in 1716 and in the following years, two charity schools were open in Madras - one for Portuguese and the other for Tamil children. In 1742, Kiernander founded charity schools for Eurasians as well as Indians and in and near Fort St. David. His work became so popular that Clive invited him to Calcutta where in 1758 he established a charity school. Kiernander continued to work in Bengal for the rest of his life and gave some pioneer service to that province which Ziegenbalg did to Madras. Schwartz also played an important role in the education of Madras. He founded a school for European and Eurasian boys at Trichinopoly (about 1772) and an English charity school at Tanjore with the help of the purse presented to him by Haidar Ali of Mysore. With the assistance of John Sullivan, the Resident of Tanjore, he started three schools at Tanjore, Ramnad, Shivganga in 1785. The mission schools used Indian languages and English language as means of communication. These features made them special. Their works were very important for introducing printing press in India. Political equation changed rapidly day by day and this reflected on British attitude causing quick shifts in policy from cooperation to non cooperation and again to cooperation with the missionaries. Although official thought on education till the first decade of the 19th century was not tuned to the theme of Western education, socio- economic forces and cross current had been already operative in Indian life, gradually preparing the field for the same. Calcutta developed as an important centre of British Administration and after the Battle of Plassey enhanced importance. Important offices of the companies Government and the Supreme Court were located in Calcutta. Many people associated with these offices became residents of Calcutta. It became a great combination of castes, creeds and colours. Introduction of a new economy, particularly the permanent settlement created problems of employment. These people depended upon their intelligence and education.

NSOU ? CC-ED-05 29 Thus arose the intellectual Baboo societies and these people tried to learn English. They introduced a new culture pattern. The gradual introduction of new type education may be traced back to the early years of the 18th century. A start had been made by Captain Bellarmy in 1720. Kiernander founded his school at Mission Church Lane in 1758. The socio economic conditions made a situation for knowing English. Sri Ram Lochan Ghosh of Pathuriaghata was the first English knowing Bengalee. By the end of the 18th century the number of English residents increased to a considerable extent. Their children required to be educated in English schools. Indians resident in Calcutta and around and in close association with the English, and particularly the Baboos failed the urge for English education. Private non-Christian enterprises ventured into the field. In the opening years of the 19th Century the London Missionary Society established schools at Chinsurah and Visakhapatnam. The Wesbyan mission established schools at Agra, Surat, Meerut, Calcutta Tranquebar etc. In 1800 AD, the Fort William college was established. The changing situation of the political system in India triggered the change of the education system. These changes influenced the arrival of Carey in India. This situation help the trio to emerge as an influential power of introducing Western education system in Bengal. 1.5.3 Important Activities of the Trio Although Serampore trio came mainly for the purpose of preaching Christianity they dedicated themselves to the ailing and poor people in and around the town spreading education, social reforms and social reconstruction as well. • Establishing printing press The trio established the Serampore Press in 1800 AD. The first leaf of the Bengali New Testament was published in Serampore. A. D. Charles Wilkins had been skilled in printing and had been in search of Bengali blacksmith to develop Bengali types. Panchanan Karmakar gave such types and advanced the cause of the Bengali press. Earlier the letters were first printed by making wooden blocks in English. But later the English and Bengali fonts were made of metal. Iron printing press slowly was replaced by the wooden printing press with the help of The Trio. Manohar Karmakar, the son-in-law of Panchanan was exceptionally skilled in the works of foundry and within a very short period fonts of Maratha, Tamil, Telugu, Chinese, Arabic, Urdu, Persian etc. were being developed at Serampore Mission Press. Serampore Mission Press is the father of printing technology in Bengal. Though

30 NSOU ? CC-ED-05 printing press was available in Calcutta in the pre-mission period, printing technology had a surprising uplift with the efforts of the Serampore Mission. The Ramayana and the Mahabharata the epics were published from Serampore mission press in 5 and 3 volumes respectively. • Educational Institutes William Carey established a charity school for the boys at Mudnabutly. After moving to Serampore in 1800 he established a school with hostel facilities for foreign nationals on payment of fees and on the other hand in June 1800, he started a school to give free education to the natives. Carey and Marshman established the Calcutta Benevolent Institution in 1810. By 1812, at least 10 missionary orders were operating in India's educational field. By 1815, more than 20 schools were established by the trial alone (majority of them hybrid in 30 miles from Calcutta). By 1817 there were 115 schools. They encouraged girls to attend school. In 1822 a separate school for girls was established by them. In the north-east in 1829, a school at Guwahati was set up. In 1818 the trio founded Serampore College and they encouraged the college to instruct Christian and non Christian Indian youth in western arts and Sciences and to train teachers. One of the major objectives of the college was to offer secular higher education. This was the first English Missionary College in Bengal. It was raised to the status of deemed university in 1827 with the authority to award degrees. The privilege of awarding degrees in Divinity is still enjoyed by the college. • Literary works Translation and publishing of the Bible, mainly the New Testament, was one of the important works of the Trio. In 1801 Carey translated the New Testament into Bengali. Subsequently it was translated into 31 Indian languages. Carey's Bengali grammar came out that year. In 1801 was published the 'Kathopakathan' (Colloquies). The Old Testament the Krittivas Ramayan and Kashiram Das' Mahabharat where printed in 1802. In 1803, 1807 and 1809 came out parts of the Old Testament which were used as textbooks in Fort William College. Carey learnt the language of the people to understand the people and their culture. After he learnt Bengali he contributed to the development of Bengali literature 'Itihaasmala' (1812) was a collection of 150 popular anecdotes. Carey's Anglo-Bengali dictionary in 5 volumes with 80 thousand words was prepared between 1815 and 1825. Translation of the anatomy section of Encyclopaedia Britannica came out in 1820 as 'Vidyaharavali'. He also wrote Marathi and Hindi prose. Carey was also appointed Head of the department of Oriental languages at the Fort William College.

NSOU ? CC-ED-05 31 • Journalism The Trio also successfully worked in the field of journalism. The first newspaper Hickey's Bengal Gazette was brought out in 1780. This pathfinder encouraged the Missionaries of Serampore. They launched newspapers 'Samachar Darpan' and 'Friends of India' to fight against social injustice. Samachar Darpan, weekly newspaper in Bengali is the first ever newspaper to be printed in Oriental language. 'Friends of India' can be accredited as India's first ever for social journalism. In it eyewitness accounts of Sati were published. 'Dig Darshan' was published by the Serampore mission in 1818. Many articles like 'Discovery of America', 'The Geographical areas of Hindustan' and so on were published here. These initial successes in journalism opened the floodgates for publication of other journals in quick succession. Their work in the field of journalism was remarkable. • Contribution in Bengali literature With the help of the trio, Carey Sahib's Munshi Ram Ram Bose had written the 'hymns' and wrote the Gospel messenger (a 100 line poem). In 1803, he gave biographical sketch of the Christ. He also wrote Raja Pratapaditya Charita (historical biography) and Lipimala. On the other hand Joygopal Tarkalankar also served at Serampore. His literary contributions like Shiksha-Sar for boys (1818), Kavikankan Chandi (1819), Valmiki Ramayan (1830-39) Mahabharat (1836), Bengali Dictionary (1838) etc not only enriched the Bengali literature, most of works were printed in the Serampore Press. The trio gave important contribution in the growth of Bengali literature. • Social reforms

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Not only in the field of education, but also in

the field of social reforms, the functions of the trio were important. In the first half of the 19th Century various social evils and age-old superstitions were practiced in the society. Carey played an important role in removing child infanticides. It is said that Lord Wellesley deputed William Carey to enquire into the sacrifice of children. And on the basis of his report in 1802 Wellesley passed a regulation prohibiting the practice of sacrificing children by throwing them into the sea. Carey also raised his voice for prohibiting Sati practices. Even though the government did not want to interfere in the religious affairs, Carey never gave up. He kept writing to the government and through newspapers, he tried to awaken the people. Later Raja

32 NSOU ? CC-ED-05 Ram Mohan Roy and other intellectuals raised their voices and William Bentinck issued an order in 1829 prohibiting Sati in the British territories in India. Carey also founded an asylum for lepers in Calcutta. ● Horticulture Carey was very much interested in Horticulture; he gave many botanical names to plants. The names which were given by him remain unchanged even today in the botanical scholar's circle. He was known all over England as a botanist and horticulturist. Some of the botanical names given by him or as follows: onion, garlic, clove etc. Carey was amazed at the agricultural potentials in India but disheartened to see the poor state of agriculture and poverty of the peasants in general. In 1811, he published his findings in a paper entitled 'State of agriculture in the district of Dinajpur' in Asiatic Researches. His concern led to the ultimate foundation of the Agri-horticultural Society of India in 1820. He started the Botanical Society of Calcutta, today it has grown to be the government organisation. The functions of the Serampore trio were various. They landed in Bengal which had barbaric practices like infanticide and Sati and it was their calling to adapt to the culture of the society by offering education and enlightenment to the people. Their functions in the field of education, journalism, social reforms were unforgettable. 1.5.4 Contributions of Serampore Trio The activities of Serampore Trio are one of the most inspiring activities in the era of 19th century Bengal. Educational facilitates an individual with an illumination of the world through the process of living and growing knowledge which inspires an atmosphere of creative activity. Overcoming social obstacles, the Serampore trio were able to spread education. Not only they established schools and colleges, they also introduced a new path in the history of Bengali literature. 1.5.4.1 Fort William College Fort William College and the Trio also played an important role in the field of education. William Carey became the head of the Bengali department of this college. He recruited a lot of famous persons like Mrityunjay Vidyalankar, Rajiv Lochan Mukherjee, Kashinath Tarkapanchanan, Tarini Charan Mitra, Ram Ram Bose etc. A number of books were supplied by the Serampore Press which set an example and influenced Bengali literature a lot. With the help of the Trio a new creation was observed in Bengali grammar and

NSOU ? CC-ED-05 33 dictionary, writings in Sanskrit, Marathi, Odia, Assamese, Punjabi, Karnat, the Bible in Bengali and other languages textbooks and other books of interest including agriculture, geography, botany, zoology etc The trio had initiated the publication of school and college textbooks; most of the books used in the college were printed at Serampore. 1.5.4.2 Women Education In the 19th century the condition of women's education was very poor. Women could not attend schools. Their education was very much neglected. But the Trio realised the pain in the situation. In 1819 Carey established a girls school at Serampore. The Serampore Mission was a Pioneer in promoting education for girls. Within 6 years, 12 schools were opened and 300 girls received education. Female Juvenile society was established. 1.5.4.3 Introduction of new type of education Trio's activities gave birth to a new beginning in the field of language literature and education. It affected the whole cultural life of Bengal and prepared the base of a new type of education. Their works influenced the other missionaries and later Macaulay's Minute was also influenced by their activities. So the base of Western education was introduced primarily by the trio's activities. Various private institutions emerged by the influence of the trio's work. Arratoon Peter School (1801), L Schnabel's School (1802), Anandiram's School for Hindus (1802), Ramnarayan Mitra School at Jorabagan, Khem Bose's school at Pathuriaghata, Nityanand Sen's School Koolootala (1808) were few of them. It is to be noted that many of the schools of the period were started by Indians. This tempo led to the establishment of Hindu Vidyalaya in 1817. New type of education system emerged slowly. 1.5.4.4 Secular Education The Trio tried to spread education among Indian masses. At that time illiteracy was at its peak. A majority of the Indian masses did not know even the basic 3 Rs (reading, writing, arithmetic). This situation was worse for the masses. Oppressors took advantage of the illiteracy of the masses. The first Bengali Medium School for boys was started in 1800. A large number of schools were established. They encouraged to spread secular education among these institutions. The Serampore trio's secular trends to the taste of time and was incorporated as one aspect of the government's educational policy.

34 NSOU ? CC-ED-05 1.5.4.5 Serampore College Serampore College, the oldest institution importing western education in India is a living memorial to William Carey Joshua Marshman and William Ward. This college was founded in 1818. The aim of the trio was to produce a class of enlightened men conversant with both the classical literature of India and the best western learning of the day, and in particular to raise educated men to serve and lead the Indian Church as ministers and teachers and the other walks of life. They proposed an Art and Science College with a Theological department. It was to be a place where Christian and non Christian students rubbed shoulders together. The curriculum was Sanskrit, Arabic, Bengali, English, medicine and natural science and in the early years of the college most of the subjects were taught in Bengali. In 1827 this college got the right to give degrees. This college was the milestone of Western education in Bengal. 1.5.4.1 Mass education and development of villages Before the arrival of the trio the education system was limited among the wealthy people like the Zamindars, Kings and the education of the masses was neglected. Carey and other Missionaries felt the pity of the people and they established various institutions in the villages. Previously there were seldom any institutions in the villages. So the villages began their journey towards development. The trio's contribution in Mass education was unforgettable. Trio's contribution is not only limited in the field of journalism, education, literature; the socio-political life was also influenced. That traditional Varnasramic society lost its popularity. Caste aristocracy was being fast replaced by monetary aristocracy. A 'Baboo' culture was fast developing in Calcutta. New trends of society and education prepared the stage for western education as well as the Bengal Renaissance. 1.8 Summary ♦ Indigenous education means the local and traditional knowledge systems that prevailed in India before the colonial period and has its roots in ancient Indian philosophies and ways of life. ♦ Sources of indigenous education in the early 19th century are very meagre. Primary three sources are the reports of three enquiries conducted by Sir Thomas Munro, Mountstuart Elphinstone and William Adam in Madras, Bombay and Bengal provinces respectively. They were entrusted to conduct these enquiries by the Company administration so that their efforts can help the British to know about features on Indian education systems.

NSOU ? CC-ED-05 35 ❖ Indigenous education was imparted in mainly two categories of institutions - Schools of learning which provided higher education and Elementary Schools. Schools of learning comprised of Pathshalas for Hindus and Madrasahs for Muslims whereas elementary schools included Tols, Maqtabs, Persian schools and schools teaching through modern Indian languages. ❖ In the schools of learning, usually the Hindu and Muslim boys chose to study and teach in respective institutions attached to their religion because the instructions provided were mostly religious and in either Sanskrit or Arabic or Persian. Neither fees were charged from students nor did teachers have any fixed salaries. Chief sources of educational finance were voluntary gifts from citizens in cash or kind and pecuniary assistance from rulers and the religious citizens. ❖ The elementary schools were the main agencies of mass education and the instruction given was of practical nature like arithmetic, reading, and writing in local languages. Some girls attended too. Neither were there any students' fees nor teacher's salaries. Teachers depended on occasional presents from the parents of the students and since they had no religious veneration, the state or the general public did not support them. Thus infrastructure and equipments were poor and minimal. Here, senior pupils were appointed to teach junior ones and this system was later on developed by Dr. Bell, the presidency chaplain of Madras and adopted in England as the Monitorial system. ❖ The percentage of literacy was 8-12% among the males and 4-6% for the entire population as females and the dalits were almost completely excluded. But the most important potential of this type of education was that it was connected to the country's roots, was adaptive to local needs and if it would have been properly nourished by the British administration, Indian education's foundations would have been much stronger and the country as a whole would have progressed much further. ❖ The next subunit tried to highlight the various aspects of British government policies on spreading education in India. ❖ The concept of Educational policy and the background of indigenous education system was discussed. Then the background of the policies were told in details where the Charter Act of 1813, Charter Act of 1833, Wood's Despatch, Downward Filtration Theory, Hunter Commission were highlighted. The brief idea of the main aims of British Educational policies were discussed chronologically. This unit will help to build a concept about government educational policies.

36 NSOU ? CC-ED-05 ❖ In the early nineteenth century three types of education were running in parallel in India. One was the indigenous institution as discussed earlier, the second was the education governed by various British policies and the third was that imparted by the Christian missionaries. The various British policies undertaken in the first half of the nineteenth century and their underlying objectives will give a understanding about the intentions of the British Company behind framing these policies. ❖ The first educational initiative of the British can be found in the Article 43 of The Charter Act 1813 in which a sum of rupees one lakh annually was to be provided by the company

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for "the revival and improvement of literature" and "encouragement of the learned natives of India. ❖

In 1823, the

General Committee of Public Instruction (GCPI) was formed to look into how the one lakh rupees earmarked by the Charter Act would be spent. However later debate arose there about whether the amount would be spent for promoting Western education in English medium or Oriental education in vernacular medium. Thus began the Anglicist-Orientalist controversy. ❖ The Charter Act of 1833 increased the amount from one lakh to ten lakhs per year. This spiked the controversy further and finally in 1835, Macaulay framed his famous Minutes which ruled for spending the money for spreading western education in English medium which was accepted by Lord Bentinck. ❖ Macaulay's Minute argued that the government should spend its resources in giving western education to the selected upper class elites from whom education will gradually reach the masses by Downward Filtration Theory. ❖ Next Hunter Commission tried to evaluate the efficiency of the grant in aid system and private institutions and encouraged the establishment of local Boards, Councils in all the provinces of India. Primary education was declared to be an obligatory duty of these local bodies though Secondary and Higher Education was not excluded from their activities. ❖ The Serampore Trio was the name given to three pioneering English missionaries, namely Joshua Marshman, William Carey and William Ward. They came to Bengal from England at 1792 and other two at 1800 to develop Baptist missionary in the 18th century. They selected a village Serampore at a distance of 13 kilometers from north of Calcutta as their center. So, for this reason they are called Serampore Trio. ❖ The trio's aim was to give an education in arts and sciences to students of every "caste, colour or country" and to train people for ministry in the growing church in

NSOU ? CC-ED-05 37 India. From its beginning the College has been ecumenical but this means that it has no automatic basis of support from any one branch of the Christian church. Prior to 1818, the Serampore Trio had worked together in providing education for their own children and the children, including females, of the native Indians. ❖ The trio established the Serampore Press in 1800 AD. It became the father of printing technology in Bengal and for the first time many Indian and Western classical texts were printed. ❖ In 1818 the trio founded Serampore College and they encouraged the college to instruct Christian and non Christian Indian youth in western arts and Sciences and to train teachers. One of the major objectives of the college was to offer secular higher education. ❖ The Trio also made significant literary contributions by translating the Bible into Bengali. They also wrote many classical books and Carey was also appointed Head of the department of Oriental languages at the Fort William College. ❖ The Trio also successfully worked in the field of journalism. The first newspaper Hickey's Bengal Gazette was brought out in 1780. They launched newspapers 'Samachar Darpan' and 'Friends of India' to fight against social injustice ❖

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Not only in the field of education, but also in

the field of social reforms, the Trio made significant contributions like women education, making education secular and raising their voices against the practices of Sati and child sacrifice. Carey also gave many botanical names to plants.

1.9 Self-Assessment Questions

1. State the concept of Indigenous Education.
2. Which types of institutions were the seats of Indigenous education of early 19th century India?
3. Give the characteristics of teachers who taught in indigenous education institutions of all levels?
4. How did the indigenous institutions receive its funding?
5. Describe some measures by which the status of Indigenous education could be improved.
6. Briefly discuss relevance of Indigenous Education.
7. What do you mean by Educational policy?

38 NSOU ? CC-ED-05 8. Write a brief note on the educational recommendations of Charter Act of 1813 9. In which year Macaulay's Minute was presented? 10. What is Downward Filtration Theory? Explain the effect of this theory in the education system of British India. 11. Critically analyse the recommendations of Hunter commission 12. Who was William Carey? 13. Who were the Serampore Trio and what were their objectives? 14. State about the importance of Serampore Press in Bengali literature 15. How did Serampore trio have a contribution in higher education? 16. State how they have contributed in horticulture. 17. State the contributions of Serampore Trio in history of Indian Education.

1.10 References

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NSOU ? CC-ED-05 39 Unit-2 □□□□□ Educational Policy in the Early 19th Century Structure 2.1 Objectives 2.2 Introduction 2.3 Charter Act (1813): Perspective, Policy, Orientalist - Occidentalists Controversy and Bentinck's Resolution 2.3.1 About Charter Acts 2.3.2 Perspective of Charter Act (1813) 2.3.2.1 Background of Charter Act 1813 2.3.3 Provisions under Charter Act (1813) 2.3.4 Orientalist-Occidentalists Controversy 2.3.4.1 Background of the controversy 2.3.5 Resolution of Anglicist-Occidentalists Controversy 2.4. Macaulay's Minute: Background and Contribution 2.4.1 Clause 43 of The Charter Act of 1813 2.4.2 Background of Macaulay's Minute 2.4.2.1 Establishment of General Committee of Public Instruction (GCPI) 2.4.2.2 Opposition to G. C. P. I. By Rammohan Roy and Court of Directors 2.4.2.3 Division in G. C. P. I. And Macaulay's Role 2.4.3 Macaulay's Observations about Charter Act 1813 2.4.4. Acceptance by Bentinck 2.4.5 Contributions of Macaulay's Minutes 2.4.6. Downward Filtration Theory 2.4.7. Critical Analysis of Macaulay's Minutes 2.5. Adam's Report: Backdrop and Significance 2.5.1. Lord Bentinck and his role 39

40 NSOU ? CC-ED-05 2.5.2 About William Adam and his earlier efforts 2.5.3 Adam's Reports 2.5.3.1 Adam's First Report 2.5.3.2 Adam's Second Report 2.5.3.3 Adam's Third Report 2.5.4 Features of Indigenous Education as in Adam's Reports 2.5.5 Significance of Adams Reports 2.6 Summary 2.7 Self-Assessment Questions 2.8 References

2.1 Objectives After studying this unit, the learner will be able to :

- Know how the monopoly of the East India Company in India was ended
- Know the historical background behind the charter act, 1813
- Know What were the provisions behind the charter act, 1813
- Know What were the reasons behind the Orientalist-Occidentalists Controversy.
- Know What were the Bentinck's resolutions on spreading English education in colonial India.
- Understand the background of Macaulay's Minute
- Know about Macaulay's observations and interpretations on provisions of the Charter Act 1813
- Realise the contributions of Macaulay's Minute to modern Indian education
- Understand how William Adam undertook the responsibility of surveying the state of indigenous education in Bengal
- Know the background of William Adam
- Be aware of the contents of three reports of Adam
- Know the features if indigenous education would be prevalent in those times
- Realise the significance of Adam's Reports in the history of Indian Education

NSOU ? CC-ED-05 41 2.2 Introduction The East India Company initially was not much interested in the education of Indians and much later, reluctantly they took educational matters in hand. In the earlier years of the 19th century apart from the indigenous School of Sanskrit and Arabic learning through the pathshalas, tols, makhtabs and madrasas, there were private attempts by Christian missionaries as well as some Indians and European individuals in establishing a new type of education system. But the general attitude of the board of directors was initially opposing but gradually with the turn of events, opinion in England changed and the idea began to dawn that East India Company should be made to accept its legitimate duties for promotion of learning. In the beginning of the nineteenth century, different educational experiments were also going on simultaneously in India — Thomason trying to build up a system of mass education in the North-Western Province on the foundation of the indigenous schools, while the Bombay Board of Education condemned the indigenous schools and tried to build up a network of official schools instead; Bengal was neglecting the Indian languages and adopting English as a medium of instruction when Bombay was making an attempt to give even the highest education through the mother-tongue of the students ; and so on. On a superficial view, these appear as contradictory policies; but such experimentation was definitely essential. It helped materially in coming to final decisions on controversial issues. Thus there was a climate of general apathy, amateurish handling of problems, the utter neglect of an Indian viewpoint prevailing in India. Under these situations the Charter Act 1813 was passed which for the first time called for government responsibility in educational matters, but with time there arose a controversy as to how the governmental funds should be used for education and two distinct groups of people the Anglicists and Occidentalists emerged who had opposing view points on the matter. Lord Bentinck on the one hand entrusted Adam to conduct an enquiry into the existing state of education in Bengal but on the other hand did not wait for Adam's final reports but accepted Macaulay's recommendations which favoured Western education. Thus, this was an exciting phase in Indian education and all the details would be discussed hereunder.

2.3 Charter Act (1813): Perspective, Policy, Orientalist- Occidentalists Controversy and Bentinck's Resolution 2.3.1 About Charter Acts The Charter of the Company was renewed for 20 years and it was declared that

42 NSOU ? CC-ED-05 it would be allowed to continue with the possession of all territories for the next 20 years. This power had been given specially to Cornwallis in 1786. Governor General's control over the Presidencies was strengthened. He was allowed to issue orders and directions to any Government and Presidency of India during his absence from Bengal without previous consultation with his council. He could exercise all executive power vested in the Central Government. A regular code of all regulations that could be enacted for the internal Government of the British territory in Bengal was framed. The Regulation applied to the rights persons and property of the Indian people and it bound the Courts to regulate their decision by the rules and regulations contained therein. It also required that, "all laws relating to the rights of the person and property should be printed with translation in Indian languages and prefixed with statements of grounds on which they were enacted, "so that the people should become familiar with their rights , privileges and immunities. The Act of 1793 thus laid the foundation of government by written laws and regulations in British India in place of the personal rule of the past rulers.

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The East India Company Act 1813, also known as the Charter Act 1813, was an Act of the Parliament of the United Kingdom which renewed the charter issued to the British East India Company, and continued the Company's rule in India. However, the Company's commercial monopoly was ended, except for the tea and opium trade and the trade with China, this reflecting the growth of British power in India. 2.3.2

Perspective of Charter Act (1813) The earlier charter act of 1793 had given the East India Company a monopoly to trade with East for a period of 20 years. However, the rise of Napoleon Bonaparte had brought hard days to the businessmen of England. Napoleon Bonaparte had put in place the Berlin decree of 1806 & Milan Decree of 1807, which forbade the import of British goods into European countries allied with or dependent upon France, and thus installed the so called Continental System in Europe. Due to these hardships, the British Traders demanded entry to the ports of Asia and dissolve the monopoly of the East India Company. Apart from these hardships, the theory of Free trade policy of Adam Smith had also become quite popular in those days. The supporters of this policy started giving arguments on how ending the monopoly of East India Company in trade with India could bring help the growth of British commerce and industry. However, East India Company opposed these arguments giving logic that its political authority and commercial privileges cannot be separated. The controversy was later

NSOU ? CC-ED-05 43 resolved by allowing all the British merchants to trade with India under a strict license system. The act also granted permission to the persons who wished to go to India for promoting moral and religious improvements. (Christian Missionaries). 2.3.2.1 Background of Charter Act 1813 Due to Napoleon Bonaparte's Continental System in Europe (which prohibited the import of British goods into French allies in Europe), British traders and merchants suffered. • So they demanded that they may be given a share in the British trade in Asia and dissolve the monopoly of the East India Company. • The company objected to this. • Finally, British merchants were allowed to trade in India under a strict licensing system under the Charter Act of 1813. • But in trade with China and the tea trade, the company still retained its monopoly. 2.3.3 Provisions under Charter Act (1813) • His Act asserted the Crown's sovereignty over British possessions in India. • The act provided for a financial grant towards the revival of Indian literature and the promotion of science. • The company was also to take up a greater role in the education of the Indians under them. It was to set aside Rs.1 Lakh for this purpose. • The company's rule was extended to another 20 years. Their trade monopoly was ended except for the trade in tea, opium, and with China. • It empowered the local governments to tax people subject to the jurisdiction of the Supreme Court. • Another important feature of this act was to grant permission to the missionaries to come to India and engage in religious proselytization. The missionaries were successful in getting the appointment of a Bishop for British India with his headquarters at Calcutta in the provisions of the Act. • The Crown's jurisdiction over British colonies in India was asserted by this Act. • The company's dividend was fixed at 10.5%. • The Act gave more powers for the courts in India over European British subjects. • The rule of the corporation was prolonged for another 20 years. Except for tea, opium, and trade with China, their trade monopoly was broken.

44 NSOU ? CC-ED-05 • It gave local governments the ability to tax those who were under the Supreme Court's jurisdiction, and it set the company's dividend at 10.5 percent. • The Act allowed Indian courts more authority over European British subjects. • This act regulated the company's territorial revenues and commercial profits. It was asked to keep its territorial and commercial accounts separate. • The company debt was to be reduced and dividend was fixed @10.5% per annum. • This act also empowered the local governments to impose taxes on the persons subject to the jurisdiction of the Supreme Court. • This act also gave missionaries freedom to enter India and engage in religious proselytization. In accordance with the Act, the missionaries were successful in obtaining the appointment of a Bishop for British India, with his headquarters in Calcutta. • The act called for a financial grant to support the rebirth of Indian literature and the advancement of science, as well as greater responsibility for the corporation in the education of the Indians under their control. It was decided to set aside one lakh rupees for this purpose. • Nothing substantial was changed in terms of governance in India except that the Charter Act 1813 for the first time explicitly defined the constitutional position of the British territories in India. The Act also empowered the Local Governments in India to impose taxes on persons and to punish those who did not pay them. 2.3.4 Orientalist-Occidental Controversy India had a great and glorious academic history even before the arrival of the Britishers in India. During the Vedic age, a comprehensive and residential educational system had been prevailing in India. During the Buddhist period, educational institutions consisting of thousands of teachers and students prevailed in India. During the medieval period thousands of Madrasas and Makthabs were built. These traditional or indigenous educational institutions were still existing even when Britishers took charge of administration in India. The orientalists were afraid that the great Indian culture would be brutally destroyed by the Britishers. They felt that there was some hidden agenda for the Britishers by starting modern educational institutions in India. The previous actions of Britishers in India was so. They had always pretended to be the friends of each and every kingdom in India, and whenever they had got a chance they had cheated these kingdoms by helping the enemy kingdom. They had always displayed their opportunism since their arrival in India. It was this opportunism that actually

NSOU ? CC-ED-05 45 made them capture the administrative power in India. This opportunistic tendency of Britishers made the orientalist think that everything would be anglicised gradually with the establishment of the modern educational system in India. At the same time, some Indians, who had already started enjoying the status they had had because of their capacity to speak in English language and tendency of behaving like Britishers, stood firmly for the promotion of English language in India. They had already started underestimating the eastern literature and culture. They believed that English education can bring progressive changes in India. Oriental-Occidental Controversy was an ideological conflict between two groups of people in India during the British colonial rule. The ideological quarrel was related to the organization of modern education India. Britishers started organizing the formal educational system in India only during the first half of the 19th century, though they had reached India during the first part of the 17th century. Their real intention behind their sailing to India was not administrative. They came to India just for trade. It was not a venture of the British Government. A company which had been started in Britain under the title of 'British East-India Company', wanted to spread their business, and opened an office and factory in the then Madras and now Chennai. They might not have even imagined in their distant dream that they would rule India. However, the dramatic events spread across two centuries caused for the commencement British colonial rule in India just after the War of Plassey in 1757. It was a turning point in the history of modern Indian Education. 2.3.4.1 Background of the controversy As they became the rulers of India, they wanted to implement the modern administrative system in India by following the British model of administration. They needed modern officials for the purpose. The newly emerged situation made them think about giving modern education to Indians by establishing modern educational institutions in India. The first step was declaring a charter act in 1813 which is known as the Charter Act of 1813. In this chart, they introduced a grant-in-aid programme of offering a financial aid of Rs.100000 to all the indigenous educational institutions in India. A new charter act was later announced in 1817 which is known as the Charter Act of 1817 in which the financial support was increased to Rs.200000. Meanwhile, an ideological clash emerged. The clash is known as Oriental-Occidental Controversy. Some people advocated that the educational system should be accepted the languages such as Arabic, Sanskrit and Urdu as the medium of instruction. They also wanted that eastern literature i.e. the literary pieces written in Arabic, Persian and Sanskrit should be taught in educational institutions. This group is known as the 46 NSOU ? CC-ED-05 Orientals. Another group which included Indians, too, argued that English should be the medium of instruction rather than using the languages such as Arabic, Persian and Sanskrit. They also stood for the teaching of the European literature in educational institutions. This group of people is known as the Occidentals. Hence, the clash is known as the Oriental-Occidental Controversy. During the first quarter of nineteenth century a great controversy was going on regarding

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the nature of education and medium of instruction in schools and colleges. The Orientalists led by Dr. H. H. Wilson and H.T. Prinsep advocated in favor of Sanskrit, Arabic and Persian as the medium of

education. In the initial stage, the company officials patronized oriental learning. In this context, the establishment of the Calcutta Madrasa by Warren Hastings in 1781, the Benares Sanskrit College by Jonathan Duncan in 1791 and the Asiatic Society of Bengal by William Jones in 1784 are noteworthy. Those who were in favor of continuation of the existing institutions of oriental learning and promotion of Indian classical tradition were called Orientalists. Orientalists were guided by some practical considerations. They wanted to teach the British officials the local language and culture so that they would be better at their job. This was the prime objective behind the foundation of the Port William College at Calcutta in 1800. The other motive was to develop friendly relations with the elites of the indigenous society and to understand their culture. This was the main reason behind the establishment of the Calcutta Madrassa and the Benaras Sanskrit College. The Anglicists led by Charles Trevelyan, Elphinstone advocated the imparting of

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western education through the medium of English. The Anglicists were supported by most advanced Indians of the time, like Raja Ram Mohan Roy who advocated

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the study of western education as the "key to the treasures of scientific and democratic thought of the modern west."

They could not compromise the idea of grafting the new Western learning upon the old stock of Oriental learning. They argued the idea of diffusing Western sciences and literature amongst the Indians through the medium of English. As they were firm in their conviction, so they desired to utilize the entire educational grant for the purpose of diffusing Western Education. Countering these Orientalists, there was a strong opposition led by different groups in England, namely, the Evangelicals, the Liberals and the Utilitarians. The Evangelicals had a firm conviction in the superiority of Christian ideas and western institutions.

NSOU ? CC-ED-05 47 Two great exponents of the Evangelical view were Charles Grant and William Wilberforce. Also, others who did not share Evangelical faith also convinced of the superiority of western knowledge and one of the chief promoter of this idea was Macaulay. 2.3.5 Resolution of Orientalist-Occidental Controversy As the controversy hindered the progress of modern education in India, Lord Macaulay was brought to India to solve the problem. Thus he submitted a report to the governor general of the time. The report is known as Macaulay's Minutes of 1835. We would rather say he put an end to the Oriental-Occidental Controversy than solved the entire problem. Macaulay's Minutes contained more controversial recommendations like acceptance of English as the medium of instruction at all the levels of education, teaching of European literature in educational institutions, stopping the grant-in aid system for the indigenous educational institutions in India and adopting Downward Filtration Theory for educating the mass. Though the Macaulay's minutes were capable of stopping the Oriental - Occidental Controversy in the peripheral level, it widened the internal frustration among the major part of the society who supported the orientalist. The fuzz created by Macaulay's Minutes among the people of the society worsened the situation which led to the appointment of Charles Wood who later submitted his historic report called 'Wood's Dispatch'. The British East India Company officials wanted to maintain neutrality or non- intervention in the sphere of religion and culture of the Indian society, after the acquisition of political power in India in first half of 19th Century. The reason behind this policy was partly the fear of adverse reaction and opposition to their role by the indigenous people. However, due to certain constant pressure from different quarters, the Missionaries, the Liberals, the Orientalists, the Utilitarians compelled the company to give up its position of neutrality and to take up the responsibility of promotion of education. But, there was a conflict in the opinions which were divided on the issue that whether the company should promote western or oriental education, giving rise to the Orientalist-Anglicist controversy. 2.4.1 Clause 43 of The Charter Act of 1813 The Charter Act of 1813 in clause 43 had stated that the East India Company had partly undertaken the responsibility of education in India and a sum of Rupees 1 lakh per year (approximately) had been earmarked for the purpose. It specifically stated that a sum of rupees one lakh annually was to be provided by the Company

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for “the revival and improvement of literature” and “encouragement of the learned natives of 48 NSOU ? CC-ED-05 India” and for the “instruction and promotion of knowledge of the sciences among the inhabitants of the British territories in India”.

Lord Macaulay later on took up for discussion the interpretation of this Section of the Charter Act in his Minute. But owing partly to the continuous agitation carried on by the missionaries and the Company's officials and partly to the influence of the liberal spirit which dominated the English life of this period, the work of organising a state system of education was begun almost simultaneously in all the three presidencies by about 1823 and continued to expand till when, following the English example of the first Parliamentary grant for education, the educational grant of India was also increased from one lakh to ten lakh of rupees per annum. 2.4.2 Background of Macaulay's Minute 2.4.2.1 Establishment of General Committee of Public Instruction (GCPI) The East India Company was new to problems of Indian education and, therefore, was trying to arrive at a workable formula through the usual method of trial and error. The Court of Directors kept an open mind on the subject and, in the initial stages, sanctioned every proposal that came up. To decide upon the course of action on proper expenditure of the one lakh rupees earmarked by the Charter Act 1813, the Presidency of Bengal took up the work of educational reorganisation which was made possible by the liberal attitude which the Court of Directors adopted by about 1823. In a Resolution dated 17th July 1823,

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the Governor-General-in-Council appointed a General Committee of Public Instruction for the Bengal Presidency.'

The Committee consisted of ten members and included H. T. Prinsep who became famous later on by his opposition to Macaulay, and H. H. Wilson who was a great Oriental scholar. The grant of one lakh of rupees provided by the Charter Act of 1813 was also placed at the disposal of the Committee. Lord Macaulay (Thomas Babington

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Macaulay) was concurrently Law Member in the Governor General's Executive Council

and also the President of this General Committee of Public Instruction. The Committee consisted mostly of persons who were great admirers of Sanskrit and Arabic literature and hence the decision of the Committee to follow the view of Lord Minto and encourage Oriental Learning can hardly be regarded-with a surprise. Between 1823 and 1833, the Committee (a) reorganised the Calcutta Madrasah and the Benaras Sanskrit College (b) established a Sanskrit College at Calcutta in 1824 (c) established two more

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Oriental Colleges at Agra and Delhi NSOU ? CC-ED-05 49 (d) undertook the printing and publication of Sanskrit and Arabic books on a large scale ; and (

e) employed

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Oriental scholars to translate English books containing useful knowledge into

the Oriental classical languages. 2.4.2.2 Opposition to G. C. P. I. By Rammohan Roy and Court of Directors But very soon after its establishment the Committee found that its works had roused considerable opposition. The first attack came from a few enlightened Indians led by Raja Ram Mohan Roy. The Raja submitted a memorial to the Governor General on 11th December 1823 and urged that the proposals for establishing a Sanskrit College at Calcutta should be abandoned and Government should

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promote a more liberal and enlightened system of instruction ; embracing mathematics, natural philosophy, chemistry, anatomy, with other useful sciences ; which may be accomplished with the sum proposed by employing a few gentlemen of talents and learning educated in Europe and providing a college furnished with necessary books, instruments, and other apparatus.

This memorial is a good indication of the direction in which the wind was beginning to blow and shows how the desire for English education was spreading among Indians. But no heed was paid to this memorial and the plan for establishing the Sanskrit College at Calcutta was carried out. A still more formidable attack on the Committee's work came from the Court of Directors themselves in 1824. They questioned if the expenditure for oriental learning was worthwhile. It may be noted that an educational movement was contemporaneously swaying England. And the new type officials of the 19th Century, unlike their predecessors were wedded to new ideas which supplied energy to occidentalism. Lastly, the Charter of 1833 opened up the scope of Govt. employment to educated Indians. English was growing in political importance as

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the language of the rulers and persons desirous of obtaining lucrative posts under Government found that a capacity to speak and write English materially helped them in

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In fact, the study of English was rapidly becoming the royal road to a black-coated profession with a decent income and an important status in society. It is not to be wondered, therefore, if many Indians of that generation looked forward to English education as a panacea for all their ills. 2.4.2.3

Division in G. C. P. I. And Macaulay's Role This growing demand for English could not, therefore, be long neglected by the General Committee of Public Instruction and steps had to be taken to meet it to some extent at least. But its persistence in this policy in the face of a public demand to the 50 NSOU ? CC-ED-05 contrary led to a split in the Committee itself. Out of the ten members of the Committee, five supported the policy of giving encouragement to Oriental literature and were known as the Oriental party and the rest were in favour of the adoption of English medium of instruction and were known as the Anglicist party. Macaulay took no part in the controversy at the meetings of the General Committee of Public Instruction because he knew that the matter would again come before him as a member of the Executive Council. So, when the papers dealing with the dispute were placed before the Council, he wrote his famous Minute regarding the new educational policy. It is dated 2nd February 1835 and is a document of great historical importance which was accepted by Lord William Bentinck immediately. 2.4.3 Macaulay's Observations about Charter Act 1813 ❖ Meaning of terms 'Literature' and "a learned native of India" Macaulay argued that the word "literature" occurring in this section could be interpreted to mean English literature, that the epithet of "a learned native of India" could also be applied to a person versed in

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the philosophy of Locke or the poetry of Milton, and that the object of promoting a knowledge of sciences could only be

accomplished by the adoption of English as the medium of instruction. If this interpretation were not accepted, Macaulay was willing to propose an Act rescinding Section 43 of the Charter. ❖ Support of Western Knowledge He opined that Oriental knowledge was a bundle of irrationality, superstition and mysticism. All the wealth of Indian and Arabic literature could not equal that which was contained in a single shelf of Western books. Moreover, Western learning alone was necessary for the reawakening and moral regeneration of Indians. No vernacular language of India was fit to carry Western knowledge. ❖ Medium of Instruction English must be the unavoidable choice to study western knowledge because English was the key to modern knowledge. It was the language of the rulers. It was the language of Commerce in India, and it was destined to be the language of Commerce in the whole of the Orient. Just as the classical European languages had contributed to the development of the modern European languages, so Indian languages would draw nourishment from English, and would one day become the competent media of education of Indians. ❖ Evidence of Indian's favouring English Referring to the question of the alleged prejudices of the Indian people against D:\Barun-2022\Netaji Subhas Open University\CC_ED_05\20.08.22\50 NSOU ? CC-ED-05 51 English education, Macaulay

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argued that it was the duty of England to teach Indians what was good for their health, and not

what was palatable to their taste. He argued that Indians had given sufficient evidence of their love for English citing high sales of the English books of the Calcutta School Book Society and that while the students of the Madrasah and Sanskrit College had to be paid stipends, the pupils in the English schools were prepared to pay for the instruction received therein. ❖ Languages of the law and religion Regarding the argument that the Sanskrit and Arabic languages should be studied as the languages of the law and religion of the people. Macaulay pointed out that the best course for Government would be to codify Hindu and Muslim laws in English, and not to incur heavy expenditure on the maintenance of the Oriental institutions. On these grounds, among others, Macaulay strongly recommended that the object of educational policy in India should be the spread of western learning through the medium of the English language. He also suggested that the existing institutions, of Oriental learning should be closed forthwith and that funds thus released should be used for the promotion of English education. 2.4.4. Acceptance by Bentinck Lord William Bentinck, the Governor –General of India, accepted Lord Macaulay's Minutes and passed the resolution on March 7, 1835

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to accept English language as a medium of instruction for the Indian education system.

Funds would be spent on English education only. Schools and colleges of native learning would not get funds. 2.4.5 Contributions of Macaulay's Minutes Some analysts regard Macaulay and his efforts as a "torch-bearer in the path of progress"; another section, which attributes the later discontent and political unrest in India to the spread of English education, blames him as the cause of all trouble. Some dislike him for his ignorant and violent condemnation of Indian languages, culture and religion; while others blame him for being responsible for the neglect of Indian languages that inevitably followed upon the use of English as the medium of instruction. A closer examination will, however, show that these opinions are both incorrect and unfair. To call Macaulay a "torch-bearer in the path of progress" gives an exaggerated account of the role that he actually played. "It must be remembered that Macaulay did not create the desire for English education — that desire was already there and it had its origin in the material advantages which were then inseparably connected with knowledge of English. He was not even the organiser of the English party, because it was already in existence when he arrived in India. , In fact, when

52 NSOU ? CC-ED-05 Macaulay came to India in 1834, the battle between the old and the new was already in full swing. The people desired English, education and being unable to get it from the Company, quenched their thirst in the missionary schools. The younger generation of civilians, led by its zeal for reform, was eager to introduce English education. But the rising tide of both these forces was held in check by the older politicians in service who believed that the policy of Hastings and Minto was good for all time and who, no doubt, were supported by the conservative and reactionary forces among the Indians themselves. It was at this time that Macaulay came upon the scene to burst open the locks of conservatism with the power of his rhetoric, and let in the flood of new ideas. He was only responsible for the quick decision of a controversy that would otherwise have dragged on for years but which, nevertheless, could never have been decided in favour of classical languages. 2.4.6. Downward Filtration Theory Actually, Macaulay and the Government wanted to educate a small section of the upper class Indians for profits in their own business. Their reasoning was that its effects would reach all Indians in due course of time by a process which Macaulay called the Downward Filtration Theory. The theory means that the education was to be provided to a small portion of the people, and through them, education would be conveyed to the masses in future. Hence, through this theory, the Minute had done partiality by giving education to some higher class people of the society as they liked to engage them in their business policy. But this policy was an utter failure in India. The elite people never wanted their lower class counter parts what they had already started enjoying. Day by day, the gap between the educated ones and the uneducated was widened. The educated ones started humiliating the common uneducated folk. So Downward Filtration theory caused for the emergence of a modern stratification of the society. By the time of independence of India, a huge majority of the country were uneducated. This status actually made the creators of the Indian Constitution think about including some positive discrimination policies in the Constitution 2.4.7. Critical Analysis of Macaulay's Minutes Depending on the perspective of the reader, one may interpret Macaulay's minute as the primary contributor to the entire positive or the negatives of modern Indian education. However his minute played a great role in establishing a definite policy of education and its medium and nature of curriculum. He has of course been successful in creating a class of Indians who have taken to the English language enthusiastically.

NSOU ? CC-ED-05 53 Many in the country use it as a first language although this number is small. Today's achievement of India in matters of science and technology would never have been possible if Macaulay not steered the direction of development of Indian education to the west. However, his total disregard for the Oriental education in Sanskrit or Arabic hand caused a setback to the natural flow in the evolution of Indigenous wisdom and knowledge systems. Tols and Madrasahs were closed and study of Sanskrit and Arabic was received no support. Thus the majority of the population were deprived of education and the country suffered as a whole because of overall decline in Mass education. In his minute, Macaulay had said that a day could come when the vernacular languages would die a natural death. Today, he has been proved wrong. The number of people who use these languages is increasing by the day. The literature in these languages is also expanding and evolving. Critics were not rare to say that by introducing Western education Macaulay helped the growth of political consciousness which, in its turn, undermined Britain's colonial mastery in India. In this case also the charge is unfounded. Political alertness of Indians had been steadily growing since the days of Rammohan, and the Young Bengal supplied a great impetus to it. What is distinctly condemnable is the extent of Macaulay's ignorance exhibited in respect of Indian culture, literature. Also Macaulay was treading on slippery ground in his interpretations of the words 'literature' and 'Educated Indians'. His interpretation is certainly far-fetched, if not actually inaccurate. Question, may also be raised on his interpretation of the word 'revival'. The charter clause had desired 'revival' and improvement of literature. The word 'revival' could apply only to a moribund literature and not to a vigorous literature as English literature was. Lord Macaulay has been acclaimed by some historians as a pioneer in English education in India. His Minute was acclaimed as prophetic. A diametrically opposite school of thought condemned him outright. Things to be noted in this connection are that Macaulay was not the creator of the urge for western knowledge. Opinions in favour of Western education had been developing in official as well as non-official circles from long before. Also, Macaulay was not the introducer of a new system of education. A section of Indians had been demanding modern education, and English schools (including Hindu Vidyalyaya) had been existent. Whether Macaulay was able to make Englishmen out of Indians is debatable, but the English language has been conveniently Indianised and altered to such an extent that sometimes it is hardly discerned by the native English. This is one major outcome of Macaulay's minute.

54 NSOU ? CC-ED-05 2.5.1. Lord Bentinck and his role We have earlier studied that the sum of Rs 1 lakh per year was earmarked for development of the Indian education system by Charter Act 1813 was raised from 1 lakh to 10 lakh in 1833. This larger amount magnified the difficulties already being faced by the GCPI. The differences on the issue of whether the money should be spent for promotion of Western education or Oriental learning and what should be the preferred medium of instruction created an impasse on the working of the Committee. At this juncture entered Lord Bentinck who as the Governor General of India entrusted the task of interpreting the education related Clause of the Charter Act 1813 on Macaulay whom he made the president of the Committee. We have seen that in the course of time the famous Macaulay's Minute would lay down that all funds appropriated for educational endeavours in India would be spent for western education alone and seal the fate of oriental learning through the vernaculars. In parallel to this line of efforts with Macaulay, Lord Bentinck also appointed another zealous missionary of the Scottish Church named William Adam almost concurrently to enquire into the state of indigenous education in the Bengal province about whom and whose efforts we shall study next. It is worthy pointing out that Bentinck did not wait for Adam to finish his commissioned work and study his report before giving final approval to recommendations of Macaulay's minute. Thus though much of Adam's efforts went in vain, it still holds an extreme significance in the history of Indian education. 2.5.2 About William Adam and his earlier efforts

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A Christian priest of Scotland, William Adam came to India in 1818 and spent about 27 years here. He came into contact with Raja Ram Mohan Roy and both of them influenced each other. He was greatly impressed by Indian views regarding the existence of one almighty god. In due course he renounced Christian priesthood. Lord William Bentinck, the governor general of India appointed Adam in 1835 to survey the state of education in Bengal and Bihar and to suggest reforms.

However, it is interesting to note that only after 6 weeks of entrusting Adam for conducting the enquiry into indigenous education Lord Bentinck accepted and approved Macaulay's Minute without waiting for the arrival of Adam's Reports. Adam was in touch with the languages, the cultures and traditions of all classes of the native Indians. He was convinced that the masses wanted education in their own tongue and public money should be spent to permeate education among all Indians not a few handful. In 1829 he address the memorandum to Lord Bentinck on the subject of popular education and suggested that a survey be undertaken to understand that but nothing came out of it. Again in 1834, he made a similar attempt with success NSOU ? CC-ED-05 55 and in 1835 and he finally sent his outline and procedural details to the governor general after obtaining his approval. So Adam began his momentous enquiries. For nearly three years he was engaged in this work. He travelled through hamlets and villages in the districts of Bengal, mixed with the high and the low, came in close contact with the people and saw the actual condition of things. In the course of his enquiries he collected a mass of valuable materials at infinite password, labour and patience and the results of his researches were embodied in what has been called " one of the ablest reports ever written in India." Macaulay, as the President of the General Committee, to whom Adam officially submitted his Reports, did not fail to appreciate his work. He said that these full and exhaustive reports were the best sketches on the state of education that had been submitted before the public. Adam submitted all three Reports at different times. The first report is dated 1st July, 1835. The second report 23rd December, 1835 and the third report the 28th April, 1838. 2.5.3 Adam's Reports Adam submitted 3 reports (1835-1838). Adam's first report is a mere digest of the earlier reports on the subject and of all the educational data then available. It is neither comprehensive nor reliable like his two later reports.

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The second and third reports were based on the survey he conducted. The second report is a thorough enquiry of one Thana (Natore police station) in the district of Rajshahi,

now in Bangladesh. It is, however, much more comprehensive and detailed. The third report presents statistics of five districts in Bengal and Bihar. The system of indigenous education as revealed in these reports is a fair sample of the whole country. It also contains his valuable

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recommendations for the reform of indigenous schools. 2.5.3.1 Adam's First Report

Adam's first report contains educational data. Some scholars like Sir Philip termed the report as a 'myth', and other scholars like R.V. Parulekar considered this report as a reality. Adam had described indigenous elementary schools in this report as "

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By this description are meant those schools in which instruction in the elements of knowledge is communicated, and which have been originated and are supported by the natives themselves, in contradiction from those that are supported by religious or philanthropic societies".

According to the other's point of view, a school was a place where instructions were

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given to one student or more students either by the teacher or

even by the father himself or any other member of the family.

56 NSOU ? CC-ED-05 In this report, Adam says that there were at least one lakh schools in operation in Bengal itself, which means that there was a school for every 400 students. Some education experts have described this report as a myth and false while some others believed that it is substantially correct. The two sides differ chiefly in relation to their interpretation of the word 'school'. One group defines schools in its modern sense, viz. an institution of permanent nature conducted by a person or persons who teach a certain number of children of the locality in return for fees. If we define schools like this at that time, definitely, there were not one lakh schools functioning then. But, according to other definitions, a family where a teacher was employed to give education to its children or where the father taught his own children or where the father taught his own children with or without children of the locality was also considered a school. If this definition of the school had been accepted, then there would have been certainly one lakh schools functioning in Bengal. Among many other interesting information contained in the First Report mention may be made here of the following:- (i) A discussion on the population of Calcutta in the early years of the nineteenth century (ii) A description of the indigenous elementary schools and of the courses of instruction followed in them (iii) A short history of the early missionary and private efforts in Calcutta and its vicinity including the activities of the Calcutta School Society, Church Missionary Society and similar other bodies (iv) A brief description of the early efforts in the field of girls' education (v) A description of tols and the courses of instruction followed in them. The details of the tols of Nadia are given in p. 75 and the following pages. (vi) A description of the Serampore College (vi) A description of early educational activities in the- Garo Hills 2.5.3.2 Adam's Second Report Adam's second report is about the findings of the study conducted from the data collected from Rajshahi district Nattore Thana. According to this report, the total population of Nattore Thana was 1,95,296 out of which 1,29,640 were Muslims and 65,656 were Hindus. There were 485 villages in Nattore Thana.

NSOU ? CC-ED-05 57 In the Second Report Adam adopted a new classification for elementary schools. He divided such schools in the following categories :- (i) elementary Bengali schools, (ii) elementary Persian schools; (iii) elementary Arabic schools and (iv) elementary Persian and Bengali schools. In the First Report Adam had nothing to say about that type of instruction which in the Second Report he called domestic instruction.' While reporting about elementary instruction in Rajshahi he divided this type under two categories, public and private, as it is communicated in public schools or private families. There were 27 elementary schools where only 262 students studied. Out of these schools, 10 were Bengali schools where 167 students were studying, 4 were Persian schools with 23 students, 11 were Arabic schools with 42 students. In connection with elementary schools Adam had made a significant observation about how the growing poverty of the people was responsible for closing down of regular schools. Unable to pay for school instruction people had to opt for domestic instruction, scope of which was much narrower and restricted. Also, there were 1588 families which provided education to 2342 students in 238 villages. The average age of admission to these schools was 8 years while that of leaving the school was 14 years. The average pay of the teacher was Rs. 5-8 per month. According to Adam's report, there were no indigenous colleges among Muslims, but there were 38 Sanskrit colleges with 397 students. The average age of admission to such colleges was 11 years and the average age of completing the course was 27 years. Although it was thought that female education adults in Nattore was 6121. And as per the report, the male literacy rate was 6.1 percent while the overall literacy rate was 3.1 percent. However Adam did not only point out the declining state of education in that district. He used his experiences to ponder upon what remedies could and should be applied to improve the state of education and the intellectual and model level of the people. 2.5.3.3 Adam's Third Report Adam's Third Report contains two chapters, the first embodying the results of his survey conducted by him for 5 districts of Murshidabad, Birbhum, Burdwan, South Bihar and Tirhut and the second his conclusions, remarks and suggestions based on that and the two previous reports. The first chapter has twenty sections and the second nine sections. Whereas in his investigation in the district of Rajshahi he concentrated his attention to a single thana, in his third report Adam obtained complete statistics of several districts in Bengal and Bihar. This completed his survey; but Adam

58 NSOU ? CC-ED-05 was not content with making a survey. He went further. In the last one hundred and nineteen pages of his report which make the second chapter entitled "Considerations of the means adapted to the improvement and extension of Public Instruction in Bengal and Bihar," he examines the educational policy of the Government, criticizes the "Filtration" theory with ability and insight and makes certain recommendations. In certain respects this second chapter is the most remarkable portion of these reports. In the beginning of the first chapter Adam gives some particulars of his journeys and describes in detail the plan of his investigation which he elaborated as the work progressed. He then proceeds to make an up-to-date survey of the materials he had gathered in the course of his investigations. survey he deals with each type of school separately. There are sections on (i) Bengali and Hindi Schools, (ii) Sanskrit Schools, (iii) Persian and Arabic Schools, (iv) English, Orphans', Girls' and Infants' Schools, (v) Domestic instruction and (vi) Adult instruction. Each of the above sections is followed by a section containing general remarks on the state of instruction in the schools mentioned in the previous section. These sections give a general summary of the results of Adam's investigations in these particular branches of education. Then follows an interesting section entitled the state of crime viewed in connection with the state of instruction where Adam draws some parallelism between the prevalence of crime and the absence of means of instruction among the people. In the section on Bengali and Hindi schools Adam shows how in the indigenous elementary schools teachers were recruited from all classes and castes and communities. Adam also notes the wide prevalence especially in Bengal of the custom of giving gratuitous instruction. Adam's analysis of the castes of scholars shows that the indigenous elementary schools were by no means the preserves of the children of the upper classes of society. We find that pupils from even the so-called depressed and suppressed classes like Chandal, Muchi, Hadi, Dulia, Bagdi, etc., found place there. However the upper classes naturally sent the largest there. number of scholars. Adam's remarks about the mutual disposition of Hindus and Musalmans towards each other in the matter of giving and receiving instruction show the toleration between the two communities. In the section on Sanskrit schools there are many interesting details about the courses followed in the tols and the textbooks used there. Adam also gives a list of contemporary Sanskrit authors and their works. In the following two sections he gives similar details about Persian and Arabic schools, their teachers and scholars.

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The second part provides proposals put forward by Adam for the reform of education

where he stated how in his judgment the best course would be to employ the existing institutions and organisations as the instruments of national education, for the improvement and furtherance of education among the people of this country. The chapter begins with some preliminary considerations of the qualifications which should characterise the most feasible plan for the promotion of general education. Such a plan, in Adam's views, should be "simple in details and thereby easy of execution; cheap and thereby capable of extensive or general application". In this connection he examines among others the idea of the Government making education compulsory and enacting that every village should have a school. Adam then goes on to examine the feasibility of the "Filtration theory" advocated by Macaulay criticizing that it overlooks entire systems of native educational institutions, Hindu and Mohammedan. So Adam suggests "the simplest, the safest, the most popular, the most economical and the most effectual" plan by building on the foundations which the people themselves have laid and just provide necessary scaffolding and outworks so that when the superstructure gets finally complete, Indians should believe it to be the work of their own hands. The plan will thus maintain the perfect congruity with existing national institutions and at the same time admit of the gradual expansion and improvement which European civilisation demands. The execution of the plan would require the preparation of a small series of useful school books and this is the next question that Adam examines and he prefaces his opinions on this subject suggesting that there should be a graded series of four text books for use in schools. Adam's next proposal was to appoint Examiners whose duties would be to induce the existing schoolmasters or those who desired to take up that profession to read and master the school books one after another and to appear at examinations to be conducted by the Examiners to prove that they have mastered the contents of these books and were in a position to teach these to their own pupils. Rewards were to be offered to those who would be successful in these examinations. Adam also discusses the idea of making endowments of lands to village schools and made interesting suggestions regarding levying contributions from zamindars, utilisation of the existing religious endowments and appropriation of khasmahal lands for the creation of new endowments. Adam hoped that from the above sources sufficient funds will be available to maintain the schools on an improved standard. Adam then works out the details of his plan and its financial implications. Finally he examines the advantages of his plan and tries to answer the objections that might

60 NSOU ? CC-ED-05 possibly be raised against it. He also calculated that the total expenditure for one district will be approximately ten thousand rupees per annum. In connection with his plan Adam further suggests the appointment of Inspectors to Supervise the work of Examiners and also the reorganisation of the General Committee of Public Instruction. Incidentally Adam points out how the imparting of English education to the natives had resulted in creating a class of deracines out of sympathy equally with the people and the Government. Adam concludes his discussions by stating that giving effect to his proposals would lead to the establishment of a national system of instruction through the medium of the vernacular tongue. In the following sections Adam discusses the application of his plan to the improvement of Sanskrit instruction, female instruction, instructions of the Mohammadan population, and aboriginal tribes, and other types of instruction. 2.5.4 Features of Indigenous Education as in Adam's Reports On studying Adam's Reports many features of indigenous education system in India during the colonial period can be highlighted. Through this report, the British company became familiar with the Indian educational scenario and took appropriate steps for its development. Adams' report enlightened a clear idea of the educational condition of Bengal. These three reports gave attention to the different types of indigenous institutions in the educational field in India. The main features of Adam's Reports are as follows: Adam had identified the following types of indigenous educational institutions: • Pathshalas • Madrassas • Arabic Schools • Vernacular Schools • Persian Schools • The schools didn't have any buildings. The classes were held often in the local temples, mosques, or under a tree. • There was a lack of printed books and other stationery. Pencils and slates etc. were used as instructional material which was easily available in the locality. • The curriculum was also not well-defined. It generally consisted of reading, writing, arithmetic and accounts. • The report had not prescribed any fee system. The parents of the students paid the teachers either in the cash or in kind. The mode, the time, and the amount of the payment were left to the convenience of the parents of the students.

NSOU ? CC-ED-05 61 • The report did not mention any predetermined admission period, the students could join the schools at any time and could study according to their own pace. The students could leave the school at his or her convenience. • The hours of the institution and days of work were adjusted according to local requirements. • In bigger schools, the senior students were appointed to teach junior students. • The size of the schools was generally small. • The number of students in the school varied from one student to fifteen students. • The main advantages of indigenous elementary schools were adaptability to the local environment, their vitality, and popularity among local people. • The exclusion of girls and Harijans was the main defect of those people. •

The lack of training of teachers, narrow and limited curriculum, and severe form of punishment were

other important demerits of this system. 2.5.5 Significance of Adams Reports Adam desired that his proposal be tested in a few key places before being fully implemented. However, Macaulay had already made his decision that education would be supplied primarily to the upper classes in English, therefore Adam's plan for public education fell on deaf ears. The proposal was deemed unworkable, and Adam was compelled to quit in displeasure. One of the most able reports ever produced on Indian education met this fate. A good opportunity to construct a national education system was squandered. It would be interesting, though idle, to speculate what course Indian education would have taken if Bentinck were there as the Governor-General when Adam's reports were finally placed before the Government. Perhaps he would have paid the attention the reports justly deserved; perhaps he would have accepted some of the recommendations Adam made. There is no doubt that if Adam's recommendations were given effect to, foundation would have been laid of what might justly be called (and was actually called by Adam) a truly national system of education for India. But the die had been cast. Macaulay's championship won for the new type of education the precedence and weightage which rightfully belonged to the existing indigenous system. Auckland was averse to revise the decision and the General Committee called Adam's scheme "impracticable".

62 NSOU ? CC-ED-05 2.6 Summary •

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The East India Company Act 1813, also known as the Charter Act 1813, was an Act of the Parliament of the United Kingdom which renewed the charter issued to the British East India Company, and continued the Company's rule in India •

This Act asserted the Crown's sovereignty over British possessions in India. The act provided for a financial grant towards the revival of Indian literature and the promotion of science. The company was also to take up a greater role in the education of the Indians under them. It was to set aside Rs.1 Lakh for this purpose. • Another important feature of this act was to grant permission to the missionaries to come to India and engage in religious proselytization. The missionaries were successful in getting the appointment of a Bishop for British India with his headquarters at Calcutta in the provisions of the Act. • Meanwhile, an ideological clash emerged which led to the Oriental-Occidental Controversy. Orientals advocated that the educational system should teach eastern literature in Indian languages such as Arabic, Sanskrit and Urdu. Occidentals which included Indians, too, argued that English should be the medium of instruction and stood for the teaching of the European literature in educational institutions. •

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The General Committee of Public Instruction was set up in 1823

in Bengal to decide upon the course of action on proper expenditure of the one lakh rupees earmarked by the Charter Act 1813. • It undertook several measures for progress of Oriental learning but faced opposition from a section of Indians led by Rammohan Roy and even the Court of Directors and these controversies led to a division in the Committee. • Lord Macaulay (Thomas Babington

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Macaulay) was concurrently Law Member in the Governor General's Executive Council

and also the President of this General Committee of Public Instruction. • Macaulay took the final decision and the direction for development of Indian education was made in the direction of western education. • Macaulay justified the use of English as the medium of instruction, and also the teaching of western education to Indians and said the government would spend money only on imparting western education and not on oriental education.

NSOU ? CC-ED-05 63 • He advocated the shutting down of all colleges where only eastern philosophy and subjects were taught. • He also opined that the government should try to educate only a few Indians, who would in turn teach the rest of the masses. This is called the 'downward filtration' policy. He wanted to create a pool of Indians who would be able to serve British interests and be loyal to them. This class would be "

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Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect." •

Macaulay's proposals were promptly accepted by Lord William Bentinck. • Macaulay's Minute has been viewed either as the 'torch-bearer' or 'the cause of all problems' of modern Indian education but it must be remembered that Macaulay understood the public demands for English education and accordingly drafted his minute in favour of Western education. However his total disregard for Indian languages and culture proved detrimental to the indigenous system of education and its institutions. •

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A Christian priest of Scotland, William Adam came to India in 1818 and spent about 27 years here. He came into contact with Raja Ram Mohan Roy and both of them influenced each other. •

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Lord William Bentinck, the governor general of India appointed Adam in 1835 to survey the state of education in Bengal and Bihar and to suggest reforms.

For nearly three years he was engaged in this work. •

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Adam submitted 3 reports (1835-1838). His report was a digest of the earlier reports on the subjects. The second and third reports were based on the survey he conducted. The 2nd report was a thorough enquiry on the system of education prevalent in Nattore in the district of Rajshahi the 3rd report covers 5 districts of Bengal and Bihar and his recommendations for the reform of indigenous schools. • Adam

classified different educational agencies into seven categories. Among them

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types and agencies related to schools, Indigenous elementary schools, new types of elementary schools run by missionaries and others, domestic education, English schools, Native female schools, Indigenous schools for advanced learning(colleges), Adult instruction, Extent of Education. • Adam says that no village in Bengal was without a primary school. There were about one lakh of schools scattered in all the villages.

In these schools

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the Hindus were generally reading Bengali and Sanskrit and Muslims were reading Arabic and Persian. 64

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Schools were not meant for a particular caste or class of society. They were open to everyone who wanted to study. • Adam also

provided proposals for the reform of education where he stated how the existing institutions could be upgraded for the improvement of education among the people of India. •

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Adam wanted that his plan may be first tried in some selected areas before final adoption. But Macaulay had pronounced his verdict already that education was to be given through English medium to the upper classes only and hence Adam's scheme for mass education fell on deaf ears. • The plan was considered as impracticable and Adam was forced to resign. Such was the fate of one of the ablest reports ever written on Indian education. A golden opportunity for building up a national system of education was lost. 2.7

Self-Assessment Questions • What was the purpose of the Charter Act of 1813? • What were the main features of the Charter Act of 1813? • What was the drawback of the Charter Act of 1813? • Who passed the Charter Act of 1833? • What is Orientalist-Occidentalists Controversy? • What were the main resolutions of Bentinck policy? • Who was Macaulay and what was his role in main contribution to Indian education? • What was G. C. P. I. And what were its significant activities? • How did Rammohan Roy pave the way to development of Macaulay's Minute? • What were Macaulay's interpretations of the terms 'literature' and 'a learned native of India' as mentioned in The Charter Act 1813 • Write notes on (i) The Downward Filtration Theory (ii) Medium of instruction according to Macaulay's Minute • Critically analyse Macaulay's role in adoption of western education in India and its subsequent impacts on modern education.

NSOU ? CC-ED-05 65 • Give a brief background of Adam's Reports. • How many reports did Adam prepare and when? Briefly discuss the contents of the first Adam's reports? • Describe the situation of education in Nattore thana of Rajshahi district as per Adam's second report? • According to Adam's Third Report, mention some proposals put forward by Adam for reform of Indian education. • Describe the main features of indigenous education as brought out by Adam in his reports. 2.8 References

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66 NSOU ? CC-ED-05 Unit-3 □□□□□ Educational Policy in the Late 19 th Century Structure 3.1 Objectives 3.2 Introduction 3.3 Wood's Education Despatch (1854) 3.3.1 Background of Wood's Despatch 3.3.2 Why it is called Despatch 3.3.3 Recommendations of Wood's Despatch 3.3.3.1 Objectives of Education according to Wood's Despatch 3.3.3.2 Content, Medium and Method 3.3.3.3 Secular Education 3.3.3.4 State Control of Education 3.3.3.5 Grant-in Aid system 3.3.3.6 Create Education Department 3.3.3.7 Establishment of Universities 3.3.3.8 Establishment of a Network of Graded Schools all over India 3.3.3.9 Religious Education, Women education and Vocational Education 3.3.3.10 Teacher Training and Curriculum 3.3.4 Wood's Despatch as 'Magna Carta' of Indian Education 3.3.5 Criticism of Wood's Despatch 3.3.6 Significance of Wood's Despatch 3.4. Hunter Commission (1882-83): Background and Policy Issues 3.4.1 Genesis of Hunter Commission 3.4.2 Objectives of Hunter Commission 3.4.3 Recommendations of Hunter Commission 66 NSOU ? CC-ED-05 67 3.4.3.1 For Primary Education 3.4.3.2 For the secondary and collegiate education 3.4.3.3 Other significant recommendations 3.4.4 Impacts of Hunter Commission 3.4.5 Limitations and Shortcomings of the Report 3.5. Curzon's Policy: Perspectives, Policies on Primary, Secondary and Higher Education (1904) 3.5.1 Arrival of Lord Curzon in India 3.5.2 Nationalist Sentiments and Lord Curzon 3.5.3 Simla Conference 3.5.4 Curzon Policy on Primary Education 3.5.5 Curzon Policy on Secondary Education 3.5.5.1 Policy of control 3.5.5.2 Policy of Improvement 3.5.6 Curzon Policy on Higher Education 3.5.6.1 Indian Universities Act, 1904 3.5.7 Other Educational Reforms of Lord Curzon 3.5.8 Critical Observations on Curzon's Policy 3.6 Summary 3.7 Self-Assessment

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Questions 3.8 References 3.1 Objectives After going through this unit, the student will be able to: • understand the

context in which Wood's Despatch was developed • Know about the contents of Wood's Educational Despatch • Understand the contributions of Wood's Despatch on Indian Education • Explain the reasons for the appointment of the Hunter Commission.

68 NSOU ? CC-ED-05 • Explain the aims and objectives of the Commission. • Discuss its important recommendations on primary education. • Discuss its recommendations on secondary education. • List the effects of the recommendations on the development of Primary and Secondary education. • Understand the educational situation under which Lord Curzon became the Viceroy • Know about the conflict between nationalist sentiments and Curzon's policy • Have a concept about the proceedings of Simla Conference and Indian University Act • Know about the policies of Lord Curzon in Primary, Secondary and Higher Education • Be aware of other educational reforms of Lord Curzon • Realise the critical significance of Lord Curzon's policies in Indian education 3.2 Introduction Mid-19th Century

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was a turning point in the history of education in

British India. The Govt. had in 1835, adopted the policy of English education, but there was yet no firm policy in regard to the objective of such education. While the missionaries dreamt of 'moral and religious rebirth' through education, cultural and political viewpoints differed among widely. Downward filtration theory talked about educating the aristocracy who were expected to be interpreters of the West. But this policy was found ineffective and its reversal was called for. The once condemned indigenous schools had again to be brought into the focus. The Muslims had so long boycotted western education. But now the Muslim leadership began to think anew and the govt considered it worthwhile to forge a link with the Muslim masses through education. The social reform movement initiated by Rammohan, Bentinck, Bethune, and carried forward by Vidyasagar had been breaking through the conservative wall. The question of women's education became a practical proposition. In 1835, a decision had been made in favour of English education, but the question of agency had remained untackled. The missionaries had begun with a new burst of enthusiasm with emphasis shifted to secondary and collegiate education. The Govt. had also simultaneously entered into the field through the G.C.P.I. (subsequently the

NSOU ? CC-ED-05 69 Council of Education). Private Indian enterprise had started. A clash of interests, therefore, became inevitable. The missionaries demanded that Bentinck's award had been practically a blank cheque for them and they must be given monopoly agency to provide education. They not only condemned the costly and godless education in the Govt. school, but also questioned the propriety of competitive examinations on the basis of secular courses and demanded monopoly right to produce text books. On the other hand a strong Indian opinion had developed in favour of secular western education and there was a great demand for English education because it was attached with employment, The Govt. had, therefore, to decide upon the object of education, the place of religion in it, the agency and machine for educational provisions and extent, form and method of Govt. control. With industrial advancements in Britain, in India too mines were dug out and investments made in Tea, Textile and Jute industries. The beginning of Public Work and Irrigation undertakings required the services of Civil Engineers. Lawyers were required for a full implementation of the new legal system. Obviously the question of professional and vocational education became a practical proposition. Indians were now admitted into administrative and judicial services. The principle of equal opportunity for equal calibre was announced (at least in theory). Urge for English education had grown. Competitive examinations had been introduced. It was, therefore, necessary to establish a complete "system" of education with proper gradations and with a University at the top as an examining and certifying body, whose certificates might be accepted by the appointing authorities. All these considerations led to a rethinking. The British Parliament again discussed things during renewal of Charter in 1853. The total policy was incorporated in a Despatch received in India in 1854. The Despatch became famous as Wood's Despatch of 1854. In this Unit we shall study how the Wood's Despatch made significant provisions that expanded the nature and structure of Indian education system. Afterwards when Lord Ripon became the Governor General, he also constituted a Commission under W. W. Hunter to enquire into the status of implementation of the Despatch's recommendations and made a major contribution in the domain of primary education, which will be dealt with in the next section. Lastly we shall see how under Lord Curzon, Indian education underwent important transformations that paved the way to modern system of education in many ways.

70 NSOU ? CC-ED-05 3.3 Wood's Education Despatch (1854) 3.3.1 Background of Wood's Despatch As stated earlier, since the Charter Act of 1813, several educational experiments had been tried; a number of agencies had been at work, in their own ways, to spread education among the people; several controversies had been raised and some of them still needed a final decision; various policies for action had been proposed and they involved controversial issues which needed careful consideration. The occasion for the Despatch was provided by the renewal of the Company's Charter in 1853. At this time, as at earlier renewals of the Charter in 1813 and 1833, a Select Committee of the House of Commons held a very thorough enquiry into educational developments in India. On the basis of this enquiry Court of Director sent down their greatest Educational Despatch because it was probably written at the instance of Charles Wood who was then The President of the Board of Control. It is a long document of hundred

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paragraphs and deals with several questions of great educational importance. 3.3.2. Why it		

is called Despatch It was Northbrook, Charles Wood's Secretary who

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drafted the Education Despatch of 1854 which was submitted to the court		

of Directors for onwards transmission to India. The whole policy was incorporated in a despatch received in India in 1854. Hence it is called as 'Wood's Despatch' after Charles Wood who undertook to prepare a general scheme of education for "the whole of British India". 3.3.3. Recommendations of Wood's Despatch 3.3.3.1. Objectives of Education according to Wood's Despatch The objectives of English education as enunciated in the Despatch included (i) bestowal of "

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moral and material blessings that flow from the general diffusion of useful knowledge", (

ii) Improved intellect and morality would ensure the supply of "servants of doubtless probity" (iii) Such knowledge would

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teach the 'natives the marvellous results of the employment of labour and capital and rouse them to emulate 'us' in the development of the vast resources of their country and (iv) Confer upon them all the advantages which accompany the healthy increase of wealth and commerce, and at the same time secure to us a large and more certain supply of many articles necessary for our manufactures and extensively consumed by all classes of our population as well as an almost inexhaustible demand for the produce of		

our British labour".

NSOU ? CC-ED-05 71 3.3.3.2. Content, Medium and Method An analysis of the objectives bring out the following components — (i) English education would be so bestowed as to develop the agricultural resources of India so that she might ensure a perennial supply of raw materials for British industries and might become an endless market for the consumption of Britain's industrial goods. Thus education must strengthen the colonial economic relationship. (ii) The immediate and more concrete objective would be the preparation of servile personnel for employment. A clerk-making education was thought of, and a direct link established between education and clerical employment. The content of the education would be an improved academic study of European arts, science, philosophy and literature, i e. Western knowledge. The medium for such improved knowledge would be English although the vernaculars might be accepted on account of their traditional and social values, and also as the media for mass education. Anglo-Vernacular schools and (if necessary) Vernacular High Schools might be established. Indigenous primary schools would be encouraged and text books printed in Indian languages. As for method, the Despatch regretted the Filtration Theory and declared that 'upper classes can stand on their own legs.' Hence Govt's attention would be turned to the needs of the masses. The policy would be to impart "useful and practical knowledge suited to every station of life". These two statements deserve a bit of analysis. The two together meant a denial of equal opportunities and ultimately led to the creation of a gulf between 'Educated Baboos' and "uneducated millions". The Despatch simultaneously incorporated the principle of granting 'merit scholarships' to ensure upward rise of the deserving, by the educational ladder. But niggardly grants made scholarships mere gifts of fortune for the few, and the majority could not go up the ladder. Yet, the references to "useful and practical knowledge" were pregnant with future possibilities of development in vocational education. 3.3.3.3 Secular Education On one question of religion, the Despatch made an explicit declaration in favour of secular instruction. Govt. schools would be non-denominational as would be the non-official schools enjoying grants-in-aid. This was a clear negation of missionary claim for monopoly and denominational instruction simultaneously, however, it was announced that non-official agencies might impart religious instruction at their own cost, and this would be kept off the margin of Govt's attention. It was, thus, a 72 NSOU ? CC-ED-05 compromise solution, with the object of pleasing both the missionaries and the secular Indian opinion. 3.3.3.4. State Control of Education As for administration of this system, the Despatch suggested (i) autonomous administration of universities under acts of incorporation and the university's own rules and regulations, (ii) for administration at the lower stages it suggested the establishment of a Department of Education

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in each of the five provinces of the time, under a Director of Public Instruction (

D. P. I.) helped by a platoon of School Inspectors. The Department would control Govt's educational endeavour. The Govt, however, would not maintain all the schools. A big role of non-official enterprise was recognised. The non-official (private) schools would be given grants-in-aid under Salary, house building or development heads (as the practice even to-day is). The grants would, however, be subject to conditions viz. good secular education, local initiative and management, realisation of tuition fees, subjection to official inspection etc. 3.3.3.5. Grant-in Aid system Despatch introduced Grant-in-aid system to boost up Indian mass education system. They believe that a policy of giving Grant-in-aid to private effort would solve the difficulties in Indian education as it has solved those of mass education in England. It suggested some general consideration of grant-in aid, on the basis of the consideration each of the Provincial Government should frame their own rule to provide grant-in aid to schools. The aid has to be given to all the schools which- • Impart a good secular education, religious institutions will be ignored; • Process good local management; • Agree to submit to inspection by the Government • Levy a fee, however small, from the pupils. Besides this, the report also advised to follow the England's Grant-in aid system. The Despatch gave a great importance to the teachers and suggested to increase salary of them also suggested to the Provincial Government focus on the providing scholarships and infrastructural condition of the building. 3.3.3.6. Create Education Department The report focused on the public instructional system and for the development of public education they proposed to create

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Department of Public Instruction in each of the five provinces of British India as Bengal, Madras, Bombay, the North-Western Province and

the Punjab.

According to the policy an eminent DPI officer shall be

NSOU ? CC-ED-05 73 appointed for each of the presidency and an adequate number of qualified inspectors will be appointed for the assistance of the DPI. An annual report was required to submit by

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the DPI on the progress of education in his province to the government. 3.3.3.7. Establishment of Universities The despatch made recommendation of establishing Universities in Presidency towns of Calcutta, Bombay and Madras

because of the rapid spread of liberal education among the Indian citizen and the requirement of an increasing European and Anglo-Indian population. Despatch also recommended that all the

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Universities were to be established based on the model of London University

which was then an examining body. The report also mentioned that the proposed Universities were to have a chancellor, Vice-Chancellor, and Fellows who would constitute a Senate. All the members were to be nominated by the Government. Mainly the functions of the University were to conduct examination and to provide degrees to the qualified candidates. Despatch also recommended promoting exclusively secular education. 3.3.3.8. Establishment of a Network of Graded Schools all over India The Despatch regretted that the adoption of the Downward Filtration theory led to the nation in a direction where the Government was providing a very high degree of education to a very small number of students and most of them belongs in higher class. As a result, the mass education was totally been neglected since 1835. In this regard the Despatch recommended to increase the number of High schools, Middle school and indigenous primary schools and they include the Anglo-Vernacular and Vernacular Schools in the same class. The report also recommended to the directors to propose Grant-in-aid to encourage the High and Middle schools to come indigenous with the elementary schools. They proposed to institute scholarships to be awarded for the promising students. 3.3.3.9. Religious Education, Women education and Vocational Education The despatch also recognised the practice of religious education in government institutions, emphasizing the contribution of missionary in the spread of mass education and did not totally prevent it, but it made religious instructions a voluntary affair between the student and teacher outside school hours. The report laid great emphasis on the development of women education. It observed that the many of the native India wanted to provide a quality education to their daughter and recommended to provide grant-in-aid to the female schools and expressed their cordial sympathy with the efforts which are being made in this direction. In matters of vocational education, it recommended to promote professional training in Law, Medicine and Civil

74 NSOU ? CC-ED-05 Engineering. They stressed upon the need to establish vocational colleges and schools for the industry and teaching practical agriculture at school level. 3.3.3.10. Teacher Training and Curriculum The Despatch called for stress on teachers' training at all levels according to the system of teacher training prevalent in Britain and further recommended for the scholarship and stipend for the teachers in their training period. The Despatch desired to involve the natives of India to this profession or any other branches of public service. It also recommended to translate English books in the local languages because English information are the subject to be taught and further, they suggested to adopt Indian history of people and those teaching material should be adopted which develop the feeling of sympathy and brotherhood. 3.3.4 Wood's Despatch as 'Magna Carta' of Indian Education The Wood's Despatch started a new era in the Indian education system. It defined the objectives of education. It defined the objectives of education and led to the establishment of the present education system at all levels primary, secondary and higher education and all major branches of educational establishments, be it teacher training colleges, medical Engineering and other institutes of professional education in India had their origin in this document. Universities in Bombay, Madras and Calcutta were established in 1857 based on the provisions of the Wood Despatch. Separate educational departments were established in all provinces. J. E. D. Bethune established the Bethune School to promote women education in India by receiving grants under the provisions of the Wood Despatch. It also paved the way for the establishment of

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an Agricultural Institute at Pusa (Bihar) and an Engineering Institute at Roorkee,

United Province (now, Uttarakhand) European Headmasters and principals were also appointed in the schools and colleges of India in large numbers which led to rapid westernization of the education system in British India. The introduction of Private Indian Educators also started under the provisions of the Wood Despatch. The Woods Despatch was called as Magna Carta of Indian education system by Richter. Actually, Magna Carta is a Great Charter of English liberties granted by King John on June 15, 1215, under threat of civil war and reissued, with alterations, in 1216, 1217 and 1225. By declaring the sovereign to be subject of the liberties held by "free men" the Magna Carta provided the foundation for individual rights in Anglo American jurisprudence. Charles

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Wood's Despatch is popularly known as the Magna Carta of Indian Education

mainly for two reasons. The first reason is that the report

NSOU ? CC-ED-05 75 was passed in the British parliament because it was the first time in Indian history a report on education passed in the parliament just as Magna Carta in which the requests of the barons were agreed and passed in the parliament by king John. Also, Despatch report stressed a great emphasis on the spread of mass education, Vernacular language as the medium of instruction in the primary level of education, grant-in-aid, establishment of universities for encouraging the citizens of India towards higher education, spreading women education and etc. are the major recommendation of the report which was a really great attempt to develop Indian education system. 3.3.5. Criticism of Wood's Despatch However, it was criticized for the centralized system of education it introduced in India. Also it was not implemented in letter and spirit due to which the backwardness and neglect of Indian languages and culture under British rule continued despite the introduction of Wood Despatch. It is matter for regret that some of the most important recommendations of the Despatch were not carried out for a long time; some were given effect to in a mutilated form; while some more have yet to be acted upon. The encouragement of Indian languages which it promised remained a pious wish for a long time to come and the languages spoken and understood by the masses continued to languish. The desire of the Despatch to evolve a policy of Grant-in- aid which would enable government completely to withdraw from the field of educational activities was more observed in breach than in fulfilment. 3.3.6 Significance of Wood's Despatch India acquired freedom a century later than the time of the Despatch. Yet, the effort of the Despatch was alive throughout the period and we are even today not free from its influences. The influence of University education firmly established by the Despatch still holds good. The pattern of examination-dominated intellectual, academic and bookish education introduced in those days swallowed the nation's intrinsic merit. The Universities have not yet won the battle to be centres of 'learning'. The domination of the Entrance examination prefixed the curricula and methods. Teacher's freedom of experimentation was destroyed. University-oriented secondary education blocked the path of professional, vocational or elementary education. The mother tongue was accorded recognition. But the monopoly of English in higher education ensured its monopoly in secondary education also. A duality of control (between Govt, and 76 NSOU ? CC-ED-05 University) was initiated. The bureaucratic system of inspection not only made external discipline rigid and stereotyped, but also caused the loss of internal freedom. Yet the positive features of the Despatch cannot be denied. It was the first authoritative Parliamentary document of its nature. Even if Govt, 'responsibility' was not admitted, its "duty" was squarely recognised. In spite of a hundred weaknesses, it incorporated the objectives of education, however much we may condemn them. It enunciated a secular principle, abandoned the filtration policy and adopted a positive attitude towards mass education. Scope of higher education was created for the meritorious poor student in spite of all its limitations. An educational ladder was created in an integrated system. A vast scope was created for private enterprise. Above all, the anarchic efforts of non-official and official agencies during the preceding 50 years were now consolidated in a system of education under centralised control. From this consideration we may accept Lord Dalhousie's characterisation that the Despatch offered

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a scheme of education for all India, far wider and more comprehensive than the local or supreme Govt, could have even ventured to suggest. 3.4.

Hunter Commission (1882-83): Background and Policy Issues 3.4.1. Genesis of Hunter Commission The administration of India by East India Company came to an end in 1857 and the power of administration was transferred to the British Crown by The Queen's proclamation in 1858. The Wood's Despatch had not accorded monopoly agency to the missionaries, but they were the strongest entrepreneurs in the field; so they opposed the policy of secular education. But, they had now to face a growing intransigence of Indians. Controversies about contents of text books, school inspection, grant-in- aid principle featured as conflicting issues. It was felt that the grant -in-aid system as suggested by the Wood's Despatch was not properly carried out. Because of all these reasons, the missionaries started an agitation and an organisation known as the "General Council of Education in India" was constituted in London by the British Government. As against this, Indian opinion now found a shape. These problems together with others discussed earlier created the need for a thorough survey of the Indian field of Primary and Secondary education.

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When Lord Ripon was appointed the viceroy of India, a deputation of the General Council of Education requested him to institute an enquiry into Indian Education. On their request, he constituted Indian Education Commission.

Thus in 1882, Lord Ripon, NSOU ? CC-ED-05 77 appointed this Commission under the chairmanship of W.W. Hunter, officially known as the Indian Education Commission and popularly

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known as Hunter Commission. It was the first Education Commission in the history of modern India.

It consisted of 20 members including representation by the Indian like Syed Ahmed Khan, Anand Mohan Bose, Justice K T Telang, Babu Bhudev Mukherjee, Haj Ghulam from Amritsar, P. Ranganand Mudliyar and the missionaries being represented by W. Miller. Mr B. L. Rice, the DPI of Mysore was appointed secretary of the commission. 3.4.2 Objectives of Hunter Commission

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The Hunter Commission was entrusted with the charge to review the state of education,

especially the implementation aspects of Wood's Despatch's recommendations. Its main aims were : 1.

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To study the problem of primary education and to suggest measures for its reforms. However the Commission

made valuable observations in regards to secondary and certain areas of higher education too. 2. To enquire if recommendations of Wood's Despatch in India were being properly followed and test the propaganda carried on by the English missionaries that it was not. 3. To assess the importance and position of Govt., Missionary and Indian enterprise in education 4. To consider the problems of religious instruction, text book, language and teacher preparation 5. To formulate a policy on woman's education, Muslims' education and the fate of indigenous schools and recommend necessary measures for further progress

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in such a way that the different branches of public education could move forward together and with equal importance. 6.

To formulate principles in regard to financing and administration of education and assess how Grant-in system and private Indian enterprises could be allowed to function with encouragement from government. The commission toured throughout the country for eight months and appointed provincial committees which gave reports from which the final report was compiled. 3.4.3 Recommendations of Hunter Commission Overall the Hunter Commission criticized the government Educational policy which it found going against the directives of the Despatch. It said that the policy of 1854 78 NSOU ? CC-ED-05 had not been implemented in letter and spirit in all toe provinces. It offered fresh advice that Govt. should gradually withdraw from the field of secondary education in favour of non-official enterprise, and primary education should immediately be transferred to the care of non-official agencies. Tie Grant in-aid Code should be amended on a more liberal basis. 3.4.3.1 For Primary Education The Hunter Commission made 36 elaborate recommendations

90%**MATCHING BLOCK 89/233****W**

in the field of Primary education on the lines of Council Act of England with regard to its policy, objectives, curriculum, methods of teaching, teachers training, finance and administration etc. 1.

93%**MATCHING BLOCK 90/233****W**

It was declared by the Commission that the primary education was essentially aimed for the masses and hence should be provided in the vernacular language. 2. The subjects of education should fit them for their position in life.

For the qualitative improvement of primary education the commission recommended a reorganised curriculum including Mathematics, Accountancy, Mensuration, Natural Science, Agriculture, Handicraft, Physical Exercise etc. so that primary education might be life-oriented education through vernacular medium. Practical lessons should be imparted in agriculture and the sciences. There should be flexibility in the selection of text books, the school time-table and standards. The schools should be adjusted with Vocal life. More Normal Schools should be provided. 3.

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While the private enterprise was to be hailed at all stages of education, primary education was to be provided without reference to the local co-operation. 4. The commission

redefined indigenous schools as those established by Indians and conducted by them in Indian style. The popularity of these schools made them worthy of state benefaction. In return for state-aid, these schools should open their doors to all, irrespective of caste or creed. 5. More aid and an Indian Inspectorate were prominent recommendations. Aid should be reciprocal to 'result'. As a method of financing these indigenous schools, thus the system of payment by result was advocated by the commission. 6. Planning, management, maintenance and administration of primary schools should vest in Local Self Govt Bodies and Municipal boards. Local funds from cess should be earmarked for primary education alone and one-third of total expenditure should come as subsidy from state exchequer. To guard against preferential treatment of urban areas, the Commission suggested separate funds NSOU ? CC-ED-05 79 for urban and rural areas. The entire cost of inspection and teacher-training should be borne by the state. 3.4.3.2. For the secondary and collegiate education 1. Very positive suggestions were made in regard to the nature and curricular organisation of secondary schools. It proposed two equivalent and parallel courses — 'A' course for academic studies and 'B' course for practically oriented studies. This would include 'commerce' courses also. Thus,

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there should be two divisions - literary education leading to the Entrance examination of the university and the other is the practical kind of vocational training leading the students to build up their career in the commercial field. 2.

Then there came forth a suggestion for termination of the 100 year long tradition of the monopoly of Academic studies Practical effects, however, were negligible. Yet, this was the dawn of 'diversification in secondary education. The Commission could not take stock of higher education. Yet, its suggestion about diversified secondary education it suggest is the introduction of diverse studies in Universities 3.

98%**MATCHING BLOCK 93/233****W**

The commission made that an effort should be made to encourage the private enterprise in the field of education. The Commission to achieve this objective recommended the extension and liberalization of the grants in aid system, recognition of the aided school as equal to Government institutions in matters of status and the privileges. 4. It was also declared by the Commission that the Government should as early as possible withdraw from the direct management of the secondary and the collegiate education. 5.

Nothing explicit was stated about the medium of instruction in secondary schools. Managers of Middle Schools might elect either English or mother tongue. Obviously English continued to be the medium. And predominance of English at collegiate and secondary levels made the option allowed for the middle- school stage practically infructuous. Hence, the domination of English remained as before. 3.4.3.3 Other Significant Recommendations In matters of women education, it recommended

98%**MATCHING BLOCK 94/233****W**

that curriculum for girls should be different from that of boys, because of the different nature of their life duties. Subjects useful in their life should be included in their curriculum

which is to be decided by the local bodies and lady teachers to be appointed for the purpose.
80 NSOU ? CC-ED-05

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Moreover the education Commission drew attention to the inadequate facilities for the female education outside the Presidency towns and also made recommendations for its spread

in rural and suburban areas. In matters of educational administration,

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the practice of appointing Indian as school inspectors in education departments was adopted.

With regards to religious education in schools the Commission recommended that the Government should detach itself from looking after religious education in schools and it should be left to the Managers of the non-government schools. Education should be secular in Govt schools. No aids should be given to non-official schools for religious instruction. Attendance of students would not be compulsory if any school provided religious instruction. As an alternative to religious instruction there should be provisions for moral instruction about the duties of man and citizen. The 'School Book Society' should be responsible for text books. Thus the missionary claims were defeated. Moreover, the Commission opined that non-official enterprise should mean, non official Indian enterprise which should have the greatest claim to Govt. finances .

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The Commission recommended that in Government schools special facilities should be provided for

the Muslims and Backward classes. In the domain of Teacher education, it wanted to make professional training a precondition to permanent appointment to teaching posts. 3.4.4. Impacts of Hunter Commission Short Term Effects The Government of India accepted almost all the recommendations and also accept the recommendation regarding complete religious neutrality in the educational institutes.

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The recommendations of the Hunter commission (1882) gave a great set back to the efforts of Christian missionaries. The individual efforts and local cooperation got due impetus and encouragement.

Hunter Commission's recommendations included both positive and negative features. Recognition of the priority of Indian enterprise meant an attempt to narrow down state responsibility. Patronage to indigenous schools remained a pious wish. The Local Bodies with responsibilities, but without sufficient resources, were destined to fail. The scope of vernacular education remained still limited. The principle of payment by result operated against the cause of mass education. But positive features were many. Diversified studies at university stage and parallel courses in secondary education were new concepts. Positive recommendations for the education of women, Muslims etc. were worthy. The principle of secular education

NSOU ? CC-ED-05 81 was unequivocally restated. Improvements in primary education were concretely suggested. Local Control crested the scope of mass education. And recognition of the priority of Indian enterprise created the scope of rapid expansion of education. Hunter Commission removed the last obstacles to the expansion of Western education. Its recommendations, combined with political consciousness of Indians, led to rapid expansion of education so that by 1901-02, the number of colleges conducted by Indians became 42, as against 37 conducted by missionaries. The urge for higher education expanded. The universities swelled. But the absence of practical education made higher education simply one-sided education in the Humanities. There was a rapid expansion of women's education too. The numbers of girls' colleges, schools, primary schools and training institutions became 12, 422, 5305 and 45 respectively in 1991-02. The Aligarh Movement facilitated the expansion of Muslim education. At the secondary stage, the 'B' course was introduced in various provinces, but it attained only limited success. While 'A' course candidates in 1901-02 were 23000, 'B' course candidates were only 2000. This failure had some objective causes. 'Indian' investments in industry and commerce had still been negligible. Moreover the 'B' course was not a genuine course for industrial vocations. Even Indian opinion in those days had not been free from the illusion of academic studies and black-coated professions. 'B' course education was scarcely considered as 'real' education. That is why general education at, secondary stage recorded rapid progress. In 1901-02, there were 5214 schools against 3916 in 1891. Indian enterprise led the field. In face, the Missionaries had to admit defeat. They continued to nurse the previously establishes institutions. But their attention was now turned more to the tribal areas. The 'Missionary problem' was thus solved. Sufficient change ensued in the field of primary education. The Self-Govt bodies formed in pursuance of Lord Ripon's Local Self-Govt. Act of 1882 were given responsibility of primary education. Their resources were earmarked and grant-in-aid rules were changed. Improvements were effected in school buildings, curriculum and methods. Girls were admitted as also were some Harijans. Better teachers were recruited. But the indigenous schools were not patronised in practice. Moreover, the principle of payment by results affected the expansion of primary education. The teachers began to pay more attention to examinations and strict promotions. Wastage and stagnation increased. Moreover, the Self-Government bodies had their inherent weakness. Lord Ripon himself had declared that local self-Government did not mean decentralisation of

82 NSOU ? CC-ED-05 power. The powers and resources of these bodies were limited. The public representatives were in experienced. These institutions, born through 'concessions' could not attain genuine popularity. In many provinces, the powers delegated were very limited in span and depth and the State Grants were insufficient. Sometimes, the budget for primary education was diverted to other purposes. Despite these limitations, it must be admitted that although the Indian Education Commission could not initiate any new education policy, it removed the obstacles, untied many knots and created conditions for very rapid expansion of education by supplementing the Despatch of 1854. Some new light was thrown on some issues of public interest. And it will be no exaggeration go say that modern primary education owes a great debt to the commission led by W. W. Hunter. It must at the same time be admitted that the growth of national spirit generated a new consciousness which influenced the deliberations and suggestions of the Commission.

94%

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One of the principal impacts of this expansion was the massive participation of the Indian philanthropists in the system of education. A number of denominational institutions,

developed according to the principles of a particular religion were set up in all parts of the country. Long Term Effect The policy called for gradual withdrawal of the government from the educational field . It recommended that responsibility of Mass education should be entrusted to the Indian people and the lead to development of a number of Indian Institutions of learning.

90%

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This led to Indianisation of education. The result was an increased number of schools and colleges.

As traditional schools died out from lack of funding and enrolment, the government school system became more and more overburdened, resulting in systemic problems in primary education that affect the society even today.

91%

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Apart from the study of the western literatures Indian and the oriental literatures were also given special emphasis.

Also diversification of secondary curriculum according to needs of the learner was a major development.

94%

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Another important development of the period was the development of the teaching cum examining universities. The Punjab University and the Allahabad University of superior rank developed during this time.

NSOU ? CC-ED-05 83 3.4.5.

93%

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Limitations and Shortcomings of the Report • It was not a wise policy on the part of the government to withdraw gradually from the secondary education sector. • Primary education was entrusted to organisations and institutions which were not reasonably financially sound. • Recommendations on religious education were not realistic. • There

were

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very high expectations from the Education Departments. • Grant-in-aid rules on the 'basis of results' was not a healthy practice. 3.5.

Curzon's Policy: Perspectives, Policies on Primary, Secondary and Higher Education (1904) 3.5.1. Arrival of Lord Curzon in India Lord Curzon came to India as Viceroy in 1899. In the beginning of 20th century there was severe famine and social lives of the people were in a terrible state. Also, the establishment of the Indian National Congress had infused an awakening spirit among the masses. The recommendations of the Indian Education Commission (Hunter Commission) had outlived their utility. During his vice-royalty, various steps were taken to improve different levels of education. He was, no doubt, one of the ablest Viceroys endowed with many qualities. Yet he was an arrogant Imperialist without any soft corners for Indian sentiments that had been proceeding towards an explosion. A clash between imperialist arrogance and revivalist extremism of Indians was inevitable. The field of education was not spared, more so because it was most sensitive. The recommendations of the Indian Education Commission (Hunter Commission) had outlived their utility. The recommendation of the Commission that Government should withdraw from direct educational enterprise and introduction of laissez faire to private enterprise, which was adopted by the Education Departments in later years, had brought in various evils; for instance, most of the institutions conducted by private agencies were inefficient, poorly staffed, and poorly equipped. The only remedy for these evils was to replace the policy of laissez faire and expansion by one of control and improvement. 3.5.2 Nationalist Sentiments and Lord Curzon On the other hand, nationalists like Gokhale and others believed that the most crying need of India was quantitative advance. They felt Indians challenged the wisdom of the policy which put quality first and quantity next. They pointed out that this

84 NSOU ? CC-ED-05 policy might suit England where expansion of education was already complete, but that it had no place in India where expansion had not even begun in right earnest. The official desire to control and improve secondary and collegiate education was ascribed to political motives and it was said that the real motive was not the improvement of educational standards, but the sabotaging of the development of national feeling in the minds of educated Indians. The official attempt to expand primary education was generally appreciated, but it was felt that the rate of expansion visualised by the Education Departments ' was quite out of proportion to the needs of the situation. It was held that there must be a still greater expansion of secondary and collegiate education; and that in primary education, the principle of compulsion must be accepted. Complete and speedy Indianisation of the Education Department was demanded. Education, to be worthy of its name, must develop love for the mother-country and not loyalty to British Rule. Nationalist sentiment also revolted against the exaggerated importance attached to English and claimed that the modern Indian languages should be adopted as media of instruction. It is obvious that the differences of opinion were fundamental and a conflict was inevitable. Had Lord Curzon and his advisers made an attempt to appreciate the Indian point of view and to meet it half-way, the history of education in India would have taken an entirely different turn. Lord Curzon, however, pushed forward his favourite plan of reform and thereby greatly alienated Indian public opinion. His policy was kept up by his successors as well, so that a conflict between the official and non-official points of view dominated the history of education during the period as a whole. The continuous and mostly fruitless struggles over several issues ultimately led Indians to think that real improvement in education was impossible unless they obtained the right to control educational policies. This feeling gathered strength as time passed, until it resulted ultimately in the transfer of the Education Department to Indian Ministers under the Government of India Act, 1919. 3.5.3. Simla Conference The first step in the educational reform that Lord Curzon initiated was the holding of a national conference at Simla in September 1901, attended by the Provincial Directors of Public Instruction, representatives of the Christian Missionaries and a few selected educationists, but the representatives of the Indian people were conspicuously absent. All total 150 resolutions were passed, which were mostly unanimous and which

NSOU ? CC-ED-05 85 covered all the stages of Indian education from primary to university level. These resolutions formed the basis of the Government Resolution of 1904 on Education Policy. The Government identified the shortcomings of Indian education decided to spend more money to fully control all stages of education, establish Government schools so that it could serve as models to private schools. The conference opined that there had been an unbalanced development of education in a top-heavy pattern. 80% villages were without school. Three-fourth of boys had no provisions made for them, and only two and half percent of girls had been provided for, while secondary and higher education had advanced far. Salaried employment had been the aim of education. This had caused an overemphasis upon examination, which again was intrinsically defective. University Senates composed of varied elements, and ad-hoc nature of Syndicates made university administration only farcical. The colleges had turned into coaching institutions preparing candidates for examinations. Teaching and Research at the highest levels had been lacking. The discontent and indiscipline of the younger generation turned the schools and colleges into a good breeding ground for political extremism. • Indian University Commission 1902 On the basis of these preliminary findings, Curzon appointed the first "Universities Commission" in 1902 (with the inclusion of some Indian members). The Commission spoke against the establishment of new universities and suggested a re-delimitation of the territorial jurisdictions of the universities. The Commission was appointed under the Chairmanship of Sir Thomas Raleigh

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to enquire into the conditions of the Universities established in British India and to consider and report upon

the proposals for improving their constitution and working. • Indian University Act 1904 In pursuance of these recommendations, the Indian Universities Act was passed in 1904. The territorial jurisdictions were redelimited, and University administration was reformed. Financial assistance to Universities was squarely promised. This Act, formulated

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on the basis of the recommendations of the Indian University Commission

of 1902 which accordingly, enlarged the scope of University education in India. 3.5.4. Curzon Policy on Primary Education Primary education had not expanded to the desired degree after 1882.

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Curzon declared that expansion of primary education was a major responsibility of the State and

primary education

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had a major claim to Provincial and District Board budgets for 86 NSOU ? CC-ED-05 education. Together with this announcement he adopted a policy to improve the curriculum, introducing physical education and nature study, linking primary education with village life

and two-year teacher-training (including agricultural training) etc. Govt aids to primary schools were increased, school buildings and equipment bettered. Instead of one-third of the educational expenses of local bodies, the Govt. began to bear as much as 50%. The policy of 'payment by result' was abandoned. Thus, in the field of primary education; Lord Curzon combined quantitative expansion with qualitative improvement. The freedom of local bodies was to some extent compromised (on the plea of inefficiency) and administration of primary education was bureaucratised. Yet, the increase in Govt attention was reflected in the increase in

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the number of primary schools which rose from 93604 in 1901 to 118262 in 1911-12.

Lord Curzon took the following steps in regards to Primary Education ■ Liberal grant-in-aid : Because of limited funds allocated earlier, he directed the provincial Governments to spend larger amounts on primary education by giving necessary recurring grants to the local boards and the Municipalities. He raised the Government grant to local authorities from one third to one half of the total expenditure. He also sanctioned special grants for the diseased and famine stricken people. ■ Abolition of the system of payment by results :

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Curzon stopped the system of aiding primary schools on the basis of examination results, introduced by the Hunter Commission 1882 and introduced more scientific and liberal methods of paying grant in aid. ■

Training of Teachers : To enhance quality of education, steps were taken to establish training centres for primary teachers. Training should not be less than two years and involved agricultural education for rural centres. ■ Improvement of Teacher's Salary : Lord Curzon observed that there were differences in pay scales of the teachers in different states and so recommended to restructure their pay scale but could not fully equalise it. ■ Reform in curriculum : Besides teaching three R's, Curzon directed to include Agriculture and Physical education as subjects in the primary school curriculum as it should cater to the needs of the local children. NSOU ? CC-ED-05 87 ■ Method of Teaching : Curzon also advocated for introduction of scientific methods of teaching like the kindergarten system based on availability of suitable teachers. 3.5.5 Curzon Policy on Secondary Education The inevitable corollary of the policy in higher education was Curzon's intervention in Secondary education, because the secondary schools were feeders of the Universities. It cannot but he admitted that the rapid expansion of secondary education after 1882 had considerably undermined the nature and standard of secondary education. Curzon adopted some positive measures enunciated in the form of a Govt. Resolution in 1904. Curzon's Secondary Education Policy can be divided into two parts— Policy of control and Policy of improvement. 3.5.5.1. Policy of control In the interest of the community, Curzon decided to uptake the responsibility of education provided in schools, whether government, aided or private as Hunter Commission of 1882 had decided to withdraw from expansion of secondary education and left it to the private bodies as he found most schools to be inefficiently and poorly staffed equipped. For controlling private schools, government envisaged that managing committee of the school should be properly constituted and all schools should receive recognition from the Director of Public Instruction, Education Department and University (for purpose of Matriculation Examination) of the concerned state, and all grants scholarships and student transfers are to be based on these recognitions. 3.5.5.2. Policy of Improvement Curzon encouraged provincial governments to provide grants to private school for qualitative improvement of the overall secondary school system and government secondary schools were set up to serve as a model for private ones. He also tried to enhance quality by increasing teacher training centres and encouraged all teachers to receive training, and to ensure rigorous implementation of the policy he increased number of inspectors. In curricular aspects, he advocated mother tongue as the medium of instruction without compromising the study of English. He also included practical and vocational subjects and physical education in the curriculum. Study of the vernacular throughout the secondary course, application of the Direct Method in the teaching of English, Science courses, improved teacher preparation at University level, diversified curriculum with more emphasis upon the 'B' course at 88 NSOU ? CC-ED-05 school leaving stage were some of the positive aspects of Curzon policy. But here too, a policy to weed out the substandard schools by stricter rules of administration and recognition was adopted. A strict control of the University upon secondary education was proposed. And above all, the practice of Govt. recognition of schools in addition to university affiliation was insisted upon. Right to send up candidates was given only to affiliated schools, and right to enjoy Govt. grants was reserved for the recognised schools only. Recognition was subjected to strict inspection and severe rules. Thus the policy of qualitative improvement by quantitative control of Secondary education was the essence Curzonian policy. 3.5.6. Curzon Policy on Higher Education Lord Curzon, as said earlier set up the Indian University Commission. In its report it stressed the need for reorganisation of the Universities with fixed jurisdiction of each University and no new Universities to be established. He also introduced teaching in the Universities by changing their constitution and formed undergraduate and postgraduate curriculums also raising the standards of Matric examination. Syndicate of Universities should have about 9-15 members and conditions for recognising colleges should be stern. He also gave importance to the study of classical languages also ensuring best possible arrangements for teaching of English. 3.5.6.1. Indian Universities Act, 1904 Indian Universities Act, 1904 which was the result of the commission's finding, conferred upon universities

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the right of teaching along with the right of conducting examination.

Also,

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Universities had the right to appoint teachers to conduct teaching,

undertake research, establish libraries and laboratories. Upto the moment

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the number of the seats in the Senate of the Universities were not fixed and the Govt. used to make life-long nominations. According to this Act, the number was fixed. The minimum number was fifty and the maximum number was hundred. Their term was determined for five years. The Act introduced the principle of

election in the constitution of the Senate. According to this Act, 20 fellows are to be elected in the Universities of Madras, Calcutta and Bombay and 15 in other Universities. The Act gave statutory recognition to Syndicates which would act as the executive organ of the University and made provision for the adequate representation of university teachers in the university Senate.

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The Government reserved the right to make amendments and reforms and give approval to

the rules framed by the Senates of the University and also it can frame regulations itself if the Senate fails to frame these regulations in time. For academic affairs the Commission suggested Boards of NSOU ? CC-ED-05 89 Studies with teacher's representation and acceptance of teaching duty by the University itself, especially at the post-graduate level. In regard to Undergraduate Colleges, the Commission recommended an improvement of standards by rigidity of affiliation and recognition. Rules in regard to granting recognition were made more strict. The colleges were required to abide by stringent terms in respect of buildings and equipment, library, laboratory and teaching staff as well as hostels and students' welfare service.

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In order to raise the standards of education, the Syndicate could call for the inspection of colleges imparting higher education.

The number of degree colleges reduced from 192 in 1902 to 170, within a span of 10 years. Prior to this Act, the territorial jurisdiction of universities was not fixed. As a result some colleges were affiliated to two universities while others were situated in the jurisdiction of one university but affiliated to another.

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This Act, made it clear that the Governor General will by his ordinary or extraordinary orders fix the territorial jurisdiction of the Universities and according to this provision the relations between colleges shall be established and maintained.

Curricula and standards of teaching (particularly English) were to be improved and examinations reformed. A stiff Entrance Examination would make it impossible for anyone other than the meritorious to get admitted to higher studies. In short, the Commission's recommendations amounted to a suggestion that second grade colleges should wither away. No candidate should be allowed to appear at a university examination without being sent up by a recognised college. This would mitigate against the unhealthy race to establish sub-standard private colleges. The affiliated and good colleges should provide also for the meritorious poor and they be amply rewarded with grants. A high standard, thus attained, would help the university become a centre of learning and research conducted by efficient teachers.

3.5.7 Other Educational Reforms of Lord Curzon Lord Curzon carried out several important reforms some of which have been noticed below

- Schools of Art The name of Lord Curzon is connected with the reforms of the Schools of Art, the great impetus given by him to the growth of agricultural education and with the institution of scholarships for technological studies abroad. Ever since 1893, controversies were going on regarding the future of Art schools in India. There was a section of opinion which believed that these schools had failed in their primary

90 NSOU ? CC-ED-05 object of promoting Indian arts and industries and should, therefore, be closed. There was another section which recommended that they should be continued with certain modifications. This controversy was closed by Lord Curzon who directed that the schools should be continued with certain modifications in their objects, methods and organisation.

- Agricultural education Agricultural education had hardly developed in India before the days of Lord Curzon. There were a few Agricultural Colleges but they had not proved much of a success, either in theory or in practice, because they had neither produced scientific experts nor succeeded in producing practical agriculturists. Lord Curzon enunciated a new and bold policy in this respect. It was under him that the Agricultural Departments came to be organised. He also created a Central Research Institute at Pusa with the object of giving the highest training in agriculture in India itself ; secondly, he laid down the principle that every important province in India must have its own Agricultural College which should be properly staffed and equipped ; thirdly he directed that an attempt should be made to broadcast agricultural education among the people by introducing agriculture as a subject at the Middle and High School stage and by conducting special classes for the training of agriculturists.
- Foreign Scholarships The third achievement of Lord Curzon was to institute scholarships for sending Indian students for technological studies abroad. The necessity of technological education had long been felt; but the number of students, likely to be attracted to technological institutions, was so small that it was not considered economic to organise them in India. Lord Curzon, therefore, instituted scholarships to be given to selected students to enable them to pursue technological studies abroad. The courses selected for the purpose were generally such as would be of material use in developing Indian Industries.
- Moral Education The question of religious education was discussed again at the Simla Conference. That the State schools should remain secular was so established a tradition now that it was not challenged at all. On the other hand, the suggestion made by the Indian Education commission, 1882-83 to the effect that a moral primer or text-hook should be prescribed in colleges was also brushed aside as inadequate. 'If pupils can cram Euclid', said Curzon, 'there is nothing to prevent them from cramming ethics The Conference, therefore, took up the consideration of a very practical issue, viz., how

NSOU ? CC-ED-05 91 moral and spiritual values can be realised in an educational system that is bound to be secular. On the other hand, Curzon believed that aided schools should preferably give religious education. • Creation of the Department of Archaeology A really great contribution of Curzon to India was the creation of the Department of Archaeology. He found that the ancient monuments in India were not properly being cared for and, therefore, created a special department for the purpose. He was also responsible for passing the Ancient Monuments Preservation Act of 1904. This was a very valuable piece of work and the Department has done yeoman service to Indian culture by its archaeological studies and by the efficient preservation of all important ancient monuments. • Appointment of a Director-General of Education in India One of the greatest contributions of Curzon was to create the post of a Director- General of Education in India. The first official to hold it was H. W. Orange. The Despatch of 1854, it will be recalled, created Departments of Education in the Provinces; the credit of creating the first nucleus of such a Department in the Government of India goes to Curzon. 3.5.8. Critical Observations on Curzon's Policy Lord Curzon had not basically changed the nature or objectives of education, nor did he overhaul the structure or system of education. His efforts were limited to qualitative improvement through administrative control. But, his attempt at improvement of curricula, recognition of the vernaculars, introduction of the sciences etc. sowed the seeds of subsequent developments. Improvement of university administration, and attention to agricultural, technological, medical and commercial courses was pregnant with future possibilities. The acceptance of teaching responsibility directly by the university laid the real foundation of higher education. In fact, Govt, attention to all aspects and stages of education was a productive contribution of Lord Curzon. A rational and judicious analysis of Curzon's policy justifies praise. Had the Curzonian policy been thoroughly implemented since then, many of our present educational problems might not have been born with their present intensity and extensity. Today we propose many things which Curzon had proposed more than hundred years ago. But, the present standards cannot be applied to an assessment of the past. The past must be assessed in the historical perspective. That perspective leads us to conclude that Curzon's policy out across the nation's aspirations. Curzon had bypassed not only

92 NSOU ? CC-ED-05 the Indian sentiments, but also the opinion of the educated leadership which was considered a 'microscopic minority'. Curzon wanted to centralise educational administration and to combine Govt, aids with Govt, control. Improvement of university administration was mixed up with Governmentalisation. Sadler Commission itself had to remark a decade later that Calcutta University was the most Governmentalised one. Total Govt responsibility in education was not admitted. The policy of control simply obstructed non-official enterprise to spread education. This amounted to squeezing and limiting higher education. This could not be admitted by nationalist India. Curzon's logic was that the "expansionist policy" of 1881 had outlived itself. Haphazard expansion not only undermined the standards, but made education politically motivated. Hence Govt must not withdraw from the field of education. (This was a reversal of the previous policy of gradual withdrawal). Bather, a more extensive Govt effort and intensive control should be combined. Such a policy could not be admissible to India which was seething with discontent and enthused with revivalism. Indian attention had been drawn to Indology, study of the vernaculars, nationalistic history and geography, mass education and Indianisation of educational administration. Expansion of education was more desired. In short, discontent against British rule became correlated with discontent against the British- given system of education. Curzon's arrogant, egotist and unsympathetic methods had injured the nation's feeling. He had not given any recognition to enlightened Indian opinion in the Simla Conference of 1901. He had slighted the educated gentry in his Calcutta University Convocation Address in 1905. He adopted a bureaucratic method of reform. Such things at a time when political extremism was a growing feature in the national movement were sure to lead to a clash. Partition of Bengal during Curzon-administration crowned everything. The partition question supplied the fuse to the explosive situation. Anti-Partition Movement produced its corollary in the National Education Movement. 3.6 Summary During the renewal of The Charter Act 1853, a Select Committee of the House of Commons in England held a very thorough enquiry into the educational developments in India. It was sent as a Despatch to India in 1854 and came to be known as Wood's Despatch after Charles Wood who was the President of the Board of Control of the British East India Company. The Despatch of made numbers of recommendations for the development of Indian education system.

NSOU ? CC-ED-05 93 Among the various recommendations of Despatch expansion of European knowledge throughout all classes of people, establishment of universities in the model of London University, establishment of department of education, recruitment of DPI and inspector for the progress of primary education, for medium of instruction they proposed to introduced English language and also suggested Vernacular language at primary level of education. It introduced new schemes in the field of education like Grant-in-aid, training of teachers, awards and scholarships for the student, normal schools for teacher training, provisions of text books in vernacular schools, religious secularity, vocational training, education for women, employment for educated persons and expansion of education among the masses

83%

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of India. It is known as the 'Magna Carta' of Indian education

because it was for the first time, a report on Indian educational system was passed in the parliament and addressed important issues like mass education, medium of instruction, educational administration and financing etc. This report formed the basis of University education as examination dominated system and gave recognition to mother tongue as medium of instruction and thus played a significant role in the history of development of Indian education. To review the status of recommendations of the Wood's Despatch, Lord Ripon appointed the Hunter Commission which made important provisions on Primary and Secondary education. It recognized Primary education as the education of the masses and advocated use of mother tongue as the medium of instruction, provision of primary education in backward areas. • It also recommended Transfer of control of primary education to local bodies, introduction of the system of payment by result, freedom in selecting text books, adjusting school hours and holidays according to local needs, • Other main recommendations for primary education were establishment of normal schools in each division, maintenance of separate fund for primary education, assisting local body by grant-in-aid system, inclusion of more practical subjects and various co-curricular activities, opening of night schools etc. • It recommended leaving the expansion of secondary education to efficient private bodies, gradual withdrawal of the Government from direct enterprise, maintenance of some secondary schools by the Govt. as model to aided schools. • In matters of Secondary education, it also advocated charging lower rate of fees

94 NSOU ? CC-ED-05 in the aided school, introduction to commercial and non-literary courses in the curriculum, sanctioning grant-in-aid to improve secondary education etc. • However, some of these recommendations had adverse effects on the progress of Primary education in subsequent period. • Lord Curzon came to India in a very crucial period of Indian history. This was the beginning of 20th century and severe famine and epidemic of Plague had crippled the social life of the people. Primary education was in a very bad shape. • But with the establishment of the Indian National Congress in 1885 there was a revival of a national spirit in the field of education. The people of the country started realising the need for a system of education that would represent our national character. • The first step in the educational reform that Lord Curzon initiated was the holding of a conference at Simla in September 1901. Lord Curzon realised the poor condition of primary education in India in terms of quality and quantity. • Curzon's Secondary Education Policy can be divided into two parts— Policy of control and Policy of improvement. • Lord Curzon was the first person to appoint a commission on University education. On January 27, 1902, the Indian University Commission was appointed under the Chairmanship of Sir Thomas Raleigh

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to enquire into the conditions of the Universities established in British India, and to consider and report upon

the proposals for improving their constitution and working. • The commission submitted its report in June of the same year (1902) stressing the need for reorganisation of the Universities. • The Indian Universities Act of 1904, passed on March, 21 was formulated

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on the basis of the recommendations of the Indian University Commission

of 1902. • Lord Curzon who started the movement for educational reconstruction in India. He laid the foundation of the reforms of Indian universities and tried to raise the standard of Indian higher education. • He recognised the responsibility of education by the central Govt. Standards of secondary education was also raised through rigid and regular inspection and stricter condition of recognition. • Due to his patronage expansion of primary education was striking. Technical and vocational education received impetus in his hands. Reforms were also introduced in agriculture education, department of Agriculture was established

NSOU ? CC-ED-05 95 and arrangement was made for agricultural research. His attempt to preserve the ancient monuments of India and creation of a department of Archaeology was praiseworthy. 3.7 Self-Assessment Questions • Describe the genesis of Wood's Despatch • What were the major guidelines given by Charles Wood regarding objectives of education, Grant-in-Aid system and higher education • What were the impacts of Wood's Despatch on Teacher Training system in India • What were the conditions of Grant-in-Aid according to the guidelines of Charles Wood (1954). • Write Notes on : (i) Teachers' training according to Charles Wood's guidelines (ii) Long term effect of Wood's Despatch • Why were the guidelines given by Charles Wood's called a 'Despatch' • Who was Charles Wood? • What were the reasons for the appointment of Hunter commission? • Write a short note on 'Payment by result'. • Discuss the recommendations of the Hunter Commission of 1882 to improve Primary education in India. • Discuss the contributions of Hunter Commission of 1882 for the development of secondary education in India. • What were the significance of the Hunter Commission of 1882 in the context value of the Indian education system? • Write briefly on the Simla Education Conference. • Do you think Lord Curzon was successful in improving the condition of secondary education in India? • Why was the University Education Commission of 1902 instituted? • List briefly the main provisions of the Indian Universities Act of 1904. • List the other reforms that Lord Curzon introduced in India.

96 NSOU ? CC-ED-05 3.8 References

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NSOU ? CC-ED-05 97 Module-II National Education Movement & Modern Indian Education 97

98
Unit-4 □□□□ National Education Movement Structure 4.1 Objectives 4.2 Introduction 4.3 National Education Movement: Cause and Effect 4.3.1 Concept of National Education 4.3.2 Background of National Education Movement 4.3.3 Causes of National Education Movement 4.3.4 Phases of National Education Movement 4.3.4.1 First Phase (1905-1910) 4.3.4.2 Second Phase (1911-22) 4.3.4.3 Third Phase (1930-38) 4.3.5 Effect of National Education Movement 4.4 Impact of Gokhale's Bill on Primary Education (1911) 4.4.1 Emergence of Gokhale in the field of Indian education 4.4.2 Provisions in Gokhale's Bill 4.4.2.1 Gokhale's Resolution (1910) 4.4.2.2 Gokhale's Bill (1911) 4.4.2.3 Reasons for Rejection of the Bill 4.4.3 Impact of Gokhale's Bill 4.4.3.1 Impact of Gokhale's Bill on Primary Education 4.4.3.2 Government of India Resolution of 1913 on Education 4.5 Calcutta University Commission (1917-19): Perspective and Policy Issues 4.5.1 State of University Education at the beginning of Twentieth century 4.5.2 Background of the Calcutta University Commission (1917-19) 4.5.3 Recommendations of the Calcutta University Commission 4.5.3.1 Recommendations regarding Secondary Education 4.5.3.2 Recommendations regarding administration of University Education 99 100 NSOU ? CC-ED-05 4.5.3.3 Other recommendations 4.5.4 Features of Sadler Commission in India 4.5.5. Impact of the Calcutta University Commission (1917-19) 4.5.5.1 Results/Effects 4.5.5.2. Effect of Sadler's Report on University Education in India 4.6 Summary 4.7 Self-Assessment

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Questions 4.8 References 4.1 Objectives After going through this Unit, the students will be able to- • Develop the

knowledge about national education movement and its various causes and effects • Acquire the skill to understand the background of national education movement • Learn about the historical significance of national education movement • Develop the skills of national values and national integrity • Discuss Gokhale's Resolution of 1910. • Elaborate the main clauses of Gokhale's Bill of 1911. • Find out the reasons for rejecting the Bill. • Describe

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the impact of Gokhale's Bill on the development of Primary Education in India and •

Elucidate the educational policy of the Government of India, 1913. • Understand the main recommendations of Sadler Commission. • Realise Contribution of Sadler Commission in University Education. • Know about Sadler Commission recommendations on Secondary Education. • Know about Sadler Commission recommendations about University Administration 4.2 Introduction The arrival of Vasco da Gama in Calicut in 1498 opened the sea route from Europe to East Asia. After that India became the centre of attraction for Europe's trade. At

NSOU ? CC-ED-05 101 first the British entered the Indian subcontinent as traders. Gradually the British eclipsed the other European trading companies and over the years they saw a massive expansion of their trading operation in India. Finally they established colonial rule in India. The Western educational system was introduced through the recommendations of Wood's Dispatch (1854). After the Sepoy mutiny the Government of India introduced various committees and commissions on education. But the main aims of these were only to make clerks who helped Britishers to gain control over the country. The idea of nationalism, patriotism emerged at the end of the 19th Century. These ideas give birth to the concept of national education movement. This movement was a tribute to India's diverse culture. The national education movement thus set the background for future education policies which we shall study later on. Like Gokhale's Bill on Primary education which was passed in 1910 played a great role in shaping the structure of primary education in India. Later on Sadler Commission was appointed to reform the University education sector and it made a plan which formed the basis for organization of Calcutta University and other universities of India. We shall study these one by one. 4.3 National Education Movement: Cause and Effect 4.3.1 Concept of National Education Education means not only to gain bookish knowledge and pass examinations. In its true sense education should be that training, both mental and physical, of children which will enable them to reveal their internal capabilities as well as introduce them with the knowledge of all things belonging to this vast world. India is a multicultural country. Different nations have invaded India since ancient times. Some have stayed in India or some have left. Thus an assimilated culture is developed in India.

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Indian education had always been, since the Vedic age, of a classical and spiritual rather than a practical nature.

After the

Battle of Buxar (1764) the rule of the company was established in the Bengal Presidency. They paid little attention about the education system. Warren Hastings encouraged the revival of Indian learning. Macaulay's minute and later the Woods Despatch introduced the western education system in India. The purpose of this education system was to control the country with the help of some people of India.

102 NSOU ? CC-ED-05 Through this education the idea of nationalism, universalism, fraternity, patriotism developed gradually. National education means not an uniform structure of the education system. National education was that education where various philosophies of India like Buddhism, Jainism, Islam, Hinduism etc were reflected; heterogeneous cultures got their equal value. The main aim of this education was to revive the past glory of India, to recreate a sense of pride among Indians by learning the traditions, culture, and religion of India and to rediscover the value of using Indian languages as a medium of education. It was not a concept of a single structure of education. It has multi cultural aspects. Late 19th century the educated Indians began to feel the pinch that the wrong lay in the British system of education and pattern of education planted by a foreign ruler and unrelated to the real life of the nation and its aspirations. The importance of national education is relevant nowadays also which we can see in the recommendations of the new education policy 2020. 4.3.2 Background of National Education Movement The concept of national education emerged from the last decade of 1880s. The political scenario changed rapidly in 1885 when the Indian National Congress was established. Everywhere it evoked great enthusiasm among the local public and attracted gradually increasing number of delegates from different parts of India. Throughout the 19th Century the Congress chiefly concerned itself with criticism of government policy and demand for reforms. As with all great national movements e.g. the French Revolution where was an intellectual background to this political regeneration. By the study of English literature and European history, educated Indians imbibed the spirit of democracy and national patriotism which England unequivocally declared to be her political ideals. The pronouncement of Queen Victoria acquired a special significance for Indians in view of the democratic constitution. At the very beginning the government looked upon the Congress movement with favour at least without any dislike. But the official world soon changed its view. Gradually the government officers kept aloof from the Congress movement. As regards the other proposals of the Congress, little was done by the government. Year after year the Congress passed nearly the same resolutions but without much effect on the government. This brought about a feeling of dependency and gradually a spirit of opposition against the government gained ground. A new concept of nationalism emerged. Tilak tried to create a strong national feeling among the Indians by an appeal to their historic past. He organised annual festivals in commemoration

NSOU ? CC-ED-05 103 of Shivaji. Through his paper Kesari, he preached his new political ideals of self help and national revival among the masses. His speeches and articles are greatly held to have been responsible for the growth of a radical section which soon became a powerful wing of the Congress. The Congress had since its foundation been led by the moderates pursuing prayer-petition-please policy. Before long it was realised that prayer politics must end and the policy of mass agitation and movement be adopted. The concept of political extremism became popular. It was natural for a country with rich traditions, smarting under a foreign rule and with a bleak future, to look back and draw inspiration from past achievements for its endeavours to break through. This new thought in politics represented mostly by younger leaders from Bengal, Maharashtra and Punjab came to be known as extremism. The challenge of extremism prepared the ground for a movement of educational reforms. The Despatch of 1854 continued to be the basis of Educational policy for India even after it was transferred to the Crown and was confirmed by the Secretary of State in 1859. The introduction of Western education changed the scenario of society. The second half of the 19th century was marked by a strong wave of reforming activities in religion and society, the path of which has been paved by Raja Ram Mohan Roy. There was a general recognition of the existing evils and abuses in society and religion. But as usual the reforming zeal followed diverse channels. The consciousness had a gradual growth since the days of Hindu Mela or national Mela. Cultural Revivalism helped to awake the concept of nationalism. The Arya Samaj (1875) established by Dayananda Saraswati propagated the ideal of life and culture as had been rooted in Vedic civilization. The Theosophical Society (1878) propagated Indian ideals of life. Rajendra Lal Mitra's Saraswat Samaj, Keshav Chandra Sen's Vidyalaya, Dayananda Saraswati's Anglo-Vedic College, Shradhdhanand Gurukul at Haridwar propagated the ideal of ancient Indian education. From its inception in 1885 the National Congress demanded educational reforms. Sir Syed Ahmed Khan devoted himself to the promotion of English education among the Muslims and in 1875 founded a school which soon developed into the Mohammedan Anglo Oriental College of Aligarh. His efforts were crowned with success. This institution played an important role in spreading the idea of national education. On the other hand in response to the call of Vivekananda, the Ramakrishna Mission (1897) took up the cause of man making education. And Rabindranath's 'Shishu Herfer' condemned the lifeless system of Western education. The Dawn Society of Satish Mukherjee propagated the cause of education according to India's legacy. It was widely felt that a foreign system of education, unrelated with Indian traditions and life was inimical to India's system of values. Renowned personalities like Raja Rammohan Roy, Vidyasagar, H. L. V. Derozio

104 NSOU ? CC-ED-05 and others put a question mark on the British education system. It created a new Class contradiction in society and the idea of nationalism became popular. National education movement was the fruit of cultural revivalism associated with political extremism. This new trend of education was associated with the related issues of various social aspects. 4.3.3 Causes of National Education Movement Due to so many difficulties, Indians started a movement known as Indian national education movement which took place side by side with the Indian freedom movement. National education movement is not the creation of a particular cause, it was a cumulative result of a large number of factors which are summarised below. • Structural change of society Education system of the British was a privilege in the hands of a particularly upper strata of the society. The masses or common people were not benefited by the then system of education; it was only made for the so called 'Bhadraloks'. The existing system of education was not national in character and failed to fulfill the needs and aspirations of the nations as a whole. Educational administration was entirely in the hands of the European bureaucrats which affected it so much. The increasing demand of white coloured jobs in government service influenced the structural change of Indian society. • Change in Indigenous Education system The system of education introduced by the foreign ruler had no connection with Indian tradition and culture. Education system was purely theoretical, narrow, bookish and impractical. The main aim of the education system was to make associate clerks of British so that they could have control over the country. The medium of education was English and as such, mother tongue was utterly neglected. • Political influence

Towards the end of the 19th Century and in the beginning of

this century the character of the Indian National Congress was changed. It was marked by the rise of extremist politics. The Moderates lost their hold in the Congress organisation as well as in the public mind. Congress was no longer a Congress of 'prayer and petition'. The Indian Nationalist opinion became very strong and national consciousness was at its peak.

NSOU ? CC-ED-05 105 • Influence of international events Some International events like the Boer war, the Young Turk Movement, the French Revolution, the Burmese war, the Russo-Japanese war, the First World War (1914 to 18) and the Morley-Minto reforms also influenced the national education movement. • Immediate causes Lord Curzon's partition policies supplied the spark. Curzon was an imperialist. He failed to enlist cooperation and sympathy of the Indian people in carrying out his educational reforms. Indian Nationalist opinion scented some imperialist design behind his educational reforms. It came to a headlong collision with the Curzonian bureaucracy. Indian nationalists opposed the policy of Curzon. This partition could not admit the administrative measure; it was characterised as a device to cripple the National Movement by territorial dismemberment and communal disharmony. The nation's reply was 'Boycott' and 'Swadeshi' which triggered the road of national education movement. 4.3.4 Phases of National Education Movement 4.3.4.1 First Phase (1905-1910) A very important change with far-reaching consequences took place in civil administration in 1905. Until then Bengal, Bihar and Orissa had formed one province ruled by a Lieutenant Governor. Lord Curzon thought this territory comprising 1,89,000 sq. miles was too large a unit for efficient administration and decided to rearrange the provincial boundaries. It was ultimately decided to separate the divisions of Dacca, Chittagong and Rajshahi from the province. These were joined to Assam, which was then under a Chief Commissioner and the new province was constituted called East Bengal and Assam with Dacca as its capital. The proposal was carried into effect in 1905 in spite of strong protest from the public and this partition of Bengal caused a tremendous political agitation which stirred national feeling in India to its very depths. The partition of Bengal was an insult to the sense of unity and pride developed among the Bengalees ever since the beginning of 19th century Bengal renaissance, when the partition of Bengal was effected on 16th October 1905. The people observed the day by fasting and Rakhi ceremony. In the presidential address at the Annual Congress session of that year, Gopal Krishna Gokhale expressed support for the anti- partition movement. The movement was transformed into a militant mass movement not by the official Congress, but the young leaders of extremism like Bipin Chandra

106 NSOU ? CC-ED-05 Pal, Aurobindo Ghosh, Aswini Dutta and many other leaders. The first phase was mainly dominated by emotion and sentiment. The movement was associated with two important terms 'Swadeshi' and 'Boycott'. Swadeshi would mean 'of one's own country'. A sentiment had been growing in favour of Swadeshi things, nationally or locally made commodities in preference to imported foreign commodities. Various associations were established with the object of propagating among and habituating the people to use Swadeshi goods. 'Boycott' was a negative call not to use British goods, official schools and colleges law courses etc. The first phase was associated with establishment of the National Council of Education at Jadavpur and similar other national educational institutions in the country. The birth of the National Council of Education was facilitated by the previous establishment of other educational Institutes in Bengal and outside. Bhagabat Chatuspathi was founded by Satish Chandra Mukherjee, an eminent advocate of national education at Bhawanipur in 1895. The Dawn Society was set up by him in 1902. It had a tremendous influence on the youth of Bengal in those days. Benoy Sarkar was its chief organiser. The Dawn magazine was published in 1904 and became the mouthpiece of the Dawn Society. In 1901 the Bramhacharya school was set up at Bolpur. Kangra Gurukul was set up in Haridwar by Swami Shraddhananda in 1903, Dayanand Saraswati founded Arya Samaj and laid emphasis on Gurukul system of education. He established the Anglo Vedic college at Lahore in 1886. First National School was set up at Rangpur on 9th November 1995. On the same day Raja Subodh Chandra Mallick generously contributed 1 lakh of rupees for the establishment of national school. For the same cause Brojendra Kishore Raychaudhuri, noted Zamindar of Gouripur, now in Bangladesh and Maharaja Suryakanta Acharya of Muktagacha contributed rupees 5 lakhs and rupees 2.5 lakhs respectively The national school started functioning in a rental house on Bowbazar Street from 15th August 1906 with Aurobindo Ghosh as principal. Rashbehari Ghosh was the first president of the Council. Ashutosh Chaudhary and Hirendra Nath Dutta, the Joint Secretaries and Satish Chandra Mukherjee the first Treasurer. The National Council of Education was organised in March 1906. It was registered in June 1906. On 16 March 1906, the Dawn Society was converted into the National Council of education. It was claimed that national education would produce such men as would be equivalent to men of parts in other countries. Through national education the nation would develop.

NSOU ? CC-ED-05 107 4.3.4.2 Second Phase (1911-22) The Martial Law atrocities in Punjab and the inadequacies of Mont-Ford reforms 1919 kindled the flame. The Indian National Congress which had denounced the Montague-Chelmsford reform proposals when published in 1918 as unsatisfactory, was persuaded by Gandhi who emerged as the unquestioned leader of the National Movement in December 1999 at Amritsar to give the Act of 1919 a fair trial. Jallianwala Bagh massacre, the publication of harsh terms of Treaty of Sevres with Turkey on 14th May 1920 changed Gandhi's stand. In the first week of June 1920 the Central Khilafat Committee meeting at Allahabad decided to begin Non-Cooperation movement against the British Raj. The second phase of the movement was more extensive and white spread. The whole of India including Bengal, Maharashtra, Punjab, Gujarat, Andhra and Bihar was practically involved in this phase of the movement. The second phase of the national education movement originated in Aligarh. Both the teachers and students jointly protested against the non-national curriculum and anti-national attitude of the British government towards the Aligarh College. They set up Jamia Millia Islamia which was national in character in 1920. The second phase was characterized by the origin of different theories of national education. Mrs Annie Besant, a great theorist of the time said that national education must create love for the motherland and live in an atmosphere of proud and glorious patriotism. It must meet the national temperament at every point and develop national character. mother tongue should be the medium of instruction. Shri Gopal Krishna Gokhale opined that the first necessary condition for the national system of education was the indianisation of the official system of education which imposed foreign culture, language, habits, customs, manners, dress and religion. The liberal leaders wanted to establish a balance between tradition and progress. They asserted that neither wholesome condemnation nor eulogization of the national past was healthy for the nation. Apart from this Gokhale also made significant contributions for unoversalization of primary education in India, which we shall study in the sections later on. The 1906 congress session at Calcutta approved of the efforts. Some schools and colleges were founded outside Bengal under the inspiration of Tilak and Lajpat. The Samarth Vidyalaya, Maharashtra Vidyalaya, Andhra National University, Rajahmundry School, Marulipatnam school were the echoes of the Bengal Movement. But differences cropped up in the leadership. One school represented by Sri Gurudas, Satish Chandra, Subodh Mallick etc. wanted cessation of links with Calcutta University

108 NSOU ? CC-ED-05 and building a rival institution. Another School Taraknath Palit, Nilratan Sarkar desired that national education be supplied with what was wanting in the state system of education. Hence they stood only for technical and vocational education. The technical education group formed the society for the promotion of technical education and established the Bengal Technical Institute at a place where the Raja Bazar science college of Calcutta University is located at present. The teaching staff included Europeans together with Indians who were experts in their respective subjects. By 1908 however, the momentum of the national education movement waned and both the groups had to fight for existence. After 1908 the Indian National Congress was again dominated by the Moderates who were less militant than the Extremists. In 1910 Bengal partition was revoked and the capital of the British Empire in India was shifted from Calcutta to Delhi. The heat and emotion generated by the Bengal partition was over. Thus after 1910 the national political movement waned and with it the national education movement also waned. That two institutions merged in 1910. The National College conducted the Arts and general Science department. Although the N.C. A. was apparently considered victorious the said Arts and Sciences departments did not survive. The Bengal Engineering and Technical College founded by the society for the promotion of technical education survived as the embryo of the present Jadavpur University.

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Within a short period a large number of national schools and colleges were established throughout the country at Ahmedabad, Benaras, Lahore, Patna,

Pune. The Gujarat Vidyapeeth, Kashi Vidyapeeth, Quami Vidyapeeth, the Andhra Vidyapeeth etc were established.

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In 1921 Tagore founded the Visva-Bharati without any financial support from the government with the object of understanding diverse cultures of the east and the west and building up a platform for World-fellowship, peace and harmony. The Gurukul University which grew out of the Arya Pratinidhi Sabha in Punjab in 1902 was shifted in 1924

to Kangan.

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The National School movement came to a sudden end when Gandhi stopped the Non-Cooperation movement following the Chauri Chaura incident on 5

th February 1922. This movement was significant in preparing alternative courses suited to national needs, aspirations and in adopting modern Indian languages as medium of instructions. 4.3.4.3 Third Phase (1930-38) The third phase of the national education movement coincided with the Civil Disobedience movement launched by Gandhiji 1930. The national education movement

NSOU ? CC-ED-05 109 during the Non Cooperation movement terminated in 1922 with the realisation that a national system of education must await the birth of a national government. Yet the freedom of educational thoughts achieved by the movement gave a rich crop in the subsequent years. No educational movement typically coincided with the Civil Disobedience agitation excepting students absenteeing from classes. The third phase, if it is called a phase of the National educational movement was more academic than practical came in 1937 when Gandhiji propounded his basic education scheme. The third phase was characterized by educational schemes and plans. In the face of the expected freedom of the country, the national consciousness in education was employed constructively in determining the nature and pattern of future national education. Gandhi's scheme and deliberations of the National Planning Committee 1938-39 (Unofficial committee under the auspices of the National Congress) may be called the third phase of the national education movement. The third phase was characterized by consciousness in respect of technical and vocational education. This is evident in the Wood-Abott report of 1937. Again during this phase the national planning committee chalked out a national plan for education in 1938. It was initiated by the National Congress as it came to power in 9 provinces under the new constitutional arrangement of 1935. The committee was presided over by Jawaharlal Nehru. The plan was of course not implemented due to the outbreak of the Second World War in 1939, but it undoubtedly influenced the later educational developments in India. This phase was important because the concept of a structural education system emerged from this time.

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First conference on national education was called at Wardha on 22

and 23 October 1937 with Gandhi in the chair. Even

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the Indian National Congress which met at Haripura in February 1938 under the presidentship of Subhash Chandra Bose accepted Gandhi's scheme and it was immediately implemented in 7 provinces with Congress Ministries.

Not only that, 'Post-War Education Development in India' popularly known as Sargent Report was the fruit of this phase. Although this national education movement could not reach the peak of success, many Institutions like Jamia Millia Islamia, Vishwa Bharti, Gujarat Vidyapeeth etc deserve special attention; these Institutions work well nowadays. Thus the movement left its legacy behind it. 4.3.5 Effect of National Education Movement National education movement gave an impact on the education system of India. Absence of a uniform understanding regarding the nature of a national education

110 NSOU ? CC-ED-05 weakened the movement from within. But the effects of the movement were far- reaching. 1. It created an impact upon official education policy too. The quinquennial report for 1917-22 admitted that the movement had expressed the suppressed feelings of the nation. Hence the aim of education should be to help the citizen adjust with his environment. With this perspective the pattern of education should be reformed. 2. This movement forced the nation to think of mass education and mass literacy. It paved the way for making primary education free, universal and compulsory. Gokhale introduced two bills on primary education in 1910 and 1911 in the Imperial Legislative Council. His main intention was to make primary education free, universal and compulsory for the boys in the age group 6 to 10 in towns and cities. though the scope of the bills was very much limited yet they suffered defeat in the imperialist hands. Although Gokhale's bills were rejected but it left an impact. A large number of primary education Acts were in different provincial legislatures to make it free Universal and compulsory. Of these the Patel Act in Bombay 1918, Bengali Primary Education Act 1919, Madras Primary Education Act 1920, Bengal (Rural) Primary Education Act 1930 can be mentioned. 3. Attachment to the mother tongue, attention to classical languages and literature, consciousness of one all-India language were contributions of the movement. The national education movement lead stress on the development of a national language. The question of making Hindi the national language originated in this period. 4. Patriotic atmosphere invaded the schools and drove away the loyalist climate. The concept of social service and national reconstruction through education found strong roots. Vande Mataram prayer was introduced in different schools which became patriotic. Portraits of national leaders were found on the walls of school buildings. These initiatives were fruits of the movement. 5. The creation of an urge for women education and technical education together with the urge for indianisation of educational administration were some of the most prominent effects of the movement. The pathetic plight of women, particularly the young Hindu widows had led professor D K Karve to think of such education for women as would equip the women to earn a respectable living. Karve had established a girls' school at Pune in 1889. Under the impact of national consciousness this institution became growingly popular. Later this institution became the first women's university. Concepts of the society gradually changed.

NSOU ? CC-ED-05 111 6. A positive attitude towards industrialisation and industrial education to roots. 7. The scheme of basic education, the last precious gift of Gandhiji to the nation, is the product of the national education movement. It gave new and practical orientation to education. 8. Leaders of the national education movement urgently felt the need of spreading education among women as a precondition for National emancipation. It increased the percentage of literacy among women. Gandhi's Basic education was based on complete development. That was

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a scheme of universal compulsory education for all children in the age group of 6

to 13

through the medium of mother tongue which

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would be self supporting, leading to all round development of pupils. 9.

National education movement opened the door of liberalism. The Nation's genius' was employed in researches. British Education Policy was also influenced by this movement. The report of Sargent Committee was influenced by the third phase of this movement. After Independence, the new education system was also influenced. 10. National education movement again led to the establishment of a large number of permanent National Educational Institutes like the central school at Benaras established by Annie Besant and Madan Mohan Malaviya, upgraded to a University in 1915 and it started functioning as such in 1917. The Gurukul of Haridwar experienced real growth during these days. Rabindranath's Shantiniketan Ashram outgrew into Visva-Bharati the Anglo-Oriental College at Aligarh became a university in 1920 and many others. The first phase of this movement was emotionally toned, it was not based on reason and the nature of this movement at this phase was narrow. Comparatively the second phase was more successful. But this phase coincided with the broad national movement for freedom. In the third phase the execution of Ideas did not work properly. Although this movement was not so successful, the effect was unforgettable. It led a track of ideas to pursue. The persistent movement for educational reforms that developed thereafter drew its inspiration from the national education movement. 4.4 Impact of Gokhale's Bill on Primary Education (1911) 4.4.1 Emergence of Gokhale in the field of Indian education Thus as an impact of rising nationalist sentiments

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in the beginning of the twentieth century Indian people started realising that the country needs a nationalistic system 112 NSOU ? CC-ED-05 of education based on the cultural heritage and tradition of the nation. At the Calcutta conference of the Congress in 1906, Annie Besant declared that throughout the country a national education should be organised. Gopal Krishna Gokhale was a nationalist leader and the active member of the Indian National Congress. He was also elected as the President of the Indian National Congress in 1905. Gokhale became a non-official member of the British Imperial Legislative Council in 1902. Till that time, he was a professor and Principal of Fergusson College, Poona. As a nationalist leader Gokhale visualised the importance of primary education for the socio-political awakening of India. He made heroic efforts to make the Government accept the principle of compulsory primary education. The demand for compulsory primary education was strengthened by the fact that the Maharaja Sayaji Rao Gaikwad of Baroda had made primary education free and compulsory within the territories of his state. This attempt inspired Gokhale. This unit deals with Gokhale's attempt to introduce compulsory primary education in India, its impact and the Government of India Resolution of 1913.

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Gopal Krishna Gokhale (1866-1915) best known as "the Political Guru of Gandhi", was born in May 9, 1866 in a middle class Chitpavan Brahmin family at Kolhapur in Maharashtra. He graduated from Elphinstone College, Mumbai in 1884. At the young age of 20, he became Professor of History and Economics at the Fergusson College, Poona. For four years he edited the 'Sudharak', a quarterly journal of the Poona Sarvajanik Sabha. In 1904 he was awarded the title of CIE (Companion of the Indian Empire). During his visit to England in 1905, he tried to persuade the British statesmen not to give effect to the Partition of Bengal. He, however, failed in his efforts. 4.4.2

Provisions in Gokhale's Bill 4.4.2.1 Gokhale's

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Resolution (1910) As a member of the Legislative Council Gokhale put forward a proposal for compulsory primary education in 1910. The proposal was as follows— "A beginning should be made in the direction of making elementary education free and compulsory throughout the country, and that a mixed commission of officials and non-officials be appointed at an early date to frame definite proposal." Following were the important points of the resolution: • Primary education should be made free and compulsory in the area where 33% of boys were receiving education. • This provision should apply to the age group of 6-10 years.

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The cost of compulsory primary education should be shared by the provincial Government and the Local Bodies in the ratio of 2:1.

- A separate Department of education shall be opened under the Central Government to draw up a scheme for the expansion of primary education.
- A secretary should be appointed to organise, supervise and look after the primary education.
- A statement describing the progress of education should be included in the budget statement.

As a reaction to Gokhale's resolution, the Government assured him that the subject would receive careful consideration. Consequently, Gokhale withdrew his resolution. Later on, the Government accepted only the last three resolutions of Gokhale. A department of Education was established under the Central Government and the secretary was also appointed. The record of the progress of primary education also started to be published by the Government. But the main issue of making primary education free and compulsory remained neglected and unattended by the Government. 4.4.2.2

Gokhale's Bill (1911)

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Already you are familiar with the resolution of 1910 put forward by Gokhale for making primary education compulsory in our country and also with the reaction of the Government shown towards these resolutions. Now we will discuss the major clauses of Gokhale's Bill of 1911. Gokhale was aware of the intention of the Government. He made further attempt to draw the attention of the people of India as well as in England towards the condition of education. On 16th March of 1911, Gokhale presented a Bill in the Legislative Council to make a stronger fight against the Government. The Bill, however, was more liberal and humble than the resolutions placed before and the main objective of the bill was to make primary education free and compulsory in a phased manner. The Bill was basically based on the compulsory Education Acts of England of 1870 and 1876. Important clauses of the Bill may be placed below—

- Compulsory primary education should be introduced in those areas where a certain percentage of boys and girls of school-age (6-10) was already receiving instructions.
- The percentage of attendance should be fixed by the Governor General in Council.
- It should be left to the discretion of local bodies whether to apply the Act to certain areas under their jurisdiction or not.
- 114 NSOU ? CC-ED-05
- Local bodies should be given the right to levy educational cess to meet the cost of compulsory primary education.
- Expenditure on education was to be shared by the local bodies and Provincial Government in the ratio of 1:2.
- For the introduction of compulsion, the previous sanction of the Viceroy and the Governor respectively were necessary.
- Compulsory primary education is intended to apply in the first instance only to boys, though later on a local body may extend it to girls also.
- Guardians whose income is less than Rs. 10/- per month should not be asked to pay any fee for their wards.

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Reasons for Rejection of the Bill Now we know the main clauses of the Bill and how the first move for introducing compulsory primary education in our country was defeated. But we have observed that the defeat was a heroic defeat and with this we must also understand the reasons put forward by the Government for the rejection of the Bill. The Government put forth several arguments and they are the following—

- There was no popular demand for introducing compulsory primary education in the country.
- As such, the people of the country were not prepared to accept compulsion.
- The local Governments were not in favour of it.
- The local bodies were not willing to levy educational cess.
- A section of the educated Indians were not supporting the Bill.

There was still scope for extension of primary education on voluntary lines based on the system of grants-in-aid. 4.4.3 Impact of Gokhale's Bill 4.4.3.1

Impact of Gokhale's Bill on

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Primary Education It was during the days of Swadeshi movement that an intensive agitation was launched for spreading education among masses. The new political consciousness strongly attracted the attention of people for education. The shocking fact was even after 150 years of British rule, only 6% of Indian people became literate. This created a ground of criticism against the existing system of education which found expression in a constructive manner with the attempts of Gopal Krishna Gokhale to force government to implement the concept of free and compulsory primary education.

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In this section of the unit, we will discuss the impact of Gokhale's Bill on the development of primary education of India. Gokhale's Bill, the first ever attempt to introduce free and compulsory primary education in our country, is a landmark in the history of education in India. Although the Bill was rejected, it focused the attention of the entire country on education. The Government could not entirely ignore the growing popular demand for the spread of mass education. Fortunately, King George V came to India in 1912 and declared a donation of 50 lakh rupees for the development of education in India. When he came to know about Gokhale's Bill, he expressed his dissatisfaction for rejecting the Bill. As a result the Government had to modify the previous policy and declared a new policy with several reforms. Gokhale's Bill created a flutter in the British Parliament also. In the course of the discussion on the Indian budget, the Under Secretary of State for India admitted the need for paying more attention to Indian education. The Government of India passed the resolution on educational policy on February 21, 1913. Between 1910 and 1917 there was an unprecedented expansion of primary education on a voluntary basis (Mukerji, S.N., 1976). The outbreak of the First World War, however, delayed the development planned in the resolution. It brought in its train many disasters, but also a promise of political reform culminating in the Government of India Act of 1919 which incidentally stimulated interest in education. Before that some administrative changes in the policy of the Government had been accepted. In 1917 the policy of autonomous administration was declared by the secretary of states for India, Edwin Montague. The Provincial Government formed in different states had felt the necessity of primary education. In 1918 Bethal Bhai Patel had for the first time raised a Bill for making primary education compulsory in the province of Bombay and the bill passed to an Act. Similar Acts were passed in Bengal, Punjab, Uttar Pradesh, Bihar and Orissa. Madras and Central Province passed their Acts in 1920. In Assam compulsory Primary Education Act was passed in 1926. Thus, all these were the outcome of Gokhale's attempt to make primary education compulsory in India. His struggle for compulsion formed an important part of the country's struggle of independence during the British Rule. 4.4.3.2 Government of India Resolution of 1913 on Education Now we shall discuss the Government of India Resolution of 1913, which was an attempt of the British Government to compensate the demand raised for compulsory primary education by Gokhale. While rejecting Gokhale's bill of 1911, the Government promised to extend recurring and non-recurring grants to primary education as it could not ignore the growing popular demand for the spread of primary education. 116

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The education department had declared the new policy in the form of Government of India Resolution on February 21, 1913 covering primary, secondary, higher and women education. The major provisions of the Resolution may be summarised below—

- Primary Education :
 - There should be sufficient expansion of lower primary schools, where along with instruction in the three R's children should be taught drawing, knowledge of the village map, nature study and physical exercises.
 - Simultaneously, upper primary schools should be opened at the proper places and if necessary, lower primary schools should be raised to the status of upper primary schools.
 - Local Boards schools should be established in place of private aided schools.
 - Mokhtabs and Pathshalas should be adequately subsidised.
 - The inspection and management of private schools should be made more efficient.
 - In most parts of India, it may not be practicable to prescribe a separate curricula for rural and urban, but in the urban schools there is sufficient scope

for teaching

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geography and organising school excursions etc. • The teacher should have passed vernacular middle examination and received one years' training. • Provision be made for refresher courses for the teachers of primary education during vacations. • A trained teacher should get a salary not less than Rs. 12 per month. • The number of students under one teacher should generally range between 30 and 40. • Improvement should be made in the condition of middle and secondary vernacular schools and their number should be increased. • Schools should be housed in sanitary, spacious but in inexpensive buildings. • Secondary Education • The state should not completely withdraw from the sphere of secondary education. • Further establishment of state institutions was proposed to be stopped. • Existing institutions should continue to serve as models and proper grants-in-aid should be sanctioned to private institutions. • Improvement in the mode of examination and curriculum was also recommended. NSOU ? CC-ED-05 117 • University Education: • The Resolution provided for the expansion of university education. The existence of 5 universities and 185 Colleges was considered to be insufficient in view of the vast needs and demands of the country. • The Resolution suggested that universities and high schools should be assigned distinct spheres of activities. • The universities should be relieved of the responsibility of granting recognition to high schools and they should be kept under provincial Governments. • The establishment of teaching universities was suggested by emphasizing the separation of the two functions of the universities— teaching and examining. • Recommendations were made concerning the inclusion of subjects of industrial importance in the curriculum and provision of facilities to the students desirous of prosecuting research work. • The Resolution put forth certain valuable suggestions pertaining to the character formation of students and hostel life. • Women Education • Emphasis was laid on the education of woman too. Suggestion were put forth concerning special curriculum of practical utility for girls and it was also suggested that too much importance should not be attached to examination in the examination of girls. • Number of women teachers and inspectors also should be increased. Thus, through the resolution, the Government of India desired the widest possible extension of primary education on a voluntary basis. The resolution also took a liberal attitude towards secondary and university education. But the outbreak of the First World War in 1914 delayed the implementation of the resolution of 1913. 4.5

Calcutta University Commission (1917-19): Perspective and Policy Issues 4.5.1 State of University Education at the beginning of Twentieth century The Indian Universities Act 1904 could not achieve much and it was felt necessary to broaden Government Policy in the matter of University education conserving the work done by the 1904 Act. During the period 1903-13 many British Universities 118 NSOU ? CC-ED-05 were reconstituted and London University was also reorganised and reformed as per recommendation of the Royal Commission under the Chairmanship of Lord Halden. In 1914 a similar proposal was taken to reform the Indian Universities under the leadership of Lord Halden. On 21st February 1913, a Government Resolution on Educational Policy was passed which declared that a University would be established for each province, that teaching activities of universities would be encouraged and that the colleges located in mofussils, towns would be developed into teaching universities in due course. But that proposal was not carried into effect partly because it was felt that expert enquiry into the matter should be conducted before taking any steps and also due to the outbreak of the 1st World War. Towards the fag end of the war, Govt. of India took the matter again. 4.5.2 Background of

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the Calcutta University Commission (1917-19) In 1917, Government appointed the Calcutta University Commission to study and report on the problem of university

education. It was mainly entrusted with the duty "to enquire into the condition and prospects of the University of Calcutta and to consider the question

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of a constructive policy in relation to the question it presents"

and to make recommendations on the question of the proposed University of Dhaka. Presided over by M E Sadler, Vice-Chancellor of the University of Leeds, the Commission had other distinguished members like J W Gregory, P J Hartog, Professor Ramsay Muir, Sir Asutosh Mukherjee, W W Hornwell (the then DPI of Bengal) and Ziauddin Ahmad (a teacher of Aligarh College). G Anderson (Assistant Education Secretary of India) was to act as the Secretary of the Commission. The Sadler Commission (as it was called) assembled during the first week of November 1917. On the advice of the President, the members toured India extensively, visiting most of the educational centres, colleges and schools and presented a monumental report to the government of India on 18 March 1919. Many think that the commission was greatly influenced by the opinions of up Sir Ashutosh. After a labour of 17 months, the commission submitted its report in 1919. It is a very long and significant report. The commission was precluded from reporting on primary education as the University had no relation with it. The Report consists of 13 parts and presents a comprehensive scheme of Secondary, Collegiate and University education in India. "The report of the Commission is a document of inter-provincial importance. Although it deals with the Calcutta University only, the problems that it has studied are more or less common to the other Indian Universities. Hence, the report of the commission had far-reaching consequences upon the development of University education in India as a whole".

NSOU ? CC-ED-05 119 4.5.3 Recommendations of the Calcutta University Commission: 4.5.3.1 Recommendations regarding Secondary Education: The question of Secondary education was discussed in detail in the report of the Commission. The Commission of 1882 and 1902 could not do full justice to the subject of higher education and Secondary education respectively because the first was precluded from reporting on the universities and the second was precluded from studying the problems of secondary education. The Calcutta University Commission, on the other hand, studied the problems of secondary education as well as those of university teaching because it held the view

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that improvement of secondary education was an essential foundation for the improvement of university teaching itself. The Commission therefore, made radical recommendations regarding the reorganisation of secondary schools. "No satisfactory reorganisation of University system of Bengal will be possible unless and until a radical reorganisation of the system of Secondary education upon which University work depends, is carried into effect".

After reviewing the existing defects in the Field of Secondary Education the Commission made the following recommendations : - • The Commission highly praised the sincerity and love for learning of the students of Bengal. • It also mentioned that a large number of students are unable to receive education due to financial difficulties. • The fundamental defect of secondary education is the want of suitable teachers. • The teachers are paid very poorly and it is difficult to procure efficient teachers at the cost of indecent salary. • Most of the teachers are untrained. • The secondary education was almost at the breaking point under double control – the University and the Department of Education. • The first essential thing for the improvement of Secondary education is the supply of necessary money. The commission recommended sanctioning of 40 lacs of rupees annually for the purpose. • The education in the first two years of the Degree Colleges is almost similar to the Secondary education. Hence these two years may conveniently be dropped from the University and attached to

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the Secondary system. The dividing line between the University and Secondary Courses should properly be drawn at the Intermediate examination than at the

Matriculation. Government, therefore, should
120 NSOU ? CC-ED-05 create new type of institutions called

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the Intermediate colleges. These colleges may either be run as independent institutions or may be attached to selected schools. • The

admission test for universities should be the passing of the Intermediate examination and not of the Matriculation. • A Board of Secondary and Intermediate Education consisting of

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the representatives of Government, the University, the Secondary Schools and the Intermediate colleges should be

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established and entrusted with the administration and control of secondary education

and Inter education. It should not be an appendix of

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the Education Department of the Government. The majority of its members should be non-official. It should represent both

the Hindus and the Muslims. This is nothing but commural award. • The curriculum of the Intermediate colleges should constitute Arts, Sciences, Education, Agriculture, Commerce, Medical science, Engineering, Industrial education etc. •

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The Commission recommended that the medium of instruction in the secondary schools and Intermediate colleges

should be the mother-tongue except English and Mathematics. English as the medium of education in degree colleges and University should continue. • A Board of Secondary and Intermediate Education consisting of the representative of Government, University, High Schools,

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and Intermediate Colleges should be established and entrusted with the administration and control of secondary education. 4.5.3.2

Recommendations regarding administration of University Education: The Commission expressed their general views upon the internal administration and organization of the universities as follows: • The teachers of the universities should be given more power with a view of removing unnecessary State control over them. • Regulations governing the working of universities should be made less rigid. • Provision should be made for the institution of Honours courses, as distinct from Pass course for the sake of abler student. •

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The duration of degree course should be three years after the intermediate stage.

NSOU ? CC-ED-05 121 • For the internal administration of university, a representative court in place of Senate and small Executive Council in place of the syndicate should be setup. • A special committee should be constituted for making appointments to Professorships and Readerships. The committee should include external experts also. • An Academic Council and Board of Studies be set up to settle academic question pertaining to courses of study, examination, degrees and research work etc. • Different faculties should be created. •

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A full-time and salaried vice-chancellor should be appointed. •

A Director

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of physical training should also be appointed to pay attention to the health and physical welfare of the students. • The

Department of Education in the universities should be established and education included as a subject for B.A. (Pass) and intermediate courses. • It also

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recommended the establishment of an inter-university board coordinating the activities of

the various Indian universities. • Court, Executive Council and Academic Council : In places of the Senate and Syndicate of the older universities, whose constitution and functions were describe in the last Quinquennial Review, there are three main university bodies: I. A large body called the Court, on which are represented the chief interests of the community, either by election or by nomination. The functions of the Court are to make statutes and to pass recommendations on the financial accounts and the annual report, submitted by the Executive Council. They also have power to cancel ordinances made by the Executive Council. Thus, every important change made in the University is brought to the notice of the Court and can be discussed by them, while in matters of university legislation they have important powers not only of discussion but of check. II. The Executive Council, in whom the executive authority in regard to finance and university appointments and also all residual powers are vested. III. The Academic Council, who are responsible for the control, general regulation and maintenance of standards of instruction, education and examination within the University, and for the initiation of all changes in academic matters and without whose consent no changes in such matters can be made. The Academic Council consists almost entirely of university teachers and is designed so as to secure the representation of the various departments of study undertaken by the university.

122 NSOU ? CC-ED-05 • Provision for diversified curricula for imparting instructions in Engineering, Medicine, Law, Education, Agriculture and Technological courses etc. should be made. • Keeping in view the requirements of India, the commission recommended for closer co-operation and relationship between colleges and university, the commission recommended the establishment of two types of colleges : a. Such affiliated colleges that are situated outside the area of university. b. Such colleges that are situated within the specified radius of the university and in a way shall be treated as a part and parcel of society. • Oriental studies should be cultivated in the university. • Less rigid control: Government control over the universities should be flexible and less rigid. In academic matters, universities to be freed from excessive official control. It was suggested that the regulations governing the work of the universities should be made less rigid. The teachers should be allowed to have greater participation in it. The vice-chancellor instead of being honorary ones, should be salaried persons. • Selection of teachers: University teachers should be appointed by selection committees including external experts. 4.5.3.3 Other recommendations: • Recommendations Relating to Muslim Education: • The Muslims should be provided all education facilities in view of their backward state in this field. • Having regard to the comparatively backward condition of the Muslim community in regard to education, every reasonable means should be taken to encourage Muslim students and to safeguard their interests. • Purdah Schools should be organised for Hindu and Muslim girls whose parents are willing to extend their education to 15 or 16. • Recommendations about Education of women: The commission made two recommendations for the expansion of women's education. •

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A special Board of women's education should be created in the Calcutta University.

It should organise special courses for women and should offer them special facilities for teacher training, medical education and a special curriculum should be provided according to the educational needs of women. Women should be given training in medicine and teachers' training.

NSOU ? CC-ED-05 123 • Recommendations about Training of Teachers: In this regard, the commission made the following recommendations : • Education should be a subject of study for the intermediate and B.A. examinations. Education departments would be opened in Universities to fulfil the need for training of teachers. • At the universities of Calcutta and Dacca, Department of Education should be created. • The output of trained teachers should be increased without delay. • Recommendations about Technological Education: The commission felt that education should not only prepare boys for government posts, it should also encourage them to have technological and vocational education. This was recommended with a view to bring about technological and industrial development in India. The commission realised the importance of technical education and felt that it was necessary for the boys to have education of this type. In this regard the commission made the following recommendations: a. Applied science and technology should be included in the university courses. b. Successful candidates should be awarded degrees and diplomas. • Recommendations about professional and vocational education: The commission made the following recommendations concerning professional and vocational Education. a. The commission stressed that the scheme of education must be amended and professional and vocational courses should be introduced in universities. b. Courses of Intermediate colleges should be revised and given a vocational bias. • Inter-University Board : In order to establish co-ordination in the working of various Indian Universities, Sadler recommended the establishment of Inter-University Board. The Inter-University Board was formed on the recommendation of the Sadler Commission. Inter-University Board is an organisation and association of major universities in India. It is based in Delhi. It evaluates the courses, syllabi, standards, and credits of foreign Universities pursued abroad and equates them in relation to various courses offered by Indian Universities.

124 NSOU ? CC-ED-05 • Recommendations Relating to Modern Indian Leagues: • The Calcutta University Commission (1917) stated: "We are emphatically of opinion that there is something unsound in the system of education which leaves a young man, at the conclusion of his course, unable to speak or write his own mother tongue fluently and correctly. It is thus beyond controversy that a systematic effort must be henceforth be made to promote the serious study of the vernaculars in secondary school, intermediate colleges and the university. The elaborate scheme recently adopted by the university for the critical, historical and comparative study of the Indian vernaculars for the M.A. examination is but the capping stone of an edifice of which the base has yet to be placed on a sound foundation, and it is only when such a structure has been completed that Bengal will have a literature worthy of greatness and civilization of its people." 4.5.4 Features of Sadler Commission in India • Establishment of the board of secondary Education in every province. • All the subjects except English and mathematics to be taught in mother-tongue at the secondary level. • To liberate the schools from excessive Government management and supply autonomy to them. • Establishment of the Court and the Executive Council in the universities with proper representation of teachers in them. • Establishment of the Board of Studies and the Academic Councils in the universities. • Establishment of the departments in the universities. • Organisation of vocational courses, agriculture, law, medical, engineering and teacher training, etc. in the universities. • Establishment of the Department of Physical Education and the appointment of the Director of Physical Education in the universities. 4.5.5 Impact of the Calcutta University Commission (1917-19) 4.5.5.1. Results/Effects The Government of Bengal accepted all the recommendations of the commission and commended to the provincial Government for their consideration and implementation. The commission's main recommendation regarding the opening of Intermediate colleges was accepted by Punjab, U.P., C.P., Dacca, Central India and

NSOU ? CC-ED-05 125 RajPutana. Some of the universities even remodelled their constitution on Calcutta University pattern. Some fifty universities sprang up in the country after 1917. With the good network of the universities, it was felt that there should be some organisation which could co- ordinate the work of the universities. The newer ones should gain from the modern method of the former. In 1925, a Board of inter-universities was set up. Since then, it was carrying on its activities. Besides participation in the academic field, the Board has been organising healthy contacts between the universities by having Inter-University Sports Tournaments. 4.5.5.2. Effect of Sadler's Report on University Education in India: Proposal was made for the appointment of commission in 1914, but it could not be done due to the First World War. The Government of India's decision to appoint a commission in order to enquire into the affairs of Calcutta University was first announced by the Governor-General in his annual convocation address in 1917 as the Chancellor of the said university. This resulted in the appointment of Sadler Commission. 4.6 Summary • The British wanted to educate only a few number of people required to run the affairs of the Government. On the other hand, a section of conservative Indians were against women education as well as British system of education as they involved in controversy with various renowned persons like Raja Rammohan Roy, Vidyasagar, H.L.V. Derozio and others. Swadeshi movement also influenced Indians to avoid the British system of education as it made them realize the anti- Indian character of the British system . • A movement known as Indian National Education Movement thus started the causes of which, is not particular, rather the cumulative result of a large number of factors. • The Indian nationalist opinion became very strong at this time. National consciousness was at its peak. It was not at all in a mood to tolerate any imperialist design in the arena of education. The immediate cause of the National Education Movement was the anti-national educational policy followed by Lord Curzon. • Some international events such as the Boer War, the Young Turk Movement, the French Revolution, the Burmese War, the RussoJapanese War, the 1st World War (1914-18) and the Morley-Minto Reforms also influenced the National Education Movement. • First Phase (1905 -1910): It coincided with the Swadeshi Movement or Boycott Movement or Bengal Partition Movement. It was limited within the boundary of Bengal. Of course it had its echoes outside Bengal particularly in Maharashtra and Punjab which were sympathetic to the cause of Bengal. It was related with the extremist movement in politics. • Until the end of the 19 th century it was liberal in character. Educational upsurge was the result of political upsurge. It was the age of extremism and extremist leaders like Lala Lajpat Roy, Balgangadhar Tilak and Bipin Chandra Pal dominated the political arena. • In the first phase of the National Education Movement there was no clear-cut objectives, no clarity of thought. Absence of rationality was one of its peculiar characteristics. The first phase was dominated by emotion and sentiment. • It was related with the Boycott Movement – boycott of British goods, official schools and colleges, law courts etc. This led to the suppression of the National Education Movement. It was negative by the anti-Indian policy of Lord Curzon. • Second Phase (1911 -1922): The second phase of the movement was more extensive and widespread than the first phase as it was not limited to the Bengal Presidency only. It coincided with the Hind Swaraj-Khilafat and Non-violent Non-cooperation Movement launched by Gandhiji. • The whole of India including Bengal, Maharashtra, Punjab, Gujrat, Andhra and Bihar was practically involved in this phase of the movement. The 2nd phase was more rational than the first one. It was more productive and fruitful than the 1st phase. During the 2nd phase a large number of schools, colleges and universities came into being. • The 2nd phase came to an end with the withdrawal of the Non- cooperation Movement by Gandhiji in 1922 after the violent Chauri Chaura incident in the district of Gorakhpur in Uttar Pradesh. • Third Phase (1930-1938): The Third phase of the National Education Movement coincided with the Civil Disobedience Movement launched by Gandhiji in 1930. During this phase Gandhiji enunciated his famous scheme of Basic education. • The Third phase was characterised by consciousness in respect of technical and vocational education. NSOU ? CC-ED-05 127 • Again, during this phase the National Planning Committee chalked out a National Plan for education in 1938. It was initiated by the National Congress as it came to power in nine provinces under the new constitutional arrangement of 1935. • The movement was not totally successful. The causes are numerous. The movement was emotionally toned. It was not based on reason, particularly in its first phase. It was directly related with political ups and downs of the country. Finance was a great hurdle before the movement. Difference of opinion among national leaders with regard to the concept and pattern of national education gave a rude shock to the survival of the movement. • Leaders of national education movement urgently felt the need of spreading education among women which increased the percentage of literacy among women. National education movement again led to the establishment of a large number of permanent national educational institutions. • Gopal Krishna Gokhale was

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one of the great nationalist leaders of our country, who first attempted to introduce free and compulsory primary education. Gokhale raised a Resolution in 1910 as a member in the Imperial Legislative Council. Important provision of this Resolution were- (i) primary education should be made compulsory in those areas where at least 35% of the boys, 6 to 10 years were receiving instruction, (ii) cost of education should become by state Governments and the local authorities together, (iii) a separate department of education should be established under central Government for taking necessary steps to introduce compulsory education and a secretary be appointed for education to monitor the progress and prepare budget report. • Gokhale withdrew it when the Government assured that the subject would receive careful consideration. • The Government had established the education department under the central Government and the secretary was also appointed but the main demand for free and compulsory primary education remained unattended. • As such Gokhale raised the issue again in the form of a Bill in 17 March, 1911, to make primary education free and compulsory in phased manner. The Bill was referred to a select committee for discussion in 1912 and it was put into vote and rejected by 38 to 13 votes. • The arguments put forward by the Government said that as the people of India 128 NSOU ? CC-ED-05 were not prepared to accept compulsion, that there was no popular demand to make primary education compulsory and the state Government and the educated class of the Indian people were not supporting the bill. • We have also discussed the impact of Gokhale's Bill on the development of primary education in India and observed that the bill focused the attention of the entire country on education. The Government was bound to modify the previous policy and declare a new policy with several reforms. This policy is known as the Government of India Resolution of 1913 on Education. It covers primary, secondary, higher and women education. •

In 1917, Government appointed the Calcutta University Commission to study and report on the problem of university education. This is also known as the Sadler Commission from its President, Dr. M. E. Sadler. • The report it deals with the Calcutta University only, but the problems that it has studied are more or less common to the other Indian universities. Hence, the report of the Commission had far-reaching consequences upon the development of university education in India as a whole. • The main recommendations of the Commission have been noted below: (a) The Commission held the view

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that improvement of secondary education was an essential foundation for the improvement of

university teaching itself. It therefore, made radical recommendations regarding the reorganisation of secondary schools. It recommended to establish Intermediate Colleges as dividing line between the university and secondary courses which would provide for instruction in Arts, Science, Medicine, Engineering, Teaching along with a Board of Secondary and Intermediate Education (b) To reduce the load on Calcutta University, the Commission recommended that

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a unitary teaching university should be established immediately at Dacca, the

teaching resources of the Calcutta City should be pooled together and the colleges in the mofussil should be developed.

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The Commission recommended that the medium of instruction in the secondary schools and Intermediate colleges

should be the mother-tongue but English at University level. (c) Regarding University education, it recommended that the teachers of the universities should be given more power. Provision should be made for the institution of Honours courses, as distinct from Pass course for the sake of abler student.

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The duration of degree course should be three years after the intermediate stage.

NSOU ? CC-ED-05 129 (d) Regarding University administration a representative court in place of Senate and small Executive Council in place of the syndicate should be setup. A special committee should be constituted for making appointments to Professorships and Readerships. The committee should include external experts also. (e) In Universities, an Academic Council and Board of Studies be set up to settle academic question pertaining to courses of study, examination, degrees and research work etc. The Department of Education in the universities should be established and education included as a subject for B.A. (Pass) and intermediate courses. It also

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recommended the establishment of an inter-university board coordinating the activities of

the various Indian universities. 4.7 Self-Assessment Questions • Sketch the timeline of the National Education Movement • State some major developments in the Second phase of the National Education Movement • Name some educational institutes of modern India whose origin can be traced to the National Education Movement • What were the causes of National Education Movement • Evaluate the effect of National Education Movement in Indian Education • Discuss about Gokhale's Resolution on 1910. • Briefly explain the main clauses of Gokhale's Bill of 1911. • Write a short note the reasons behind rejecting the Gokhale's Bill. • Discuss

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the impact of Gokhale's Bill on the development of Primary Education in India. •

Briefly elucidate the Government of India Resolution of 1913 on Education. • What was the structure of Secondary Education as recommended by Sadler Commission? • Give Chief account of the recommendations of the Sadler Commission. • Evaluate the contribution of Sadler Commission. • 'Calcutta University Commission influenced University Education of India.' Discuss this Statement. • Discuss why the Sadler Commission could not be fully implemented in India.

130 NSOU ? CC-ED-05 • Objective Type Question : Sadler Commission was started in a. 1911, b. 1914, c. 1917, d. 1920 Who was the chairman of the Calcutta University Commission? a. Halden, b. Sadler, c. Sir Ashutosh, d. Zia-Uddin Ahmed Arrange the following commissions in a chronological order: a. Hunter Commission b. Indian Universities Commission c. Sargent Report d. Sadler Commission e. Hartog Committee Report Select your answer from the code given below: (I) a, b, c, d, e (II) a, b, d, e, c (III) a, d, e, b, c (IV) b, a, d, e, c Which commission or committee promoted Intermediate Course? a. Sargent Committee Report b. Hartog Committee Report c. Hunter Commission d. Sadler Commission Which committee or commission was appointed to suggest improvement in the University Education system? a. Sadler Commission b. Hartog Committee c. Hunter Commission d. Sargent Committee 4.8 References

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132 NSOU ? CC-ED-05 Unit-5 ☐☐☐☐☐ Bengal Renaissance Structure 5.1 Objectives 5.2 Introduction 5.3 Bengal Renaissance : Perspective and National Education Movement 5.3.1 What is Renaissance 5.3.2 Bengal Renaissance 5.3.2.1 Background 5.3.2.2 Origins 5.3.2.3 Education 5.3.2.4 Science 5.3.2.5 Arts 5.3.2.6 Literature 5.3.2.7 Religion 5.3.3 Emergence of Calcutta as the center of Renaissance 5.3.4 Bengal Renaissance and genesis of National Education Movement 5.4 Hartog Committee Report (1929) 5.4.1 Background of Hartog Committee 5.4.2 Challenges faced by The Hartog Committee before recommendation 5.4.3 Recommendations of Hartog Committee 5.4.3.1 Higher Education Reforms 5.4.3.2 Primary Education Reforms 5.4.3.3 Secondary Education Reforms 5.4.4 Impact of Hartog Committee 5.5 Sargent Report (1944) 5.5.1 Background of Sargent Report 132

NSOU ? CC-ED-05 133 5.5.2 Proposal of Sir John Sargent on School Education 5.5.2.1 Pre-Primary Education 5.5.2.2 Primary Education 5.5.2.3 Secondary Education 5.5.2.4 Health Education 5.5.2.5 Special Education 5.5.3 Proposal of Sir John Sargent on Higher Education 5.5.3.1 Defects of existing system 5.5.3.2 Recommendations on University Education 5.5.3.3 Technical and Vocational Education 5.5.3.4. Adult Education 5.5.4. The Recruitment and Training of Teachers 5.5.5 Criticism of the Sargent Report 5.5.6 Defects of the Sargent Report 5.6 Summary 5.7 Self-Assessment

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Questions 5.8 References 5.1 Objectives After going through this unit, the students will be able to- • Understand the concept of

Renaissance. • Elucidate the Bengal Renaissance. • Elaborate the importance of Bengal Renaissance. • Cite the name of the leading people associated with the Renaissance movement. • Explain the different phases of National Education Movement. • Enumerate the achievements of National Education Movement. • Know about formation of Hartog Committee • Understand Challenges faced by The Hartog Committee • Know about the recommendations of the Committee

134 NSOU ? CC-ED-05 • Realise the impact of Hartog Committee • Know about the goals of the Sargent Report • Know about Sargent Report Recommendations on Pre-primary Education • Know about Sargent Report Recommendations on Primary Education • Know about Sargent Report Recommendations on Secondary Education • Know about Sargent Report Recommendations on Higher Education • Know about Sargent Report Recommendations on Vocational, Adult, Health Education

5.2 Introduction The educational system of India, as a whole, underwent drastic changes throughout the 19th century which we have studied in the earlier units. Simultaneously the socio-political conditions of the country was also continuously changing under the forces of freedom struggle, international events and various British policies which inevitably impacted the education sector in many ways. From the earlier units, we know that the government refused to adhere to the demand by leaders of the national movement to introduce compulsory primary education in British India; they did not want the responsibility of mass education, but announced a future policy for the removal of illiteracy. Provincial governments were asked to take responsibility to provide free elementary education to poorer and backward classes, quality of secondary education and private efforts to be improved and one university is to be established in each province so that status of higher education improves. During 1917-19, Sadler Commission studied and reported the causes behind the poor performance of Calcutta University and overall higher education, in general. In 1919, the Government announced further constitutional reforms in July 1918, known as Montagu-Chelmsford Reforms which formed the basis of the Government of India Act 1919. It introduced the system of Dyarchy or Provincial governments and administrative subjects were divided into two lists: "reserved" which included subjects such as law and order, finance, land revenue, irrigation, etc., and "transferred" subjects such as education, health, local government, industry, agriculture, excise, etc which meant that the responsibility of education now relied on provincial governments instead of the Britishers due to which it suffered from lack of funds. Also in 1919 happened the massacre at Jalianwala Bagh which proved to be a turning point in Indian national movement because since then, it was a slow but sure downward slide for British rule in India. Subsequently in 1920 the nation witnessed the first national movement under

NSOU ? CC-ED-05 135 Gandhiji's leadership, the Non-Cooperation Movement of which Boycott of government affiliated schools and colleges was an important part. The educational boycott was particularly successful in Bengal, where the students in Calcutta triggered off a province-wide strike to force the managements of their institutions to disaffiliate themselves from the Government. The next country-wide movement under Gandhiji, the Civil disobedience called for active, professed refusal of a citizen to obey certain laws, demands, orders or commands of a government. It also stressed on the need for the inclusion of more Indians in the administration of their own country. All these formed the basis of the passing of the Government of India Act, 1935 which gave the main structure in all administrative matters including education. The educational reforms in the late 18th century and the early 19th century that we studied in earlier chapters saw the establishment of institutions like the Asiatic Society (1784), Fort William College (1800), Serampore College (1817), Hindu College (1817), Sanskrit College (1824) in and around Calcutta and others which were exclusively meant for the elite Bengalis in order to educate them according to the European idea of education, learning and value judgement. This socio-political change in the educational scenario of Bengal quite naturally gave birth to a new intellectual class of Bengalees who perceived the idea of European education as the ideal form of learning and who would later give birth to the Bengal Renaissance and in turn change the scenario of the literary and cultural traditions of the 19th century Bengal. This period also saw the important educational reforms brought in by Hartog Committee which made significant recommendations for school education sector. Also the first comprehensive policy of education for India was presented during this period as documented by Sargent Plan. Thus this period forms an important chapter in the history of Indian education which we shall deal with in details in the following pages.

5.3 Bengal Renaissance : Perspective and National Education Movement

5.3.1 What is Renaissance The term 'Renaissance,' sometimes 'Renascence,' is derived from a French / Latin word meaning 'rebirth'. It refers to an experience of the European world that began from the 14th century and was characterised by a rebirth of learning, arts and culture. The people of this period felt that there was a sharp break between their own age and the 'Dark Ages' that had preceded them, and moreover, that there were similarities between their own civilisation and that of the Greeks and Romans who had flourished

136 NSOU ? CC-ED-05 between 400 B.C.E and 300 C.E. Later historians have sometimes agreed and sometimes disagreed with this point of view. Jules Michelet in his book 'La Renaissance' held that the two most significant features of this epoch were 'the discovery of the world, and the discovery of man'. The Bengal Renaissance is a movement by the Bengalees which is characterized by a social awakening in the field of art, culture, science, intellect and society (as a whole). The movement was carried out from the nineteenth century to the early twentieth century, which is during the period of British rule in India. Bengal and its neighbouring areas are where the movement was largely carried out. The movement questioned the existing state of affairs in the society that is the orthodox rituals and customs prevailing in the society, which were mainly framed by the upper-class Brahmins. It focussed mainly upon regaining the respect of women in the society. Among other things, the movement questioned the dowry system, the caste system, the practice of sati, Brahmin supremacy and a few other vague religious practices. The contact between certain sympathetic British officials and missionaries on one hand and the Hindu intelligentsia on the other made the movement possible. As a result of this movement and also due to the British invasion, the educational system of Bengal, as a whole, underwent a drastic change during the 19th century. The educational reforms saw the establishment of educational institutions like the Asiatic Society (1784), Fort William College (1800), Serampore College (1818), Hindu College (1817), Sanskrit College (1824) and others which were mainly meant for the elite class Bengalis to educate them according to the European idea of education, learning and value judgement.

● Concept of Renaissance The Renaissance is a period in European history marking the transition from the Middle Ages to modernity and covering the 15th and 16th centuries, characterized by an effort to revive and surpass ideas and achievements of classical antiquity. It occurred after the Crisis of the Late Middle Ages and was associated with great social change. In addition to the standard periodization, proponents of a "long Renaissance" may put its beginning in the 14th century and its end in the 17th century. The traditional view focuses more on the early modern aspects of the Renaissance and argues that it was a break from the past, but many historians today focus more on its medieval aspects and argue that it was an extension of the Middle Ages. However, the beginnings of the period – the early Renaissance of the 15th century and the Italian Proto-Renaissance from around 1250 or 1300 – overlap considerably with NSOU ? CC-ED-05 137 the Late Middle Ages, conventionally dated to c. 1250–1500, and the Middle Ages themselves were a long period filled with gradual changes, like the modern age; and as a transitional period between both, the Renaissance has close similarities to both, especially the late and early sub-periods of either. The intellectual basis of the Renaissance was its version of humanism, derived from the concept of Roman *humanitas* and the rediscovery of classical Greek philosophy, such as that of Protagoras, who said that "man is the measure of all things". This new thinking became manifest in art, architecture, politics, science and literature. Early examples were the development of perspective in oil painting and the revived knowledge of how to make concrete. Although the invention of metal movable type sped the dissemination of ideas from the later 15th century, the changes of the Renaissance were not uniform across Europe: the first traces appear in Italy as early as the late 13th century, in particular with the writings of Dante and the paintings of Giotto. As a cultural movement, the Renaissance encompassed innovative flowering of Latin and vernacular literatures, beginning with the 14th-century resurgence of learning based on classical sources, which contemporaries credited to Petrarch; the development of linear perspective and other techniques of rendering a more natural reality in painting; and gradual but widespread educational reform. In politics, the Renaissance contributed to the development of the customs and conventions of diplomacy, and in science to an increased reliance on observation and inductive reasoning. Although the Renaissance saw revolutions in many intellectual and social scientific pursuits, as well as the introduction of modern banking and the field of accounting, it is perhaps best known for its artistic developments and the contributions of such polymaths as Leonardo da Vinci and Michelangelo, who inspired the term "Renaissance man". The Renaissance began in the Republic of Florence, one of the many states of Italy. Various theories have been proposed to account for its origins and characteristics, focusing on a variety of factors including the social and civic peculiarities of Florence at the time: its political structure, the patronage of its dominant family, the Medici, and the migration of Greek scholars and their texts to Italy following the Fall of Constantinople to the Ottoman Turks. Other major centers were northern Italian city-states such as Venice, Genoa, Milan, Bologna, and Rome during the Renaissance Papacy. From Italy, the Renaissance spread throughout Europe in Flanders, France, the British Isles, Spain, Portugal, Germany and elsewhere. The Renaissance has a long and complex historiography, and, in line with general scepticism of discrete periodizations, there has been much debate among historians reacting to the 19th-century glorification of the "Renaissance" and individual cultural

138 NSOU ? CC-ED-05 heroes as "Renaissance men", questioning the usefulness of Renaissance as a term and as a historical delineation. Some observers have called into question whether the Renaissance was a cultural "advance" from the Middle Ages, instead seeing it as a period of pessimism and nostalgia for classical antiquity, while social and economic historians, especially of the *longue durée*, have instead focused on the continuity between the two eras, which are linked, as Panofsky observed, "by a thousand ties". The term *rinascita* ('rebirth') first appeared in Giorgio Vasari's *Lives of the Artists* (c. 1550), anglicized as the Renaissance in the 1830s. The word has also been extended to other historical and cultural movements, such as the Carolingian Renaissance (8th and 9th centuries), Ottonian Renaissance (10th and 11th century), and the Renaissance of the 12th century.

5.3.2. Bengal Renaissance The Bengal Renaissance also known as the Bengali Renaissance, was a cultural, social, intellectual, and artistic movement that took place in the Bengal region of the British Raj, from the late 18th century to the early 20th century. Historians have traced the beginnings of the movement

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to the victory of the British East India Company at the 1757 Battle of Plassey,

as well as the works of reformer Raja Rammohan Roy, considered the "Father of the Bengal Renaissance," born in 1772. NitishSengupta stated that the movement "can be said to have ... ended with Rabindranath Tagore," Asia's first Nobel laureate. For almost two centuries, the Bengal renaissance saw the radical transformation of Indian society, and its ideas have been attributed to the rise of Indian anticolonialist and nationalist thought and activity during this period. The philosophical basis of the movement was its unique version of liberalism and modernity. According to Sumit Sarkar, the pioneers and works of this period were revered and regarded with nostalgia throughout the 19th and 20th centuries, however, due to a new focus on its colonialist origins, a more critical view emerged in the 1970s. The Bengali renaissance was predominantly led by Bengali Hindus. Well-known figures include the social reformer Raja Rammohan Roy, writer Rabindranath Tagore, and the physicist Satyendra Nath Bose. The main Muslim figures in the movement include poet and musician Kazi Nazrul Islam and writer Rokeya Sakhawat Hussain. 5.3.2.1 Background The Bengal Renaissance was a movement characterised by a socio-political awakening in the arts, literature, music, philosophy, religion, science, and other fields of intellectual inquiry. The movement questioned the existing customs and rituals in

NSOU ? CC-ED-05 139 Indian society – most notably, the caste system, the dowry system, and the practice of sati – as well as the role of religion and colonial governance. In turn, the Bengal Renaissance advocated for societal reform – the kind that adhered to secularist, humanist and modernist ideals. From Rabindranath Tagore to Satyendra Nath Bose, the movement saw the emergence of important figures, whose contributions still influence cultural and intellectual works today. Although the Bengal Renaissance was led and dominated by upper caste Hindus, Bengali Muslims played a transformative role in the movement, as well as the shaping of colonial and postcolonial Indian society. Examples of Bengali Muslim renaissance men and women include Kazi Nazrul Islam, Rokeya Sakhawat Hussain and Sake Dean Mahomed. Some Muslim figures significantly influenced the development of the various national identities across the Indian subcontinent, and in particular, post- partition and post-independence, Bangladesh. When it came to cultural and religious reform, the Freedom of Intellect Movement was established in 1926 to challenge the social customs and dogmas in Bengali Muslim society. From the mid-eighteenth century, the Bengal Province, and more specifically, its capital city of Calcutta, was the centre of British power in India. The region was the base for British imperial rule until the capital was moved to Delhi in 1911. Prior to Crown control, British power was in the hands of the East India Company (EIC), which in course of time, became increasingly profitable and influential, politically, establishing diplomatic relations with local rulers as well as building armies to protect its own interests. During this time, partly through the 1757 Battle of Plassey against the Nawab of Bengal and his French allies, and in part through the fall of the Mughal Empire, the Company was able to acquire extensive territory in the Bengal and Ganges basin. The expense of these wars, however, threatened the Company's financial situation, and in 1773, the Regulating Act was passed to stabilise the EIC as well as subject it to some parliamentary control. Further legislation over the next several decades progressively brought about tighter controls over the Company, but the Indian Rebellion of 1857 forced the British parliament to pass the Government of India Act 1858, which saw the liquidation of the EIC and the transfer of power to the British Crown. 5.3.2.2 Origins The Bengal Renaissance originated in the Bengal Presidency of the British Indian Empire, but more specifically, its capital city of Kolkata, then known as Calcutta. This colonial metropolis was the first non-Western city to use British methods of teaching in their school system. In 1817, the urban elite led by Raja Ram Mohan Roy cofounded

140 NSOU ? CC-ED-05 the Hindu or Presidency College in Kolkata, now known as the Presidency University, the only European-style institution of higher learning in Asia at the time. The city was also home to a public library, the Imperial Library, now the National Library of India, and newspapers and books were being published regularly in both Bengali and English. "Print language and literature played a vital role in shaping ideas and identities in colonial Bengal from the 18th century onwards," writes Anindita Ghosh, continuing that "... commercial print cultures that emanated from numerous cheap presses in Calcutta and its suburbs disseminated wide-ranging literary preferences that afforded a space to different sections of the Bengali middle classes to voice their own distinctive concerns." The Bengal Province was the base for British East India Company rule until the overthrow of the Nawab of Bengal at the Battle of Plassey in 1757, which marked the Crown's consolidation of power in India. Many postcolonial historians source the origins of the Bengal Renaissance to these events, arguing that the movement was both a reaction to the violence and exploitation by the British Raj, as well as a product of the Empire's promotion of English education in the region as part of its "civilising missions". For instance, Sivanath Sastri notes that Charles Grant, a British politician influential in Indian affairs who also served as Chairman of the East India Company, "moved "that a thorough education be given to the different races inhabiting the country, [and] that the Gospel be preached to them... ." Moreover, Arabinda Poddar contends that the English education of Bengalees was intended to create "mere political slaves," arguing that, "the civilising role of English education, stressed the need of creating a class of Anglophiles who would have a somewhat in-between existence between the rulers and the ruled." Other historians cite the works of "Father of the Bengal Renaissance," Raja Rammohun Roy, as the start of the Bengal Renaissance. Roy was the cofounder of the Brahmo Sabha movement in 1828, which produced the Brahmo Samaj, an influential socio-religious reform movement that made significant contributions to the renaissance, as well as the makings of modern Indian society. The Brahmo Samaj was also founded and developed by Debendranath Tagore and Dwarkanath Tagore, the father and grandfather of Rabindranath Tagore, respectively. 5.3.2.3 Education Among the many changes brought about by the Bengal Renaissance in India was the development of education, both in the Bengali language and in English. Colonial provisions at the time consisted mainly of village schools teaching literacy and numeracy, Arabic and Islamic studies being taught to Muslims in madrasas, and tols, where

NSOU ? CC-ED-05 141 pundits instructed Sanskrit texts to Brahmins, which were supported by endowments. These institutions were exclusively male, and in the rare cases where girls could get an education, it was in the home. The work of Christian missions also had more of an influence on Indian students than the initiatives of the government. While the East India Company Act of 1813 allotted 100,000 rupees from the government's surplus to be "

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applied to the revival and improvement of literature, and the encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the sciences,"

it did not lead to any coherent provision of public education. According to Dermot Killingley, the surplus mentioned in this Charter Act was “an aspiration, not a budget item,” and even if the money had been provided for, there was uncertainty about how it should be spent. Recurring questions arose over whether to invest on a few advanced institutions or to promote widespread elementary education, what language to use, and particularly whether to support traditional methods of learning in India, which had declined due to the loss of patronage, or to introduce a new system based on Western education. Rammohan Roy contributed to this last debate by writing to the Governor-General in 1823 expressing his opposition to the establishment of a Sanskrit College that would foster traditional learning and advocating for Western scientific education; this effort failed without effect. Missionaries began teaching young women in 1816, but a systematic education policy was not established until 1854. However, Sengupta and Purkayastha point out that even during the 1860s and 1870s, “the project of female education was wholly tied to the purpose of enabling women to better discharge their domestic duties.” Despite the East India Company’s initial hostility to missionaries, the colonial government later saw the advantages of their contribution for educating and training the local population. This was especially because, as Killingley noted, “in the innovations of the early nineteenth century, government initiative had less impact than the work of Christian missions, and of individuals ... who responded to the demand for literacy, numeracy and related skills created by growing commercial and administrative activity.” In 1800, the Baptist Missionary Society established a centre in Srirampur, West Bengal, from which it ran a network of schools that taught literacy, mathematics, physics, geography and other so-called “useful knowledge.” Other missionary societies followed soon after, working along similar lines. These missionaries, which were largely dependent on local, indigenous teachers and families, and the colonial government, which sometimes supported them with grants, were also cautious about introducing Christian teachings or the Bible.

142 NSOU ? CC-ED-05 Education was also believed to be necessary in reversing the apparent moral decline many colonial administrators saw in Bengal society. To give an example, a British judge in Bengal recommended the London Missionary Society’s schools, “for the dissemination of morality and general improvement of society among natives of all persuasion without interfering with their religious prejudices.” Missionaries, however, were not the only channels through which education was promoted. For instance, individuals in Calcutta such as Rammohan Roy, the conservative Hindu scholar, Radhakanta Deb to the atheist philanthropist, David Hare, and other British officials often collaborated in

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the Calcutta School Book Society and the Calcutta School Society.

Some of the other institutions of learning established during this period include the Chittagong College; Indian Statistical Institute; the Hindu School, the oldest modern educational institution in Asia; Jadavpur University; Presidency University, Kolkata; the University of Calcutta, the University of Dhaka, the oldest university in Bangladesh; and Visva-Bharati University. 5.3.2.4 Science During the Bengal Renaissance science was also advanced by several Bengalee scientists such as Satyendra Nath Bose, Anil Kumar Gain, Prasanta Chandra Mahalanobis, Prafulla Chandra Ray, Debendra Mohan Bose, Jagadish Chandra Bose, Jnan Chandra Ghosh, Gopal Chandra Bhattacharya, Kishori Mohan Bandyopadhyay, Jnanendra Nath Mukherjee, Sisir Kumar Mitra, Upendranath Brahmachari and Meghnad Saha, Surendranath Dasgupta. Jagadish Chandra Bose (1858–1937) was a polymath : a physicist, biologist, botanist, archaeologist, and writer of science fiction. He pioneered the investigation of radio and microwave optics, made very significant contributions to botany, and laid the foundations of experimental science in the Indian subcontinent. He is considered one of the fathers of radio science, and is also considered the father of Bengali science fiction. He also invented the crescograph. 5.3.2.5 Arts The Bengal School of Art was an art movement and a style of Indian painting that originated in Bengal and flourished throughout British India in the early 20th century. Also know as 'Indian style of painting' in its early days, it was associated with Indian Nationalism (Swadeshi) and led by Abanindranath Tagore. Following the influence of Indian spiritual ideas in the West, the British art teacher Ernest Binfield Havell attempted to reform the teaching methods at the Calcutta School of Art by encouraging students to imitate Mughal miniatures. This caused

NSOU ? CC-ED-05 143 controversy, leading to a strike by students and complaints from the local press, including from nationalists who considered it to be a retrogressive move. Havell was supported by the artist Abanindranath Tagore. 5.3.2.6 Literature According to historian Romesh Chunder Dutt : The conquest of Bengal by the English was not only a political revolution, but ushered in a greater revolution in thoughts and ideas, in religion and society ... From the stories of gods and goddesses, kings and queens, princes and princesses, we have learnt to descend to the humble walks of life, to sympathise with the common citizen or even common peasant ... Every revolution is attended with vigour, and the present one is no exception to the rule. Nowhere in the annals of Bengali literature are so many or so bright names found crowded together in the limited space of one century as those of Ram Mohan Roy, Akshay Kumar Dutt, Isvar Chandra Vidyasagar, Isvar Chandra Gupta, Michael Madhusudan Dutt, Hem Chandra Banerjee, Bankim Chandra Chatterjee and Dina Bandhu Mitra. Within the three quarters of the present century, prose, blank verse, historical fiction and drama have been introduced for the first time in the Bengali literature. 5.3.2.7 Religion The Renaissance also embraced the religious sphere, bringing forward spiritual figures such as Ram Mohan Roy, Debendranath Tagore, Bijoy Krishna Goswami, Ramakrishna, Sarada Devi, Swami Vivekananda, Aurobindo, Paramahansa Yogananda, Anandamayi Ma as well as following related to them new reformist movements and organizations. • Brahmoism (BrahmoSamaj) • Adi Brahmo Samaj • Sadharan Brahmo Samaj • Gaudiya Math • Mahanam Sampraday • Ramakrishna Mission • Ramakrishna Math • Sri Aurobindo Ashram

144 NSOU ? CC-ED-05 • Yogoda Satsanga Society of India • Self-Realization Fellowship 5.3.3 Emergence of Calcutta as the center of Renaissance Before 1830, earlier than any other Asian city, Calcutta already had a school system using European methods of instruction and textbooks. On their own initiative, the urban elite had founded Hindu College, the only European-style institution of higher learning in Asia. Newspapers, periodicals, and books were being published regularly in English and Bengali. The city had a public library in European style. Calcutta also boasted a native intelligentsia conversant with events in Europe, aware of its own historical heritage, and progressively alert about its own future in the modern world. The representatives of the British in India who were mainly responsible for these positive aspects of modernization were a group of "acculturated" civil, military, and judicial officials (and some missionaries) historiographically identified as Orientalists. They were neither nationalists nor imperialists in the late nineteenth-century Victorian sense. On the contrary, they were products of the eighteenth-century world of rationalism, classicism, and Enlightenment. Unlike later Europeans serving in British India, they mastered at least one Indian language and used it as a vehicle for scholarly research. Many Orientalists-notably William Jones, HT Colebrooke, William Carey, HH Wilson, and James Prinsep- made significant contributions to the fields of Indian philology, archeology, and history. Moreover, these Orientalists did not ensconce themselves in clubs or build a Chinese wall of racial privilege to keep the "inferior races" they ruled at a distance. On the contrary, the Orientalists formed enduring relations with members of the Bengali intelligentsia to whom they served as sources for knowledge of the West and with whom they worked to promote social and cultural change. It was the Orientalist training centre for British civil servants in India known as the College of Fort William, established in Calcutta by Governor General Wellesley in 1800, which seemed to offer the most perfect institutional setting for studying the results of British Indian contact and accommodation. The College was the first European-created institution of higher learning in India to welcome Indians as faculty members and to encourage cultural exchange between Europeans and South Asians. By enlisting the support of qualified Orientalist scholars to improve its education program, this College also transformed the famed Asiatic Society, Calcutta and William Carey's Serampore Mission into highly effective agencies for the revitalisation of Indian culture. Thus, between 1800 and 1830, in Calcutta, as a consequence of the Orientalist impact, a good rapport was established between Europeans and Indians.

NSOU ? CC-ED-05 145 5.3.4 Bengal Renaissance and genesis of National Education Movement In the early 20th-century, Bengal emerged as the epicenter of the Bengali Renaissance, as well as a hotbed of the Indian independence movement. Bengal witnessed an intellectual awakening and people severely questioned the existing orthodox customs, especially with respect to women (sati for instance), marriage, the dowry system, the caste system and religion. One of the earliest social movements that emerged during this time was

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the Young Bengal movement, that adopted rationalism and atheism as the common attributes of civil conduct among upper caste cultivated Hindus. In

the pre-independence political scenario, a huge number of debating societies and newspapers appeared. Personalities like Kashi Prasad Ghosh (1809-1873), Kristo Pal and Sisir Kumar Ghosh explicitly expressed their political opinions and would not hesitate to exercise their newspapers to achieve political ends, often in direct defiance to British rule. Pioneers like Vidyasagar, Tagore, Swami Vivekananda in their own ways tried to reawaken the ideals of sacrifice, love for motherland and service to the nation. Thus, many roots of Indian independence can be traced back to the Bengal Renaissance. Revolutionary nationalism emerged as a potent political force in Bengal in the wake of the Swadeshi Movement in the first decade of the 20th century The Swadeshi Movement was the expression of the outrage triggered in Bengal by the partition of the province of Bengal in 1905. Thus Bengal made immense contributions to Indian Independence Movement. 5.4 Hartog Committee Report (1929) 5.4.1 Background of Hartog Committee In 1919, the Indian people found the Government of India Act to be insufficient in satisfying their clamour for social reform and in order to appease the masses it was necessary to appoint a commission under the leadership of Simon. Likewise it was the aim to address pressing issues confronting the educational system in the Indian subcontinent. Armed with a strong determination to implement educational reforms, the Simon Commission asked the chairmanship of Sir Philip Hartog in the Auxiliary Committee. Sir Philip Hartog served as a Sadler Commission member then in 1921 became the Vice Chancellor of Dacca University. Because he was at the forefront of this commission, the commission came to be known as the Hartog Committee. The task at hand is to inquire into all facets of the Indian educational system and present the results in September 1929.

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This Committee was formed to examine the development of education in British India. It placed far more emphasis on mass education than on secondary and university education.

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Increase in the number of schools and colleges led to deterioration of education standards across the

country. The committee was formed to recommend changes to strengthen the education system in the country. 5.4.2 Challenges faced by The Hartog Committee before recommendation The Committee identified numerous gaps and challenges in primary education and they are the following: majority of Indians are villagers, poverty, illiteracy, conservativeness, poor health of villagers, lack of teacher training, adoption of stereotype-laden and unscientific teaching methods, and lack of regulatory measures in schools. The Committee jointly recommended appointment of well-trained and highly qualified teachers and provision of security of teacher service (Jayapalan 2005). In the area of higher education, the most glaring problems faced were: low educational standard, unhealthy competition among universities, wastage, defeat of purpose, low standards of English proficiency, overpopulation, lack of well-organised Honours degree programs, and ill-equipped libraries. As remediation efforts, the Committee has put forward the following measures: Department examinations to be implemented in the recruitment of administrative services graduates, spreading political and social science to the common Indian, provision of employment opportunities for tertiary level graduates, promotion of efforts in raising higher education standards, building of extensive libraries, and establishment of affiliated, unitary residential and teaching universities (Jayapalan 2005). Due to the heavy demand on occupational, industrial, and technological development among the Indian populace, the Hartog Committee has been advancing the improvement in these fields (Jayapalan 2005). 5.4.3 Recommendations of Hartog Committee 5.4.3.1 Higher Education Reforms • The Committee praised the growth in number of affiliated colleges and it also hinted at the fall of standard in university education due to the worsening of its environment because of growth of affiliated colleges. • The Committee criticized the introduction of Honors courses in some universities and pointed out that they were outmoded. NSOU ? CC-ED-05 147 • Higher education could not be possible through Honors courses, as only increasing the duration by one year for these was not enough. • The Indian public opinion, too, felt that the universities had failed to meet the needs of the people. The country was undergoing political upheavals and it needed young men with a spirit of sacrifice and hard work. • The universities in India were unable to contribute anything in this sphere. Hence a discontent against them spread in the people. • Many universities were conducting only examinations, although the teaching and research work had already been started in some universities. There were no good libraries in any university. • In the opinion of the Hartog Committee it was the duty of universities to produce such individuals who were tolerant, liberal and suitable to undertake great responsibilities. • The universities in India were not equal to this task. • Hence the Committee gave the following suggestions for their reforms- •

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The Committee recommended the establishment of some affiliating universities keeping in view the great demand for higher education. • The Committee admitted that the standard of education in the affiliated colleges of these universities would be poorer than in teaching universities, but under the circumstances affiliated colleges alone could meet the demand for higher education of the people. • The teachers for affiliated colleges should be appointed by universities. • The admission, in universities should be controlled on the basis of abilities and aptitudes of students. • The Honors course should be of more advanced nature than the pass courses and these courses should be instituted only at the universities. • Provision should be made for technical education by the universities.

The universities have to control the problem of unemployment by opening employment opportunities. 5.4.3.2 Primary Education Reforms

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It mentioned that the great waste of money and efforts which resulted because of the pupils leaving their schools before completing the particular stage of education.

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It suggested the following important measures for the improvement of primary education. 148

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Adoption of the policy of consolidation in place of multiplication of schools; • Fixation of the duration of primary course to four years; • Improvement in the quality, training, status, pay, service condition of teachers; • Relating the curricula and methods of teaching to the conditions of villages in which children live and read; • Adjustment of school hours and holidays to seasonal and local requirements; • Increasing the number of Government inspection staff. 5.4.3.3

Secondary Education Reforms •

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In the sphere of secondary education the Committee indicated a great waste of efforts due to the immense number of failures at the Matriculation Examination. • It attributed that the laxity of promotion from one class to another in the earlier stages and persecution of higher education by incapable students in too large a number were the main factors of wastage. • So it suggested for the introduction of diversified course in middle schools meeting the requirements of majority of students. • Further it suggested the diversion of more boys to industrial and commercial careers at the end of the middle stage. • Besides, the Committee suggested for the improvement of University Education, Women Education, Education of Minorities and Backward classes etc. • The Committee gave a permanent shape to the educational policy of that period and attempted for consolidating and stabilising education. • The report was hailed as the torch bearer of Government efforts. •

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However, the suggestions of the Committee could not be implemented effectively and the educational progress could not be maintained due to worldwide economic depression of 1930-31. • Most of the recommendations remained mere pious hopes.

The main findings of the committee are as follows : The Committee was primarily concerned with primary education but it made far-reaching recommendations for teacher training as well. It suggested that teachers for rural areas should be inducted from persons who were close to rural society. It also suggested that journals for teacher in the vernacular, refresher courses, conferences and meetings of teacher associations can do much to brighten the lives of the teachers and improve their work. For the secondary schoolteachers too, the committee had the same suggestions.

NSOU ? CC-ED-05 149 The committee recommended the introduction of diversified courses in the middle schools, which met the requirements of majority of the students. It also emphasised industrial and commercial careers for boys,

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at the end of the middle stages. The committee suggested the improvement of university education, women education, education for minorities and backward classes. 5.4.4

Impact

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of Hartog Committee • The Committee investigated various aspects of education and presented its report to the commission in 1929. It made comprehensive recommendations regarding various aspects of education in India. • First, the Committee made some broad observations about India's educational situation. The committee observed that education had made significant progress by the time. • People generally saw education as a matter of national importance. Increased primary school enrolment indicates that

people's apathy toward education was fading, and that people's social and political consciousness was growing. •

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Women, Muslims, and the lower classes had also awakened, and there had been rapid growth in numbers. Although there was widespread interest in education, the Committee was dissatisfied with the country's literacy rate. • The Committee presented a comprehensive report with these ideas in mind. It was valuable in that it attempted to gauge the pulse of education in India. • It made recommendations for primary, secondary, and

higher education, as well as some other aspects of education. 5.5 Sargent Report (1944) 5.5.1 Background of Sargent Report The work on educational planning in India had already started in 1938 when a National Planning Committee had been set up to take up educational restructure at the national level. However, the Second World War interrupted the work. The Central Advisory Board of Education took up the work in 1938 but the finalisation of the reports of various Committees could be done only in 1943-44. It

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was the first comprehensive educational plan formulated by the Central Advisory Board of Education.

It is popularly known as the Sargent Report, after the name of John Sargent, Educational Advisor to the Government of India. The plan aimed at tackling the problems of education as a whole. A committee of 22 members was set up.

150 NSOU ? CC-ED-05 They submitted their report in 1944 to the Central Advisory Board of Education who accepted the report and agreed to its implementation. This report was the first attempt towards the development of the Indian national education system. The Report envisaged that India would reach the educational standard of the England of 1939 in a period of not less than 40 years. The title of this memorandum was, "Post war Educational Development in India." This report is also known as Sargent's scheme or Sargent report and post-war educational development scheme. 5.5.2 Proposal of Sir John Sargent on School Education 5.5.2.1 Pre-Primary Education The report recommended that nursery schools should be started for the children from 3-6 years of age. Free education should be given in these schools. In rural areas these schools should be attached with junior basic schools while as in urban areas these schools should have separate existence. Trained lady teachers should be appointed in these schools. The main aim of these schools is to give social experiences and training of behaviour. 5.5.2.2 Primary Education Sir John Sargent recommended free and compulsory primary education for the

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children in the age group of 6-14 years. He further recommended that primary education should be based on some craft.

Primary or basic schools were divided into two types, junior basic schools for children of 6-11 years and senior basic schools for children of 11-14 years age. The report did not give any place to English as medium of instruction at junior basic level. The scheme left the decision of medium of instruction in senior basic schools to respective provincial governments. The teacher pupil ratio should be 1:30 and 1:25 in junior basic and senior basic schools respectively. The aim of primary education should be training cooperative living. Internal examination should be given importance than external examinations and certificates should be given after the completion of course. 5.5.2.3 Secondary Education The scheme recommended that secondary education should be for the children in the age group of 11-17 years. Students have to study up to the age of 14 years and should not be allowed to leave school before 14 years of age. The report suggested that fee should be charged at this stage and only 50% of students should be given free education. Sir John Sargent recommended that mother tongue should be medium of

NSOU ? CC-ED-05 151 instruction at secondary level and English should be taught as second language. It was recommended that the purpose of secondary education should be to make students self reliant and self dependent. • Types The proposed High Schools should be of two main types the Academic and the Technical. The Academic High School will impart instruction in the Arts and pure sciences; while the Technical High School will provide training in the applied sciences and industrial and commercial subjects. In both types the course in the Junior stages will be very much the same and there will be a common core of the 'humanities' throughout. Art and Music should form an integral part of the curriculum in both and all girls should take a course in domestic science. The curriculum should be flexible so that transfer from one type to the other should be made as easy as possible. In rural areas an agricultural bias should be given to the curriculum. Subjects common to both the types : i. The mothertongue, ii. English, iii. Modern languages, iv. History (Indian and World), v. Geography (Indian and World), vi. Mathematics, vii. Science, viii. Economics, ix. Agriculture, x. Art, xi. Music, xii. Physical Training. In the Academic High School classical Languages and civics are added to the common list. In the Technical High Schools the science subjects are to be studied more intensively. Technological subjects such as wood and metal work, and commercial subjects like book-keeping, shorthand, typewriting and accountancy are also to be added to the common list.

152 NSOU ? CC-ED-05 5.5.2.4 Health Education In order to look after the health of school children health-committees can be set- up in schools. Every student should be medically checked up and if any defect is found appropriate follow-up measures should be taken. Minor treatment can be provided in school clinics. Physical training should be compulsory. 5.5.2.5 Special Education Provision for special education should be made for physically handicapped and mentally retarded children. The former group includes the blind, the deaf, the cripples and speech defectives, and the latter includes the feeble-minded, imbecile, dull and backward children. 5.5.3 Proposal of Sir John Sargent on Higher Education 5.5.3.1 Defects of existing system The Sargent Report points out certain defects in the then affairs of Indian Universities • The gravest of these is their failure to relate their activities sufficiently closely to the practical needs of the community as a whole. There is no systematic attempt on their part to adjust the output to the capacity of the employment market to absorb it. • A great deal of (too much) importance is attached to examinations. The examinations put a premium on book learning and narrow cramming. They do not help original thinking and real scholarship. • In the absence of suitable selection (for admission) machinery a large number of incapable students get entry into universities, On the other hand many poor but really meritorious students are prevented by poverty from seeking admissions to universities. The result is disastrous. • Probably nowhere among the universities of the world are there so large a proportion of failures in examinations as in Indian Universities. • Indian Universities do

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not fully satisfy the requirements of a national system of education. 5.5.3.2 Recommendations on University Education • The standard of University education must be raised. The conditions of admission must be revised

so that only capable students can take full advantage of the University Course. The proposed reorganisation of the High School system will

NSOU ? CC-ED-05 153 facilitate this. Only 10/15 percent of the successful candidates of entrance examinations will get the chance of admission in Universities. • Adequate financial assistance must be provided for poor students. • The present Intermediate Course should be abolished. The first year of the course should be transferred to High School and the second to Universities. • The minimum length of a University Course should be three years. • The tutorial system should be widely extended for closer personal contacts between teachers and students. • Emphasis should be given of establishing a high standard in post-graduate studies and in pure and applied research. • Steps should be taken to improve the conditions of service, including remuneration of University and College Teachers to attract men and women of high calibre. • For co-ordination in the activities of the different Universities an All-India Organisation like the University Grants Committee of England should be set up. 5.5.3.3. Technical and Vocational Education The Sargent Report divides the workers needed by Indian Arts and Industries, trade and commerce into four categories : i) Chief Executives and Research Workers of the Future : They will have their preliminary training in a Technical High School and will then pass to the Technological Department of a University or to a full-time course in a Technical Institution. The admissions to these higher courses should be the outcome of a very strict process of selection. They will not be many. ii) Minor Executives, Foremen, Charge-Hands, etc. : It is the main aim of the Technical High School to satisfy this need; but the Technical High School pupil will be required to continue his technical education on full-time or part-time basis in a Diploma or Certificate Course. iii) Skilled Craftsmen : These may be recruited from Technical High School pupils or Senior Basic Schools or Junior Technical Trade or Industrial Schools. iv) Semi-skilled and Unskilled Labour : They will be recruited mostly directly from Senior Basic Schools where they will have done some craft work. These persons should get facilities both for continuing their general education and for improving their skill, so that the best of them may ultimately be converted into skilled labour.

154 NSOU ? CC-ED-05 Part-time day classes (or the sandwich system) constitute an important factor in any modern scheme for technical education. The paid workers in factories, industrial or commercial concerns should be given due facilities for improving their knowledge and skill in these classes. 5.5.3.4. Adult Education • The role of Adult Education, according to the Sargent Report, is to make every possible member of a state an effective and efficient citizen. The problem of adult education in India connotes adult literacy. • The normal age range of adult education should be 10 plus to 40. Separate classes should be organised; preferably during the daytime, for boys between ten and sixteen years. It would also be preferable to have separate classes for young girls. • In order to make adult education interesting and effective, it is necessary to make fullest possible use of visual and mechanical aids such as pictures, charts, the magic-lantern, the cinema, the gramophone, the radio, folk dancing and music etc. 5.5.4. The Recruitment and Training of Teachers The Sargent Report assumes that one teacher will be required for every 30 pupils in Junior Basic Schools, for every 25 pupils in Senior Basic Schools and for every 20 pupils in High Schools. The minimum qualification for a teacher who has completed the High School Course should be two years' training in Junior Basic Schools and three years' training in Senior Basic Schools. The non-graduate teachers in High Schools are expected to undergo a training course for two years and the graduates would receive one year's training. Refresher Courses should be provided at frequent intervals in order to keep trained teachers up-to-date. In order to attract the proper type of persons to the teaching profession, the Sargent Report proposes to revise the scales of pay to be given to all grades of teachers – particularly to the teachers at the primary stage who are paid very low salaries at present. 5.5.5 Criticism of the Sargent Report • "It is the first comprehensive and all embracing scheme of national education". It is the most thorough and detailed educational document after the Despatch

NSOU ? CC-ED-05 155 of 1854. The Report is not narrowly conceived; it has rather been formulated with broad vision and outlook. It laid the foundation of a national system of education. "We get in it, in the words of Shri AnathnathBasu, for the first time a Comprehensive plan for national educational reconstruction". In the words of Shri K. G. Saiyidain, the educational adviser to the Government of India, "It is the first comprehensive scheme of national education". • Secondly, it is inspired by the desire to provide equality of educational opportunity at different stages of education. • Thirdly, it stresses in clear terms the importance of the teaching profession and makes proposals for increasing its miserable standard of salaries and poor conditions of service. It lays down a minimum national scale of salaries which has been accepted and given effect to in many provinces. 5.5.6 Defects of the Sargent Report • The Sargent Report placed a very tame ideal before the country. The Report outlined an educational development in India which would require 40 years to be implemented. This time-limit did not satisfy any ardent educationist. An acceptable plan of educational development in India had been spread over a much shorter range of time, not exceeding 15 years. • The Sargent Report fixed the period for implementing the plan at 40 years. The main reason for such fixation was the impossibility of obtaining the necessary number of qualified and trained teachers in a shorter time. The Report assumed that no one should be appointed as a teacher under the scheme until he had received the prescribed minimum of general and professional education. This was an idealistic conception. A programme of educational development in India should commence with the immediately available teaching personnel of the country and this was actually done. A war against ignorance and illiteracy should start immediately and teaching personnel required for the purpose should be conscripted. • The programme of an eight-year universal education was too ambitious a target to aim at in the first instance; a shorter period of elementary education might be visualised and achieved over a shorter period. • It was pointed out that the scheme merely described the ideal to be reached and does not give a detailed programme of development. Such a programme with different stages of development was absolutely needed. A mere statement of the ideal to be reached is a comparatively simple matter in educational planning.

156 NSOU ? CC-ED-05 • It has been pointed out that the only ideal held up by the Report is that of the educational system of England. But as a matter of fact

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England could not very well serve as a model to India, because

the social, political and economic conditions in the two countries are vastly different. Eastern countries like China or Japan or Egypt or Turkey or Western countries like Germany or Denmark or Soviet Russia could really serve as a model to India. • The proposal for selective admission in schools, colleges and Universities is undemocratic. • The financial implications of the Report were highly criticised. The cost of working out the scheme would come to about Rs. 313 crores annually. This cost might rise to about Rs. 1,000 crores within the time-limit of 40 years per annum. It appeared doubtful if a poor country like India could afford this huge expenditure. It was, therefore, opined that, on financial grounds, the scheme is too Utopian to be practicable. Despite the shortcomings and limitations of the Report, it is a big epoch-making plan. 5.6 Summary • The Bengal Renaissance is a movement by the Bengalis which is characterized by a social awakening in the field of art, culture, science, intellect and society (as a whole). • The movement was carried out from the nineteenth century to the early twentieth century, which is during the period of British rule in India. Bengal and its neighbouring areas are where the movement was largely carried out. • 'Renaissance' means 'rebirth'. This period (from the 14th to the 16th centuries) saw the rebirth of classical patterns in art, architecture and literature in Europe. It is sometimes called the 'Early Modern' period. • Historians have traced the beginnings of the movement

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to the victory of the British East India Company at the 1757 Battle of Plassey,

as well as the works of reformers like Raja Rammohan Roy and the like. • Bengal Renaissance was led and dominated by upper caste Hindus like Raja Rammohan Roy, writer Rabindranath Tagore, and the physicist Satyendra Nath Bose but Muslim many Muslim like Kazi Nazrul Islam, Rokeya Sakhawat Hussain and Sake Dean Mahomed. • It saw major advancements in the cultural arena of Bengal which encompasses literature, science, arts, education and even foundation of new religions.

NSOU ? CC-ED-05 157 • The crucial achievements of the Bengal Renaissance were : a) a secular grapple for rational freethinking b) broadening of modern Bengali literature c) expansion of Western education & ideas d) vehement & diverse intellectual inquiry e) hike of nationalistic ideas f) jumping up of the nationalism challenged the foreign subjugation of country. • Apart from the above, Indians started a movement known as Indian National Education Movement which happened in parallel way of Indian Freedom Movement. The pioneers of this movement were those people who initiated this movement during the end of eighteenth century. The National Education Movement play a major role in the Bengal Renaissance movement. •

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In 1929, the Hartog Committee submitted its report. This Committee was appointed to survey the growth of education in British India. It "devoted far more attention to mass education than Secondary and University Education". • The committee was not satisfied with the scanty growth of literacy in the country and highlighted the problem of 'Wastage' and 'Stagnation' at the primary level. It mentioned that the great waste of money and efforts which resulted because of the pupils leaving their schools before completing the particular stage of education. • Its conclusion was that "out of every 100 pupils (boys and girls) who were in class I in 1922-23, only 18 were reading in class IV in 1925-26. Thus resulted in a relapse into illiteracy. • So, it suggested the following important measures for the improvement of primary education. • Adoption of the policy of consolidation in place of multiplication of schools; • Fixation of the duration of primary course to four years; • Improvement in the quality, training, status, pay, service condition of teachers; • Relating the curricula and methods of teaching to the conditions of villages in which children live and read; • Adjustment of school hours and holidays to seasonal and local requirements; • Increasing the number of Government inspection staff. 158

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In the sphere of secondary education the Committee indicated a great waste of efforts due to the immense number of failures at the Matriculation Examination. It attributed that the laxity of promotion from one class to another in the earlier stages and persecution of higher education by incapable students in too large a number were the main factors of wastage. • So it suggested for the introduction of diversified course in middle schools meeting the requirements of majority of students. Further it suggested "the diversion of more boys to industrial and commercial careers at the end of the middle stage". • Besides, the Committee suggested for the improvement of University Education, Women Education, Education of Minorities and Backward classes etc. • The Committee gave a permanent shape to the educational policy of that period and attempted for consolidating and stabilizing education. The report was hailed as the torch bearer of Government efforts. • It attempted to prove that a policy of expansion had proved ineffective and wasteful and that a policy of consolidation alone was suited to Indian conditions. However, the suggestions of the Committee could not be implemented effectively and the educational progress could not be maintained due to worldwide economic depression of 1930-31. Most of the recommendations remained mere pious hopes. •

Central Advisory Board of Education prepared a comprehensive report on educational development after the world war-II, known as the Sargent Report in 1944. • It visualized a system of education with pre-primary education for children between 3 to 6

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years of age; universal, compulsory and free primary basic education for all children between the ages 6–11 (junior basic) and 11–14 (senior basic)

as suggested in Wardha Scheme; the Senior Basic or the Middle School to be the final stage in the school career of majority of the students. • The report also recommended that at the Middle School stage, provision should be made for a variety of courses. These courses should be designed to prepare the pupils for entry into industrial and commercial occupations, as well as, into the universities. • It was recommended that the High School course should cover 6 years. The normal age of admission should be 11 years. The high schools should be of two NSOU ? CC-ED-05 159 main types (a) academic, and (b) technical. Degree course should be for three years for selected students. Only deserving meritorious students will get the opportunity of higher education. • The mother tongue is to be used as the medium of instruction in all high schools. Liquidation of adult illiteracy

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in about 20 years, full provision for the proper training of teachers, provision for the physically and

mentally handicapped children, the organization of compulsory physical education, provision for social and recreational activities and creation of department of education in the centre and in the states were also the recommendations of Sargent Report. • The Sargent Report – 1944 was the first comprehensive scheme covering all stages and aspects of education – pre-primary, primary, high school and university education, as well as, technical, vocational and professional education. 5.7 Self-Assessment Questions • What do you understand the concept of Renaissance? • Briefly discuss about the backdrop of Bengal Renaissance. • Enumerate the name of the leading people associated with the Bengal Renaissance movement. • Write a short note on the major achievements of Bengal Renaissance movement. • Write a brief account on the different phases of National Education Movement. • Elaborate in detail about the importance of National Education Movement. • Why was the Hartog Committee setup? • What are the recommendations of Hartog Committee of Primary Education? • What were the recommendations of the Committee for higher Education? • What was the opinion of Sargent Report regarding medium of High School Education? • Mention any two recommendations of Sargent Report regarding Primary Education. • Mention any four recommendations of Sargent Report regarding Higher Education. • What was the structure of Primary Education as recommended by Sargent Report? • What are the important subjects which are discussed in Sargent Report?

160 NSOU ? CC-ED-05 OBJECTIVE TYPE QUESTION: • Sargent Report was started in a. 1940, b. 1942, c. 1944, d. 1944 • The title of the Sargent Report is a. Learning Without Burden b. Post war Educational Development in India c. Education and National Development d. Universalisation of Elementary Education • Match the following List- I with List – II in correct order: List – I List – II (I) Sargent Report (a)1902 (II) Hartog Committee (b)1917 (III) Indian University Commission (c)1929 (IV) Calcutta University Commission (d)1944 1. (I) -a, (II) -c, (III) -b, (IV) -d 2. (I) -c, (II) -d, (III) -a, (IV) -b 3. (I) -d, (II) -c, (III) -a, (IV) -b 4. (I) -d, (II) -c, (III) -b, (IV) -a • Which education plan in 1944 called for universal, free and compulsory education for children between 6 to 14 year age? a. Wood's Despatch b. Macaulay Plan c. Hartog Plan d. Sargent Plan • Which of the following gave the suggestion to divide the secondary level curriculum into Academic and Technical? a. Wood's Despatch b. Hunter Commission c. Sargent Report d. Hartog Committee 5.8 References Web Source : • http://ijrar.com/upload_issue/ijrar_issue_619.pdf (Visited on 02/05/2022) • http://www.surendranathcollege.org/new/upload/SUDIPTA_SAHATHE%20BENGAL%20RENAISSANCE2021-06-01THE%20BENGAL%20RENAISSANCE.pdf (Visited on 02/05/2022) • https://en.wikipedia.org/wiki/Bengali_Renaissance (Visited on 01/05/2022) NSOU ? CC-ED-05 161 • <https://en.wikipedia.org/wiki/Renaissance> (Visited on 01/05/2022) • <https://goodstudy.org/renaissance-discuss/#.Ym2D-tpBzIU> (Visited on 01/05/2022) • <https://old.amu.ac.in/emp/studym/100003366.pdf> (Visited on 01/05/2022) • <https://www.yourarticlelibrary.com/education/national-education-movement-1905-1938-education/89643> (Visited on 02/05/2022) Journal • Gourlay, W. (1919). THE NEED FOR A HISTORY OF BENGAL. Journal of the Royal Society of Arts, 67(3462), 288-298. Retrieved April 28, 2020, from www.jstor.org/stable/41347924 Books •

91%

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SA 142) Dr. Pradip Kumar Sengupta Role of Raja Ra ... (D112107925)

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SA Ph.D. thesis - Somasree Datta Dept. of Educati ... (D158964556)

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NSOU ? CC-ED-05 163 Unit-6 □□□□ Modern Indian Education Structure 6.1 Objectives 6.2 Introduction 6.3 Contributions of Rammohan Roy, Vidyasagar and Derozio 6.3.1 Contributions of Rammohan Roy 6.3.1.1 As a Social Reformer 6.3.1.2 Contributions to education 6.3.2 Contributions of Vidyasagar 6.3.2.1 As a Social Reformer 6.3.2.2 Contributions to education 6.3.3 Contributions of Derozio 6.3.3.1 As a Social Reformer 6.3.3.2 Contributions to education 6.4 Nai Talim and Wardha Scheme on Mahatma Gandhiji's Concept of Basic Education 6.4.1 Background of Gandhiji's Basic Education 6.4.2 Concept of Basic Education 6.4.3 Philosophy and aims 6.4.4 Curriculum and Teaching Methodology 6.4.5 Principles and Structure of Basic Education 6.4.6 Wardha Scheme 6.4.7 Strategy of Nai Talim 6.4.8 Important features of Gandhiji's Basic Education 6.4.9 Important values of Gandhiji's education plans 6.4.10 Criticism of Basic Education Scheme 163

164 NSOU ? CC-ED-05 6.5 Tagore's Thoughts on Humanistic Education and Experiments with Santiniketan-Sriniketan 6.5.1 Background of Rabindranath Tagore and Indian education 6.5.2 Idea of Education according to Tagore 6.5.2.1 Aims/Objective of Education according to Tagore 6.5.2.2 Curriculum according to Tagore 6.5.2.3 Method of Teaching 6.5.3 Experiments at Santiniketan 6.5.4 Experiments at Sriniketan 6.6 Summary 6.7 Self-Assessment

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Questions 6.8 References 6.1 Objectives After going through this unit, the students will be able to : • Discuss about the contribution of

Raja Rammohan Roy as social reformist. • Describe about the contribution of Pt. Iswar Chandra Vidyasagar as social reformist. • Elaborate about the contribution of Raja Rammohan Roy in the field of education. • Elucidate the educational contribution of Pt. Iswar Chandra Vidyasagar. • Enumerate the role of Henry Derozio in the field of education. • Understand Gandhi's concept of basic education • Understand strategy of Nai Talim • Learn about Gandhi's philosophy and educational goals • Know features of Gandhiji's basic education • Know Gandhi's efforts towards imparting basic education • Understand the Philosophy of Tagore. • Enumerate the Concept of Education as per Tagore. • Discuss the Aims/Objectives of Education as stated by Tagore. • Elucidate the experiments with Santiniketan & Sriniketan.

NSOU ? CC-ED-05 165 6.2 Introduction This unit discusses about the fresh review of the phenomenon known as The Bengal Renaissance. During the early 19th century the Bengali intellect learned to upraise questions about issues & beliefs under the influence of British rule in the Indian subcontinent. Bengal had evidenced an intellectual arousing that deserves to be called a Renaissance in European style. The new intellectual avalanche of European knowledge, especially philosophy, history, science & literature through the medium of education in English may be said to have affected contemporary mind & life very radically. Renaissance minds included Raja Rammohan Roy (1774-1833), Henry Louis Vivian Derozio (1809-1831) & his radical disciples Debendranath Tagore (1817- 1905) & his followers, Akshay Kumar Datta (1820-1826), Iswar Chandra Vidyasagar (1820-91), Michael Madhusudan Dutt (1824-73), Bankim Chandra Chattopadhyay (1838-94), & Swami Vivekananda (1863-1902). Here will focus on the contributions of Raja Rammohan Roy (1774-1833), Henry Louis Vivian Derozio (1809-1831) & Iswar Chandra Vidyasagar (1820-91) only. Specifically we shall focus on the roles palyed by Raja Rammohan Roy, Derozio and Vidyasagar in reform of education. Also we shall study what Gandhiji thought about education and what was the scheme of Basic education given by him. Tagore was also another educational visionary who had a different take on education and founded institutions like Sriniketan and Santiniketan. The contributors of these great educators will be studied here in details. 6.3 Contributions of Rammohan Roy, Vidyasagar and Derozio 6.3.1 Contributions of Rammohan Roy 6.3.1.1 As a Social Reformer

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Ram Mohan Roy FRAS (22 May 1772 – 27 September 1833) was an Indian reformer who was one of the founders of the Brahmo Sabha in 1828, the precursor of the Brahmo Samaj, a social-religious reform movement in the Indian subcontinent. He was given the title of Raja by Akbar II, the Mughal emperor. His influence was apparent in the fields of politics, public administration, education and religion. He was known for his efforts to abolish the practices of sati and child marriage. Roy is considered to be the "Father of

the Bengal

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Renaissance" by many historians. In 2004, Roy was ranked number 10 in BBC's poll of the Greatest Bengalee of All Time. 166

NSOU ? CC-ED-05 The Bengal society was weighed down with an array of evil customs and regulations. There was a huge prevalence of intricate rituals and scrupulous moral codes which were largely modified and badly elucidated ancient traditions. He was against traditional Hindu practices and echoed his voice against Sati system, polygamy, caste rigidity and child marriage. His biggest achievement was the prohibition of the "sati pratha", a practice in which a widow was made to immolate herself at the funeral pyre of her deceased husband. He struggled for years to get this evil legally eradicated. He established the Brahmo Samaj along with the other enlightened Bengalis. The samaj was a highly influential socio-religious reform movement which raised its voice against evils like caste system, dowry, ill-treatment of women, etc. During the late 18th century (known as the Dark Age), Bengali society was burdened with several wicked rituals and regulations. Extensive rituals and rigid moral codes were imposed, which were mostly adapted and translated wrongly from ancient cultures. Child marriage, polygamy, and Sati were common practices that harmed women in society. The Sati Pratha was the vilest of these traditions.

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The ritual involved widows self-immolating at their husband's funeral pyre. While the tradition in its original form gave women the option to participate, it eventually developed into a necessary custom, especially for Brahmin and higher caste families. Young girls were married to much older men in exchange for

a dowry so that these men could gain the karmic rewards of their wives' Sati sacrifice. Much of the time, the women did not volunteer to be exposed to

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such crimes and had to be forced or even drugged into submission. Raja Ram Mohan Roy opposed this barbaric practice and spoke out against it. He spoke frankly and presented his ideas to the East India Company'

s higher-ups. "The

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Superstitious Practices which deform the Hindu religion have nothing to do with the pure spirit of its dictates".

Lord Bentinck, the Governor-General, sympathized with Roy's feelings and intentions, and the Bengal Sati Regulation, or Regulation XVII, A. D. 1829 of the Bengal Code, was passed despite much outrage from the orthodox religious community. The act prohibited the art of Sati Dahi in Bengal Province, and anybody caught doing so would face punishment.

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Raja Ram Mohan Roy's name will be remembered as a great benefactor of women, not only for helping

to end the tradition of Sati but also for speaking out against child
NSOU ? CC-ED-05 167 marriage and polygamy, as well as for urging

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equal inheritance rights for women. He was also a fierce opponent of

his generation's rigid caste distinctions. Social Contributions by Raja Ram Mohan Roy at a Glance He conceived reformist religious associations as instruments of social and political transformation. In 1814 he formed Atmiya Sabha, the Calcutta Unitarian Association in 1821, and in 1828 the Brahmo Sabha or Brahmo Samaj in 1828. He

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SA Dilip Kumar Das History 20.05.2019.docx (D52316205)

campaigns for rights for women, including the right for widows to remarry, and the right for women to hold property.

His efforts led to

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INDIAN RENAISSANCE WOMEN IN HISTORICAL PERSPEC ...
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the abolition of Sati in 1829 by Lord William Bentinck, the then Governor-General of India

and opposed the practice of polygamy. Raja Ram Mohan Roy campaigned against the caste system, untouchability, superstitions and use of intoxicants. He attacked child marriage, polygamy, illiteracy of women and the degraded state of widows. He stressed on rationalism and modern scientific approach. He fought against the perceived ills of Hindu society at that time. He started the Sambad Kaumudi, a Bengali weekly newspaper that regularly denounced Sati as barbaric and against the tenets of Hinduism. 6.3.1.2 Contributions to education

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Roy did much to disseminate the benefits of modern education to his countrymen. He supported David Hare's efforts to find the Hindu College in 1817, while Roy's English school taught mechanics and Voltaire's philosophy. In 1825, he established Vedanta College where courses in both Indian learning and Western social and physical sciences were offered.

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Women Education: Equally able was the Raja's advocacy of the education of Women. Although the concept had already been put forward by missionaries, it was the Raja who helped to popularize it among the Hindus. He said that the women of India were highly educated and that the education of women was in keeping with ancient religious traditions and beliefs. The Brahma Samaj did great service in removing the popular prejudices. 168 NSOU ? CC-ED-05 against the education of women that were prevalent in the Hindu society and the credit for this goes mostly to Ram Mohan (

Naik, J. P and Nurullah, S., 1974, pp.131- 132). •
English Education In field of

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education, Ram Mohan was one of the first thinkers in India to realize the value of Western Science, and thought. He created major opinion in favour of the English education that could generate a sense of unity among the Indian educated youths. His ideas of western education helped the Government of Lord William Bentinck to introduce European learning in India. (

www.historydiscussion.net). • Literature and Language

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Ram Mohan's contributions to other aspects of social and literary life were highly valuable. True it is that, Mrityunjoy Vidyalankar, Ram Mohan Bose, Rajiblochan, Carey etc. had preceded him in the field of Bengali prose literature, yet it must be admitted that Ram Mohan contributed a style and standard which facilitated the development of Bengali prose as a vehicle of stories, novels as well as polemical literature (Banerjee, J. P., 2004). The great contribution of Ram Mohan Roy to the system of modern education was his emphasis on the study of modern Indian languages. He himself gave a great lead in the matter by writing books in Bengali on Grammar, Geography, Astronomy and Geometry and he is considered as the father of modern literary Bengali prose. His advocacy of the study and development of modern Indian languages. •

Literary

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12.aswathy-sa.pdf (D148066380)

Works of Raja Ram Mohan Roy Tuhfat-ul-Muwahhidin (1804) Vedanta Gantha (1815) Translation of an abridgement of the Vedanta Sara (1816) Kenopanishads (1816) Ishopanishad (1816) Kathopanishad (1817) A Conference between the Advocate for, and an Opponent of Practice of Burning Widows Alive (Bengali and English) (1818) Mundaka Upanishad (1819) A Defence of Hindu Theism (1820) The Precepts of Jesus- The Guide to Peace and Happiness (1820) NSOU ? CC-ED-05 169 Bengali Grammar (1826) The Universal Religion (1829) History of Indian Philosophy (1829) Gaudiya Vyakaran (1833) •

Educational Contribution by Raja Ram Mohan Roy at a Glance 1. He started many schools to educate Indians in Western scientific education in English. 2.

He believed that English-language education was superior to the traditional Indian education system. 3.

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He supported David Hare's efforts to find the Hindu College in 1817, while Roy's English school taught mechanics and Voltaire's philosophy. 4. In 1822, he

founded a school based on English education. 5.

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In 1825, he established Vedanta College where courses in both Indian learning and Western social and physical sciences were offered. 6.3.2

Contributions of Vidyasagar 6.3.2.1 As a Social Reformer Ishwar Chandra Vidyasagar CIE (26 September 1820 – 29 July 1891), born Ishwar Chandra Bandyopadhyay, was an Indian educator and social reformer of the 19th century. His efforts to simplify and modernise Bengali prose were significant. He also rationalised and simplified the Bengali alphabet and type, which had remained unchanged since Charles Wilkins and

100%**MATCHING BLOCK 214/233****SA** Dolanchanpa Ganguly Phd.pdf (D128753583)

Panchanan Karmakar had cut the first (wooden) Bengali type in 1780.

He is considered the "Father of Bengali prose". He was the most prominent campaigner for Hindu widow remarriage, petitioning the Legislative council despite severe opposition, including a counter petition (by Radhakanta Deb and the Dharma Sabha) which had nearly four times as many signatures. Even though widow remarriage was considered a flagrant breach of Hindu customs and was staunchly opposed, Lord Dalhousie personally finalised the bill and the Hindu Widows' Remarriage Act, 1856 was passed. Somprakash a weekly newspaper started on 15 November 1858, (1 Agrahayan 1265 BS) by Dwarakanath Vidyabhusan. Dwarakanath (1819-1886) was a professor of Sanskrit college in Calcutta. The original plan was mooted by Iswar Chandra Vidyasagar (1820-1891), who continued to advise Dwarakanath in editorial matters.

170 NSOU ? CC-ED-05 He so excelled in his undergraduate studies of Sanskrit and philosophy that Sanskrit College in Calcutta, where he studied, gave him the honourable title "Vidyasagar" ("Ocean of Knowledge"; from Sanskrit, Vidya "knowledge" and Sagar "ocean"). • Upliftment of status of women : Vidyasagar championed the upliftment of the status of women in India, particularly in his native Bengal. Unlike some other reformers who sought to set up alternative societies or systems, he sought to transform society from within. Unable to tolerate the ill-treatment, many of these girls would run away and turn to prostitution to support themselves. Ironically, the economic prosperity and lavish lifestyles of the city made it possible for many of them to have successful careers once they stepped out of the sanction of society and into the demi-monde. In 1853 it was estimated that Calcutta had a population of 12,700 prostitutes and public women. Many widows had to shave their heads and don white saris, supposedly to discourage attention from men. They led a deplorable life, something Vidyasagar thought was unfair and sought to change. • Campaign against polygamy Alongside the campaign for widow remarriage, Vidyasagar campaigned against polygamy. In 1857, a petition for the prohibition of polygamy among Kulin Brahmins was presented to the government with 25,000 signatures, led by the Maharaja of Burdwan. The mutiny of the sepoys resulted in the postponement of action on this petition, but in 1866, Vidyasagar inspired another petition, this time with 21,000 signatures. In the 1870s, Vidyasagar, the great rationalist, wrote two brilliant critiques of polygamy, arguing to the government that since polygamy was not sanctioned by the sacred texts, there could be no objection to suppressing it by legislation. • Ambush on child marriage Vidyasagar followed in the great reformist tradition of Raja Ram Mohun Roy (1772-1833), and argued, on the basis of scriptures and old commentaries, in favour of the remarriage of widows in the same way as Roy did for the abolition of Sati. His earliest effort at social reform, however, came in the second half of 1850 when, in a paper on the evils

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of child marriage, he launched a powerful attack on the practice of marrying off girls aged 10 or even younger, pointing to

social, ethical, and hygiene issues, and rejecting the validity of the Dharma Shastras that advocated it.

NSOU ? CC-ED-05 171 • Widow Remarriage Act In January and October 1855, Vidyasagar wrote his two famous tracts on the Marriage of Hindu Widows, basing his argument entirely on reason and logic, and showing that there was no prohibition on widows remarrying in the entire body of 'Smriti' literature (the Sutras and the Shastras). In the second tract, he gave a crushing reply to his critics who had sought to counter him after the first tract. Underlining the rationalism of his thought and the difficulties of his reformist project, Vidyasagar wrote : "But how is this to be done? By reasoning alone? No. For it will not be admitted by our countrymen that mere reasoning is applicable to such subjects. The custom must have the sanction of the Sastras; for in matters like this, the Sastras are the paramount authority among Hindus, and such acts only as are conformable to them are deemed proper." While stating that he did feel compassion for "our miserable widows", Vidyasagar stressed "that I did not take up my pen before I was fully convinced that the Sastras explicitly sanction their remarriage. This conviction I have come to after a diligent, dispassionate and careful examination of the subject and I can now safely affirm that in the whole range of our original Smritis there is not one single text which can establish anything to the contrary." From a high moral pedestal, he implored the people of India to end this cruel and illogical custom: "Countrymen! How long will you suffer yourselves to be led away by illusions? Open your eyes for once and see that India, once the land of virtue, is being overflowed with the stream of adultery and foeticide... Dip into the spirit of your Sastras, follow its dictates, and you shall be able to remove the foul blot from the face of your country...Habit has so darkened your intellect and blunted your feelings, that it is impossible for you to have compassion for your helpless widows." 6.3.2.2 Contributions to education

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Ishwar Chandra Bandhopadhyay, popularly known as Ishwar Chandra Vidyasagar, is considered as one of Bengal renaissance. He continued the reforms movement that was started by Raja Ram Mohan Roy. Vidyasagar was well known writer, intellectual and above all a staunch follower of humanity. He brought a revolution in the education system of Bengal. Born on 26th September 1820 in a village called Veerasingha of 172 NSOU ? CC-ED-05 the then Hooghly (now part of Midnapore) district of West Bengal. Vidyasagar spent his childhood in extreme poverty. He commenced primary education at the village pathsahaala– an indigenous Indian school where language, grammar, arithmetic and other shastras were taught to youngsters. Later he accompanied his father to Calcutta. Within a short while, Ishwar was admitted to the Sanskrit College. As a student of the Sanskrit College, he witnessed the religious controversy between the reformists like Ram Mohan; radicals like Derozio (who denounced Hinduism as obsolete) and the conservatives who wanted to preserve and protect the basic character of Hinduism. Vidyasagar maintained religious neutrality. To him there was one religion that was welfare to humanity. Young Ishwar applied himself to learning with full discipline, diligence and perseverance and passed successive annual examinations with exemplary brilliance. It is here he came in close contact with half a dozen Sanskrit scholars, who would have left an indelible mark on his young impressionable mind. In 1839 he graduated in law examination conducted by the Hindu Law Committee. His well-rounded education at Sanskrit College saw him amassing considerable knowledge and mastery in a number of shastras, and in 1839 at a tender age the title Vidyasagar was endowed to him. On 29th December Vidyasagar joined Fort William College (FWC) as a Principal Lecturer (or Pundit). G.T. Marshall who was the Secretary of the College at the time acted as the catalyst for gaining this prestigious position for him at the age of 21. Vidyasagar started learning English and Hindi here. Marshall had been thoroughly impressed by Ishwar's scholastic achievements. • Saviour of Sanskrit College After a five year stint with the FWC Vidyasagar joined the Sanskrit College as Assistant Secretary in 1846. He wanted to improve the teaching system in the college. In the first year of service with Sanskrit College, he brought out a report to the authorities outlining and recommending a number of changes to the curricula and the education system. This report attracted criticisms from the College Secretary Rashamoy Dutta but it generated keen interest of authorities and a tremendous amount of favourable comments and praises from the Education department, particularly from G.T. Marshall. Because of irreconcilable differences with Dutta on this subject Vidyasagar resigned. Ishwar Chandra's principles, determination and courage were unparalleled in every detail. He never deviated from his goals in the face of all adversities. He knew not how to compromise on any matter of substance neither in fear nor for favour. He

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resigned from the college, after the skirmish with Dutta. In 1850 Vidyasagar came back to Sanskrit College as a Professor at Sanskrit College with one condition that he should be allowed to do the redesign of the education system. In 1851 he became the Principal of this college. His well-documented protestations against Education department officials of the day testify to the degree of intensity with which he pursued the course of education reform. He favoured English and Bengali as a medium of learning alongside Sanskrit and wanted to offer to students a wider range of subjects and thus broaden their horizons in examining European and Indian concepts and practices side by side so they could apply their own judgement in discovering the truth for themselves. He was not afraid of discarding erroneous beliefs of Indian shastras and in preferring European science in its place where appropriate. Similarly he did not accept everything that Europe had to offer. His mind was open only to discovering the truth and reality. In these matters his determination was unmistakable and his resolve unshakable. In his famous "Notes on the Sanskrit College". Vidyasagar put forward a comprehensive scheme through which he aimed at creating an elegant Bengali style based on a combination of sound knowledge of both Sanskrit and English languages. He wrote books on Sanskrit grammar in Bengali in simple ways- Upakramonika and ByakaranKoumudi. He laid equal stress on learning the three branches in English- History, Mathematics and Natural Philosophy. Vidyasagar also achieved another success when the gates of the Sanskrit College were made open to castes other than the Brahmins. He also introduced admission fee and tuition fee. He prevailed upon the government to select as deputy magistrates some of the graduates of this college and established the Normal School for training Bengali teachers at the College thereby broadening the prospect of career opportunities as well as the range of academic interests that could be pursued on its campus. Vidyasagar took several such measures to expand enrolment and strengthen student commitment in Sanskrit College. In this way, he rescued classical education from medieval scholasticism. • Collegiate Education In 1853, Vidyasagar established an Anglo Sanskrit free school in Virsingha village. Vidyasagar was an ardent advocate of non-official secular and popular institutions for higher education with a purely Indian teaching staff. This is evident from his zeal to establish the Metropolitan Institution (which was originally founded in 1859 under the name of the Calcutta Training School under the management of the natives). In 1864 the management devolved entirely on Vidyasagar and he maintained this college out of its own resources. Its object was to find means of higher collegiate education for 174 NSOU ? CC-ED-05 the youths of Bengal. This college was administered by the Indians with no financial aid from the government. The teaching staff too consisted of Indians. It became a first grade college in 1879. From 1884 it introduced courses in Law,

B.A. Honours and M.A.

course. He was appointed to the board of Examination for the selection of ICS candidates in 1854 and in 1855 he was made a member of the University Committee. In 1857 he became a fellow of the Calcutta University. • Women's Education Education of girls was one of the prime objectives of Vidyasagar's plans. He realized that unless women of the land could be educated it was impossible to emancipate and liberate them from the terrible burden of inequalities and injustice imposed on them by the cruel society of the day. However, the conservatives in the society were against education of the girls. Vidyasagar had to fight these conservatives with quotations from the Sanskrit scriptures that clearly prescribed care and education of the daughters. The credit for explaining the true meaning of the Hindu shastras upholding the women's right to education and the propagation of this truth among his countrymen entirely goes to Vidyasagar who utilized his literary talent for writing books, pamphlets and articles in support of female education. From submitting reports about the curriculum taught to girls in schools which included reading, writing, arithmetic, biography, history of Bengal, reading of passages on different subjects, needlework and sewing, to opening of 35 schools for girls in Bengal with an enrolment of 1300 girls; making door-to-door calls, requesting parents to send their daughters to school; giving financial support to some schools; appealing the government to extend grant-in-aid benefits towards the maintenance of girls' schools; initiating a fund "NARI SHIKSHA BHANDAR" for rendering financial help to the girls' education, Vidyasagar did it all. • Mass Education Another significant contribution of Vidyasagar was the spread of mass education. On witnessing the pervading darkness and superstitions in which people of Bengal lived in the absence of education, Vidyasagar explored local popular support and participation in the spread of mass education. He appealed to the people who responded positively and it was decided that schools would be set up at chosen localities where the financial burden of erecting school buildings were to come from the locality. Vidyasagar got quite a number of schools constructed in this way in areas under his official jurisdiction. NSOU ? CC-ED-05 175 • Journalism Vidyasagar had his contribution in journalism as well. He published his article on widow marriage in the Sarbashubhankari Patrika. Akshay Kumar Dutta often got his articles examined by Vidyasagar, who was on the Paper Committee of the Tattwabodhini Patrika. He was directly associated with the Somprakash, a distinguished journal of the time (1855). The responsibility of properly learning the Hindu Patriot also fell on him when it fell on difficult ways days after the death of Haris Chandra Mukherjee. 6.3.3

Contributions of Derozio on Education 6.3.3.1 As a Social Reformer • The Young Bengal Henry Louis Vivian Derozio was born on 18 April 1809 in Kolkata. He was a fiery Indian teacher and poet and as a lecturer at the Hindu College of Calcutta, he invigorated a large group of students to think independently. His students came to be known as Derozians. He encouraged students to read Thomas Paine's Rights of Man and other free-thinking texts and infused rationalism and patriotism and, he encouraged questioning the orthodox Hindu customs. He was there from 1827 until he was expelled from the college by the Hindu dominated management in 1831. His contributions were: • He gave a profound intellectual backbone to the youth in the college. • His ideas had a profound influence on the social movement that came to be known as the Bengal Renaissance in early 19th century Bengal. • He also educated on the key social issues such as women upliftment, abolition of sati and widow remarriage. • He also established the 'Young Bengal' movement which instilled spirit of free thought and rationalism. It included members such as Krishna Mohan Banerjee, Peary Chand Mitra, Ramgopal Ghosh etc. • These and many other Derozians later managed forerunners of later organisations such as the Landholders' Society, British India Society, and British Indian Association. Also many of them were involved in Brahmo Samaj. 6.3.3.2 Contributions to education In May 1826, at age 17, he was appointed teacher in English literature and history at the new Hindu College. Derozio's intense zeal for teaching and his interactions

176 NSOU ? CC-ED-05 with students created a sensation at Hindu College. He organized debates where ideas and social norms were freely debated. In 1828, he motivated students to form a literary and debating club called the Academic Association. This was a time when Hindu society in Bengal was undergoing considerable turmoil. In 1828, Raja Ram Mohan Roy established the Brahmo Samaj, which kept Hindu ideals but denied idolatry. This resulted in a backlash within orthodox Hindu society. Derozio helped discuss the ideas for social change already in the air. Despite his youth, he was considered a great scholar and a thinker. Within a short period, he drew around him a group of intelligent boys in college. He constantly encouraged them to think freely, to question, and not to accept anything blindly. His teachings inspired the development of the spirit of liberty, equality, and freedom. They also tried to remove social evils, improve the condition of women and peasants, and promote liberty through freedom of the press, trial by jury, and so on. His activities brought about the intellectual revolution in Bengal. It was called the Young Bengal Movement and his students, also known as Derozians, were fiery patriots. Due to backlash from conservative parents who disliked his wide-ranging and open discussion of religious issues, Derozio was dismissed from his post in April 1831, shortly before his death. In 1838, after his death, members of the Young Bengal movement established a second society called the Society for the Acquisition of General Knowledge. Its main objective was to acquire and disseminate knowledge about the condition of the country. • Writing Derozio was generally considered as an Anglo-Indian, being of mixed Portuguese, Indian, and English descent, but he considered himself Indian. He was known during his lifetime as the first 'national' poet of modern India, and the history of Anglo-Indian poetry typically begins with him. His poems are regarded as an important landmark

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in the history of patriotic poetry in India, especially "To India - My Native Land" and The Fakeer of Jungheera.

His poems were influenced by Romantic poetry, especially those poets like Lord Byron and Robert Southey. • Publications • Poems (1827) • "The Harp of India" • "Song of the Hindoostani Minstrel" •

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The Fakeer of Jungheera: A Metrical Tale and Other Poems (1828)

NSOU ? CC-ED-05 177 • The Fakeer of Jungheera • "To India - My Native Land" • The Poetical Works of Henry Louis Vivian Derozio, ed. B.B. Shah (1907) • "To the Pupils of the Hindu College" • Influence Derozio's ideas had a profound influence on the social movement that came to be known as the Bengal Renaissance in early 19th century Bengal, despite being viewed as something of an iconoclast by Alexander Duff and other (largely evangelical) Christian Missionaries. In Duff's Assembly's Institution, Derozio's ideas on the acceptance of the rational spirit were accepted, as long as they were not in conflict with basic tenets of Christianity, and as long as they critiqued orthodox Hinduism. Derozio is generally believed to be partly responsible for the conversion of upper- caste Hindus like Krishna Mohan Banerjee and Lal Behari Dey to Christianity. Samaren Roy, however, states that only three Hindu pupils among his first group of students became Christians, and asserts that Derozio had no role to play in their change of faith. He points out that Derozio's dismissal was sought not only by Hindus such as Ramkamal Sen, but also by Christians such as H. H. Wilson. Many other students like Tarachand Chakraborti became leaders in the Brahmo Samaj. Derozio's political activities have also been seen as crucially important to the development of a public sphere in Calcutta during British rule. A commemorative postage stamp of Derozio was issued on December 15, 2009. Literary Legacy of Derozio Nothing proves Derozio's influence over his students at Hindu College, Calcutta, soconvincingly than the fact that he had to be dismissed from the service of Hindu College barely three years after he joined its service, allegedly because he motivated his students to be "hostile to Hinduism and to the established customs of the country." Some conservative Bengali gentfolk brought the charges against Derozio, but his prosecution under these charges must equally have gladdened the conscientious British officialdom. For Derozio preached a secular nationalism and preached it so passionately that he won innumerable converts to his cause. His converts included upcoming young men such as Krishna Mohun Bannerjee, Mahesh Chandra Ghose, Ram Gopal Ghose, Gobin Chunder Bysack, Amrita Lal Mitra and Duckinarunjun Mukherjee. Many of them took to intellectual pursuits and produced literary writings inspired by their mentor. But unfortunately, not many of these writings have survived, although most of the young men in question had tremendous influence in their own chosen sphere of activities.

178 NSOU ? CC-ED-05 Derozio's inspiration came from the English Romantic poets who castigated the orthodox, restrictive nature of the neo classicists. Derozio applied the radical English thoughts to the existing views in India. In the individual case of Derozio, the secular notions of behaviour posed a threat to what was considered the native Indian ethos. 6.4 Nai Talim and Wardha Scheme on Mahatma Gandhiji's Concept of Basic Education 6.4.1 Background of Gandhiji's Basic Education The most significant contribution of Gandhiji to education was the basic education scheme. His long experience and experiment in the field of education help him to devise a new scheme of education suitable for his native country India. When Gandhiji was in South Africa, he used to teach his children with other students and illiterate in the Tolstoy farm of the transversal. Manual work was given top priority by him while educating the children. It was a novel attempt and he was successful in his experiment. After returning to India in 1919 he set up Sabarmati Ashram. In the Ashram, there was a school for children and illiterates. Emphasis on manual work with Charakha and Khadi. In 1935, Gandhiji shifted to Sevagram Ashram, 11 kilo meters away from Wardha. There he published a journal called 'The Harijan', by name where he Expresses his educational ideas and practices. In June 31, 1937 in "Harijan", Gandhiji expresses his view of his basic education. He says the present scenario of education is not only wasteful but positively harmful. So, Gandhiji decided a new type of education which enhance the mind and soul of society. For this an all Indian Education Conference was held in Wardha on 22nd and 23rd October 1937. They discussed on different aspects of the proposed new scheme of education. The eminent of educationists, congress leaders and

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workers along with the education minister of the seven states had attached the conference. Gandhiji himself presided over it. The conference appointed a committee under the chairmanship of Dr. Zakir Hussain

to prepare a detailed education plan and syllabus. The other members of this committee are

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Prof. K.G. Saigidain, Arya Nayakem, Vinoba Bhawe, Kaka Kalekar, J.C. Kumarappa, Kishori Lal, Prof. K.T. Shah, etc.

They submitted their report on December 1937 and revised on April 1938. It presents a new way of education. Since than Basic Education is known as "Nai Talim". Nai Talim is a radical and important revolution in social and economic structure in Indian education. The name of this education is basic education as it forms the basis of social and economic NSOU ? CC-ED-05 179 development. This education system is also known as "Nai Talim" as it provides new training system to the students. 6.4.2 Concept of Basic Education "Basic Education" is the contribution of Mohan Das Karamchand Gandhi (Mahatma Gandhi). According to Mahatma Gandhi, basic education is education for life and through life, basic education is also called Nai Talim or Buniyadi Shiksha. Some name Basic Education as Wardha scheme of Education in Wardha Ashram. The term 'Basic' is significant in Basic Education. Basic comes from the term "Base" which means bottom or foundation. So in the literary sense, Basic education (Wardha scheme of Education), is the foundation of education or education at the primary level on which the edifice of the Superstructure of Higher Education can be built. 6.4.3 Philosophy and aims Gandhiji had two major aims of education – Immediate aim of education : • Vocational aim – Learning of a productive craft for self – reliance and earning one's livelihood. • Cultural aim – All types of human activities should bare the imprint of culture and refinement and considered it as the main foundation more important than academic aspect. • Perfect development aim - Education to develop body, mind and soul of a child in perfect harmony. • Moral development – He gave top position to culture of heart and character development. • Liberation – from economic, social, political and mental slavery and from worldly pursuits. • Sociological aim – i.e. citizenship training. Ultimate aim of education – Realize God through self- realization and develop virtues of truth and ahimsa. 6.4.4 Curriculum and Teaching Methodology • The curriculum should be activity – centred. • The medium of teaching should be the mother – tongue. 180 NSOU ? CC-ED-05 • Some craft or vocational training should be there. • He encouraged subjects like Sociology, Medicine, Hindi, General Science, History, Geography, Mathematics, he also promoted physical activities. • The curriculum for student's 1 to 5 for both boys and girls was to be the same and after that, boys were encouraged to take up some craft or vocation and girls were taught home science. • He believed in a pragmatic approach where children should learn by doing and correlation method. • Reading should precede writing, and they should draw before learning alphabets. • Craft learning should be included along with training of senses and parts of body. • Teaching Methods should be activity based. • Value education should be included. 6.4.5 Principles and Structure of Basic Education • Medium of instruction should be mother tongue. • Education of each child from 7 to 14 years should be free, compulsory and universal. • Education should achieve harmonious development of mind, body and soul. • Education should develop human values in the child. • Education of all subjects should be imparted through some local craft or productive work. • Education should create useful, responsible and dynamic citizens. • Structure of Basic Education : Stages of Education Student Age Pre-basic education Less than 7 years Lower basic education Less than 7-10 years Upper basic education Less than 10-14 years 6.4.6 Wardha Scheme The Basic Education Scheme is largely credited to be the brainchild of Gandhi, whose Nai Talim philosophy, emphasized in the newspaper, 'Harijan', developed over experiments at Sevagram and Sabarmati, serves as the basis for the revolutionary NSOU ? CC-ED-05 181 change in Indian Education. Gandhi was inspired by his political mentor, Gokhale, who in a moving resolution on March 18, 1910, in the Imperial Legislative

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Council, recommended that a beginning be made in the direction of making elementary education free and compulsory throughout the country, and that a mixed commission of officials and non-officials be appointed to frame definite proposals.

In October 1937, an all- India National Educational Conference was held at Wardha and the conference resolved to accept the proposal made by Mahatma Gandhi that free and compulsory education be provided for seven years through mother tongue on a nation-wide scale and

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the process of education throughout this period should centre around some form of manual

and productive work. By

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education, he meant all-round development of a person's body, mind, and spirit. He proposed

a system of self-supporting education. 6.4.7 Strategy of Nai Talim 1. Free, compulsory and universal education – Free and compulsory education up to 7 to 14 years has been provided to child on a nation- wide scale. 2. Scheme – Scheme of primary education based on Indian traditional culture must be circulate. 3. Medium – The medium of instruction to be the mother tongue. 4. Productive work – Self-supporting by imparting education through a useful and productive craft. 5. Trained tutor – The tutor should be the best character, well- trained and the knower of the subject. 6. Organisation of schools – The school should be managed properly. The administration and inspection part done periodically. 7. Co- related – Subjects has to be correlated with each other. 8. Industrious – Knowledge and work are not separate. Hard work is mandatory for the success of education. 9. Practical knowledge – Education must be based on real life knowledge where one can get a chance to make new discoveries. 10. Child- centred – Education should develop harmony of the child's personality, body, heart, brain and soul, in short child-oriented education must be given for the betterment of the child. 11. Holistic process – Nai Talim is a holistic process of tutor-tutee-tuition.

182 NSOU ? CC-ED-05 12. Equity- equality – It is based on creating a sense of brother-hood, co-operation and social service among the children. 6.4.8 Important features of Gandhiji's Basic Education According to Gandhiji and his philosophy, the important features of basic education may be listed as below. Aims of Education- If the aims of education as determined by Gandhiji are analysed carefully it would become evident that all these aims are universal and perennial. He considered man as the sum total of body, mind, and spirit and emphasized on the development of all these three aspects of man. Curriculum- If the curriculum as suggested by Gandhiji carefully observed, it makes out two features- first, it is quite broad, and second, special emphasis on handicrafts. The same curriculum was meant for both boys and girls. This curriculum was mainly implemented in Basic education. This curriculum is an activity- centred. The brain must be educated through hand. It appears that he wanted to make India a country of industries. Method of Teaching- Gandhiji did not study psychology, yet his thoughts about teaching are fully psychological. He has laid foremost emphasis on learning by doing, in the place of traditional telling and book method which is indicate the self- learning. He emphasized mother tongue as the method of teaching. Now a days it has become a common feature of the modern education system. Teacher- According to Gandhiji teacher should be an ideal person of the society, he should be a man of ideal conduct and should be a social worker. In his view, no person should take up this job as a profession, rather it should be taken by the spirit of social service. Such people can bring the children on the right path. Similarly, in modern education teacher is not only for give knowledge to the children, he is a friend, philosopher and guide. Students - Gandhiji focuses on child- centred education. He believed that child brings his own experience to the school and they have to be reconstructed. There is a lot of scope for the child to unfold its creative abilities and develop originality. He wanted the children to cultivate purity in thought, word and deed along with pursuit of knowledge. This concept is the central point of modern education system all over world. Discipline- Gandhiji believed that, discipline should not be imposed from outside. There should be self- discipline or an inner urge of the individual to obey the laws and regulations prescribed by the group, community or society. He wanted the children

NSOU ? CC-ED-05 183 to have sufficient freedom so that they may develop and grow. But they accept that the discipline and training will be must if they wanted to develop their powers to the fullest. No school can be run without discipline. He opposed corporal punishment. This concept also relevant to modern education system. Rural University –Rural universities have been established in India based on Gandhiji’s basic education. Free and compulsory education for all- Gandhiji wanted the basic education should be free and compulsory for all boys and girls between the ages of seven to fourteen. According to Gandhiji, “I am a firm believer in the principle of free and compulsory primary education for India. I also hold that we shall realize this only by teaching the children a useful vocation and utilizing it as a means for cultivating their mental, physical and spiritual faculties. Let no one consider these economic calculations in connection with education as sordid or out of place. There is nothing essentially sordid about economic calculations.”

Mother tongue as medium of instruction- Gandhiji, believed that the medium of basic education should be the mother tongue. Strong mother tongue foundation leads to a much better understanding of the curriculum as well as a more positive attitude towards school. Language and mother tongue play an important role in the development of personal, social and cultural identity of a child. Children with a strong foundation in mother tongue can have deeper understanding of the curriculum and develop confidence to tackle any situation. When children develop their mother tongue, they will develop other essential skills, love towards mother tongue and incline towards motherland.

Craft centred education -Gandhiji emphasised on craft-centred education which had great importance in Indian scenario. In Indian scenario, craft would make education self-supportive as it is not possible to educate all citizens and provide them government jobs. So, the craft centred education would help to provide employment opportunity to all citizens and make them self-sufficient. According to Gandhiji, the method of training the mind through village handicraft from the beginning would develop disciplined mind. Such practical productive work in education would to break down the existing barriers of discrimination between manual and intellectual workers. The scheme would increase the productive capacity and utilise their leisure profitably also (Maheswari). According to Gandhiji (Prabhu) “Craft, art, health and education should all be integrated into one scheme. NaiTalim is a beautiful blend of all the four and covers the whole education of the individual from the time of conception to the

184 NSOU ? CC-ED-05 moment of death. Instead of regarding craft and industry as different from education, I will regard the former as the medium for the latter.”

6.4.9 Important values of Gandhiji’s education plans Development of creativity and critical thinking - Gandhiji emphasised on the principle of ‘learning by doing’ which stimulates the individual’s mind to think creatively and critically. His great emphasis on work-culture to the students from initial stage was to enable the students to start producing while learning. So, his primary aim of basic education was to utilise head, heart and hand rather than concentrating on reading or writing only. In July 1937, Ghandiji wrote in the Harijan, “

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By education I mean an all-round drawing out of the best in child and man-body, mind and			

spirit. Literacy is not the end of education nor even the beginning. It is only one of the means whereby man and woman can be educated. Literacy in itself is no education. I would therefore begin the child’s education by teaching it a useful handicraft and enabling it to produce from moment it begins its training. Thus, every school can be made self-supporting, the condition being that the State takes over the manufactures of these schools.”

Emphasis on collaborative learning - True education is a lifelong process which helps in cultivating the spirit of co-operation, tolerance, collaboration and a sense of responsibility. All these qualities are required for the development of human personality which can create the pleasant balance between the individuals and social aim of education. Gandhiji always emphasised on collaborative learning. Craft work helps a child to acquire collaborative learning skills and to realize the value of honest labour.

Importance on moral education- Gandhiji thought that the peace is essential for human life which can be attained through education. Peace can be attained only through morality and ethics. According to him, education must be based on ethics and morality. Gandhiji advised to all students to consider morality and honesty as essential parts of their education. He said, “Our system of education leads to the development of the mind, body and soul. The ordinary system cares only for the mind.” “I attach far more importance to the cultural aspect of education than to the literary.”

Emphasis on character building - Education is the most powerful weapon which helps to build genuine characters of a student. The goal of education should consist of character-building. The character-building includes the moral, intellectual and

NSOU ? CC-ED-05 185 social behaviour of a student under all circumstances. A student should develop personality, compassion, kindness, fair-mindedness and the spirit of dedication by virtue of education. Gandhiji said, "When it is remembered that the primary aim of all education is, or should be, the moulding of the character of pupils, a teacher who has a character to keep need not lose heart." Development of self-reliance and patriotism- The main purpose of basic education was to achieve an integral development of children and to create a sense of patriotism through practice of handicraft. Gandhiji desired that the basic education system should be self-supporting for every child by learning a craft or occupational skill for livelihood. He wanted education to ensure employment. He told "My Nai Talim is not dependent on money. The running expenses should come from the educational process itself. Whatever the criticisms may be, I know that the only education is that which is 'self-supporting'." He also said, "The teachers earn what they take. It stands for the art of living. Therefore, both the teacher and the pupil have to produce in the very act of teaching and learning. It enriches life from the commencement. It makes the nation independent of the search for employment". Development of faith on Truth & Non-violence- Gandhiji was always considered that non-violence is an important and essential part of education. Truth & Nonviolence was the fundamental formula of Gandhiji's philosophy. Basic education too was also based upon the principle of truth and Non-violence. As he said "I want to see God face to face. God, I know, is Truth. For me the only certain means of knowing God is non-violence-ahimsa-love. I live for India's freedom and would die for it, because it is part of Truth. Only a free India can worship the true God. But my patriotism is not exclusive; it is calculated not only not to hurt any other nation, but to benefit all in the true sense of the word. India's freedom as conceived by me can never be a menace to the world". Awareness on Social Services- Students should be involved in different community services to develop responsibility and create awareness on social services. Education must be based on social good, welfare for all and must uplift the human aspect. The basic education by Gandhi aimed at encouraging the spirit of service and self-sacrifice. Addressing the college students once he said (Shah) "Your education, if it is a vital thing, must shed its fragrance in your surroundings. You must devote a certain portion of your time daily to serving the people around in a practical manner. You must therefore, be prepared to take the spade, the broomstick and the basket. You must

186 NSOU ? CC-ED-05 become voluntary scavengers of this holy place. That would be the richest part of your education, not learning by heart literary thesis." Mahatma Gandhi was a true social worker fighting against the evils of society. He always said, if we want to do social work, we should start it by ourselves. Sensitise on Cleanliness and Untouchability- Students should be sensitised on merits and demerits of cleanliness and the evils of untouchability. Gandhiji had been opposing untouchability and caste system from very beginning and putting relentless efforts to eradicate. He was arguing that Brahmins and untouchables were equal in his eyes. He was publicly rejecting the notion of high and low caste feeling. At the age of twelve, Gandhiji had disagreed his mother's warnings on not to touch an untouchable who used to clean their latrines in their house. He tried his best to break the centuries old caste system and to remove the mark of untouchability from Hinduism. Gandhiji described (Prabhu) on his conception on Samagra Gramaseva in Harijan that "I will inculcate in them the importance of hygiene and sanitation, and when they come and ask me for a sweeper, I will tell them: 'I will be your sweeper and I will train you all in the job.'" 6.4.10 Criticism of Basic Education Scheme : Gandhiji's scheme of basic education has been criticised on the following grounds: I. School will require so many crafts according to the local needs and specific interests of children. It will require a number of teachers trained in specific crafts to teach in the school. This is actually a real challenge before this scheme because the cost of this type of education will be very high. II. It is very difficult to correlate a craft with other crafts and to give all necessary information to the child through the crafts only. III. This scheme takes eight years to get completed. Skills obtained during this period may be out dated after the completion of education. IV. It is very difficult to prepare study materials of this scheme. Organisation of materials is another difficulty before a teacher. V. It is almost impossible to provide work experiences of so many crafts especially in schools located in big cities. VI. Developing character and personality through crafts alone is only a theoretical proposition. No school in India has got any success in this regard. VII. This Scheme of education may be suitable for the children of poor class

NSOU ? CC-ED-05 187 families but those who are interested in higher studies will not be benefitted after receiving this type of education. VIII. This scheme of education is very costly for a poor country like India 6.5 Tagore's Thoughts on Humanistic Education and Experiments with Santiniketan-Sriniketan 6.5.1 Background of Rabindranath Tagore and Indian education Rabindranath Tagore is the world famous poet- Vishwakavi and is popularly known as "Gurudev", the respected teacher. He was awarded the Nobel prize for his book "Geetanijali". Santiniketan and Visva-Bharti are the renowned contributions of Tagore to the field of education. Tagore was the apostle of Truth, Virtue and Beauty (Satyam, Shivam, Sundaram). He believed in close affinity between man and nature, and pleaded for realizing such a relationship. Emphasizing the relationship between nature and man, he eulogized the ideal of the 'Tapovana' (Hermitage) in which teachers and pupils lived together with nature: He felt that in order to make education meaningful, the child should be in touch with economic, intellectual, social, aesthetic, and spiritual life of people. Rabindranath Tagore was a great philosopher, visionary, social reformer, great preacher of Indian culture and tradition. A multidimensional personality endowed with versatile genius and untiring zeal. The contributions of Tagore on Indian education was immense and his educational thoughts were based upon the following : Harmony with all things- One of the basic principles of the philosophy of Tagore is 'harmony with all things'- harmony with nature, harmony with human surroundings and harmony in international relations. According to him, the highest education is that which makes our life in harmony with all existence. Principles of Freedom- Tagore was the ardent exponent of freedom for children. He believed that children should be brought up and educated in an atmosphere of freedom and liberty. Restrictions should not be imposed on children. Tagore remarked, "Education has its only meaning and object in freedom- freedom from ignorance about the laws of universe and freedom from passion and prejudice in our communication with the human world".

188 NSOU ? CC-ED-05 Principle of creative Self-expression- Tagore held that education should promote creative self-expression. He stated, "Handwork, music and arts are the spontaneous overflows of our deeper nature and spiritual significance". Active communication with Nature and Man- Tagore finds a fundamental unity between man and nature. The child's education must be organized in natural surroundings. He remarked, "We should have the gift to be natural with nature and human society". 6.5.2 Idea of Education according to Tagore • Concept of Education according to Tagore Tagore's theory of education is marked by naturalistic & aesthetic values. He had a belief that "The widest road leading to the solution of all our problems is education." According to him, "Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of dust and gives us wealth not of things but of inner light, not of power but of love. It is a process of enlightenment. It is divine wealth. It helps in realization of truth". Education can develop a new pattern of life. Culminating in the realization of Universal man. Tagore's system of education emphasizes the intellectual, physical, social, moral economic and spiritual aspects of human life. By which a man can develop an integrated personality. 6.5.2.1 Aims/Objective of Education according to Tagore The aims of education as reflected in educational institution founded by Rabindranath Tagore in Santiniketan are as follows: • Self Realization Spiritualism is the essence of humanism; this concept has been reflected in Tagore's educational philosophy. Self-realization is an important aim of education. Manifestation of personality depends upon the self-realization and spiritual knowledge of individual. • Intellectual Development Tagore also greatly emphasized the intellectual development of the child. By intellectual development he means development of imagination, creative free thinking, constant curiosity and alertness of the mind. Child should be free to adopt his own way learning which will lead to all round development.

NSOU ? CC-ED-05 189 • Physical Development Tagore's educational philosophy also aims at the physical development of the child. He gave much importance to sound and healthy physique. There were different kinds of exercises. Yoga, games & sports prescribed in Santiniketan as an integral part of the education system. • Love for humanity Tagore held that the entire universe is one family. Education can teach people to realize oneness of the globe. Education for international understanding and universal brotherhood is another important aim of his educational philosophy. • Establishment of relationship between man & God Man bears the diverse qualities and potentialities offered by God. These qualities are inborn and innate. The relationship between man and God is strong and permanent. • Freedom Freedom is considered as an integral aspect of human development. Education is a man- making process, it explores the innate power exists within the man. It is not an imposition rather a liberal process that provides utmost freedom to the individual for his all-round development. • Co-relation of Objects Co-relation exists with God, man and nature. A peaceful world is only possible when correlation between man and nature will be established. Moral and Spiritual Development Tagore emphasized moral and spiritual training in his educational thought. Moral and spiritual education is more important than bookish knowledge for an integral development of human personality. Social Development According to Tagore, "Brahma" the supreme soul manifests himself through men and other creatures. Since He is the source of all human-beings and creatures, so all are equal. Rabindranath Tagore therefore said, "service to man is service to god". 6.5.2.2 Curriculum according to Tagore Tagore advocated broad-based curriculum catering the needs of individual and the society that means he argued for wholesome development of the curriculum. He stressed upon following subjects:

190 NSOU ? CC-ED-05 Language, literature, Maths, Natural Sc. Include Biology, Physics, Chemistry, Social Sc. Include History, Civics, Economics, Agriculture, art, music etc, Apart from this, he stressed on dancing, music, games, dramatics, agriculture, gardening, excursion, regional study etc. 6.5.2.3 Method of Teaching Tagore emphasized the following methods of teaching: Teaching through Tours and Trips Tagore believed that the subjects like history, geography, economics and other social sciences can be effectively taught through excursions and tours to important spots. By this students will get an opportunity to observe numerous facts and gain first-hand knowledge through direct experience. • Learning by activities Rabindranath Tagore said that for the development of child's body and mind, learning through activity is essential. Therefore he included activities like climbing tree, drama, jumping, plucking fruits, dancing etc. in his educational programmes. • Narration-cum-discussion and debate method : Narration-cum-discussion and debating activities were organized Tagore's education centre to develop oratory abilities of the students. Students were encouraged to solve problems of various areas through rational debate and thorough discussion. • Heuristic Method Rabindranath Tagore introduced heuristic method as an important method of teaching in his educational institution. In this method first, the students, are asked questions to clarify their doubts on topics and teachers try to satisfy them by their correct answers. • Mother tongue as the medium of Instruction Language is the true vehicle of self-expression. Man can freely express his thought in his mother-tongue. Tagore has emphasized mother tongue as the medium of instruction for the child's education. 6.5.3 Experiments at Santiniketan It was built by Maharshi Devendranath Tagore, and later expanded by his son Rabindranath Tagore whose vision became what is now a university town with the creation of Visva- Bharati. Santiniketan, popularly known today as a university town, a hundred miles to the north of Kolkata, was originally an ashram built by Debendranath Tagore, where anyone, irrespective of caste and creed, could come and spend time

NSOU ? CC-ED-05 191 meditating on the one Supreme God. The area is flanked on two sides by the rivers, the Ajay and the Kopai. Rabindranath Tagore first visited Shantiniketan in 1873 when he was 12 years old. In 1888, Debendranath dedicated the entire property for the establishment of a Brahmavidyalaya through a trust deed. In 1901, Rabindranath started a Brahmacharyaashrama and it came to be known as PathaBhavana from 1925 Rathindranath Tagore was one of the first five students at the Brahmacharyaashrama at Santiniketan Santiniketan embodies Rabindranath Tagore's vision of a place of learning that is unfettered by religious and regional barriers. Rabindranath founded a school for children at Santiniketan and it was around this nucleus that the structure of an unconventional university developed Tagore was one of the first to support and bring together different forms of arts at Santiniketan. Tagore encouraged artists such as Nandalal Bose to take up residence at Santiniketan and devote themselves full-time to promoting a national form of art Shantiniketan was established with the aim of helping education go beyond the confines of the classroom, Santiniketan grew into the Visva Bharati University in 1921. 6.5.4 Experiments at Sriniketan The Institute of Rural Reconstruction was founded in 1922 at Surul at a distance of about three kilometres from Santiniketan. It was formally inaugurated on February 6, 1922 with Leonard Elmhirst as its first Director. Thus the second but contiguous campus of Visva- Bharati came to be located in 1923 at a site which assumed the name of Sriniketan. The chief object was to help villagers and people to solve their own problems instead of a solution being imposed on them from outside. In consonance with the ideas about reconstruction of village life, a new type of school meant mainly for the children of neighbouring villages who would eventually bring the offering of their acquired knowledge for the welfare of the village community was also conceived. This school, Siksha-Satra, was started in Santiniketan in 1924 but was shifted to Sriniketan in 1927. The Lok-Siksha Samsad, an organization for the propagation of non-formal education amongst those who had no access to usual educational opportunities, was started in 1936. Siksha-Charcha for training village school teachers followed next year.

6.6 Summary •

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Raja Ram Mohan Roy is hailed as "the Father of Modern India". He

attempted to combine the western and eastern philosophy. His writings and ideas are an example of a synthesis of ancient Indian ideas with modern Western Political Principles.

192 NSOU ? CC-ED-05 • A review and revaluation of religion was Roy's primary concern for which he established the Brahmo Samaj in 1828. The Samaj provided a forum for religious and philosophical contemplation and discussion. • Roy was familiar with diverse languages, cultures and philosophies and all these influences shaped his writing and ideas. He conducted a deep study and analysis. Hinduism in order to re-interpret the basic tenets of religion. In doing this, Roy wanted to prove that blind faith and superstitious beliefs and practices had no basis in the original Hindu religion. • According to Roy, another factor responsible for the deteriorating political and social milieu was the social decadence of the Indian society. He wanted to build a new Indian society where principles of tolerance, sympathy, reason, liberty, equality and fraternity would be honoured. In all this, he believed that the support of the British government was essential. • Roy opposed the caste system and the practice of Sati. He was one of the greatest champions of women's rights. He believed in the efficiency of a clearly limited constitution that could control the state and safeguard the rights and liberties of the individuals. • He was one of the first Indians to accept and popularize the idea of internationalism. A multi-faceted personality. Roy carried on a relentless crusade against all kinds of injustices, exploitative practices and superstitions. •

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Vidyasagar may be regarded as the first architect of national education. He strongly advocated education through mother tongue, which leads to mass education. • He contributed in fields like Sanskrit studies, women education and education through the medium of mother tongue. Being a man of action Vidyasagar took all necessary measures to concretize his plans of educational reform. •

This Unit also focused upon the life and works of Henry Derozio, undoubtedly the most renowned among the early Indian English authors after Raja Rammohun Roy. Henry Louis Vivian Derozio may be considered one of the first Indian English poets. • His father was of mixed Portuguese and Indian descent, and his mother was English. • Born and educated in Calcutta and belonging to such an ancestry, he was

NSOU ? CC-ED-05 193 compelled to choose a community to which he could be associated with, to which he could closely relate. • His was an unusual dilemma. He was neither full Portuguese, nor English, nor Anglo or even Indian for that matters. At one level, identity mattered a great deal to him. The institution expected him to adhere to a specific point of view, call it 'Indian' if you like. Being of Eurasian stock he was obviously critical of various Hindu customs and mores but at the same time he was also a Lecturer at the Calcutta Hindu College. • He was however, dismissed on the grounds of having corrupted and negatively influenced Hindu youth. As mentioned earlier he was a teacher not because of any ulterior motive but because he was genuinely interested in the intellectual wellbeing of his students and he also wanted to be able to identify with them as an Indian. • Derozio was a radical thinker and launched the Young Bengal movement who disseminated western learning and science among his students who were called Derozians. He arranged debates and discussions on literature, history, philosophy, and science which unfolded a intellectual revolution among young students • They cherished the ideals of French Revolution and the liberal thinking of England. The very strong radical views of this group and their unconventional practices like not showing respect to religious idols alarmed the orthodox Hindus of Calcutta. • The Young Bengal Movement continued even after Derozio's dismissal and his sudden death in 1831. • At the second round table conference in London in 1931, Mahatma Gandhi pointed out the ineffectiveness of primary education under the British rule. • He held the British policy responsible for the painful situation of mass education in India. He criticized English education as it had created a permanent bar

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between the educated few and the majority, who were mainly illiterate. • The origin of Gandhi's Wardha scheme of basic education in 1937 can be traced back to

the year 1937 when Mahatma Gandhi talked about this scheme of education

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in his weekly Harijan. • By education, he meant all-round development of a person's body, mind, and spirit. He proposed

a system of self-supporting education.

194 NSOU ? CC-ED-05 • On July 31, 1937, Gandhi had published an article in the Harijan. Based upon this article, an all India National Education Conference was held on October 22 and 23, 1937. • The conference is called Wardha Educational Conference and the president of this conference was Gandhi himself. The resolutions passed were as follows: • Free and compulsory education to be provided for 7 years at a nationwide scale. • The mother tongue should be the medium of instruction. • Throughout this period of 7 years, education should be around some forms of manual and productive work and for this purpose, a handicraft must be chosen, based upon the environment of the child. • This would generate the remuneration of teachers ? A committee was appointed under the chairmanship of Dr. Zakir Hussain to formulate the scheme of basic education in India. • The report submitted by the committee and

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published in March 1938, came to be known as the Wardha scheme of education. •

Rabindranath was a philosopher, poet, dramatist, teacher, essayist and painter of outstanding repute. • His philosophy of life was based on the ideals of dedication, patriotism and naturalism. Although he was an ideal philosopher, but the thoughts of naturalism, pragmatism and individualism are also reflected in his philosophy. • Tagore advocated broad-based curriculum catering the needs of individual and the society that means he argued for wholesome development of the curriculum. Apart from conventional subjects, he also stressed on dancing, music, games, dramatics, agriculture, gardening, excursion, regional study etc • Tagore also stressed on learning by activities like narration, debates, tours, trips and heuristic methods. • Santiniketan was built by Tagore's father Maharshi Devendranath Tagore, and later expanded by him whose vision became what is now a university town with the creation of Visva-Bharati. • The Institute of Rural Reconstruction was founded in 1922 at Surul at a distance of about three kilometres from Santiniketan. It was formally inaugurated on February 6, 1922 with Leonard Elmhirst as its first Director. Thus the second

NSOU ? CC-ED-05 195 but contiguous campus of Visva-Bharati came to be located in 1923 at a site which assumed the name of Sriniketan. • Rabindranath did many educational experiments in Santiniketan and Sriniketan like Siksha-Satra, Lok-Siksha Samsad, Brahmacharyaashrama which later became Patha Bhavana. 6.7 Self-Assessment Questions • "Pt. Iswar Chandra Vidyasagar was a great social reformer" ...Justify the statement. • Briefly discuss the contribution of Vidyasagar in education in 19th Century. • Describe in brief about the contribution of Raja Rammohan Roy in the field of education. • Write a short note on the contribution of Raja Rammohan Roy as a social reformist. • Write a brief account on the contribution of Henry Vivian Derozio as a social reformist. • Describe in brief about the contribution of Derozio in the field of education. • Define education according to M.K Gandhi. • Briefly outline Gandhi's aim of education. • What are the features of Basic Education. • What did Gandhi envision for the improvement self-realization on the students? • Discuss shortly educational thought of M.K Gandhi. • Briefly discuss about the philosophical thoughts of Rabindranath Tagore. • Enumerate the aims of Education propounded by R.N.Tagore. • Elucidate the concept of education stated by R.N.Tagore. • Briefly elaborate about the Curriculum & Method of Teaching advocated by R.N.Tagore. OBJECTIVE TYPE QUESTION • What did Gandhiji's philosophy of education stress as aim of education? a. A synthesis of individual and social aims b. Individual aims c. Cultural aims d. Social aims

196 NSOU ? CC-ED-05 • Who was marked as the founder of "Basic Education"? a. Sri Aurobindo b. Tagore c. Vivekananda d. Gandhiji • The ultimate purpose of Gandhi's education is the a. Creation of a classless society b. Promotion of human beings c. Development of a human and awakened society d. Salvation for all • The aim of basic education, as per the dream of Gandhiji is to I. Create a classless society II. Create a sarvodaya society III. Create a society, respecting all religions IV. Create a society, where rich and poor can live together. Codes : a. I, II, III and IV b. I, II and III c. II, III and IV d. I, II and IV • Match the following List-I (Features of Education) List-II (Thinkers) A. Education through craft 1.Tagore B. Man-making education 2.Sri Aurobindo C. Integral education 3.Vivekananda D. Self-expression 4.Gandhiji Codes : a. A-4, B-3, C-2 and D-1 b. A-2, B-1, C-3 and D-4 c. A-1, B-2, C-4 and D-3 d. A-1, B-2, C-3 and D-4 NSOU ? CC-ED-05 197 6.8 References Web Source • http://gcwk.ac.in/econtent_portal/ec/admin/contents/91_P18HSC104_2020121408501316.pdf https://en.wikipedia.org/wiki/Ram_Mohan_Roy (Visited on 01.05.2022) •

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Naik, J. P. and Nurullah, S. (2000).A Students History of Education in India 1800-1973. Lucknow: Macmillan

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1/233	SUBMITTED TEXT	20 WORDS	54% MATCHING TEXT	20 WORDS
	of the East India Company gradually shaped the education system which came to be established in India during the British period		of the East India Company. The British came to India and gradually established themselves in Bengal. The modern system of education came to be established in India during the British period	
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The present system of education thus came to be established in India during the British Period in supersession of the traditional indigenous system		The modern system of education came to be established in India during the British period at the cost of the traditional indigenous system.		
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communities although the children of the upper classes formed the large majority. •		communities although the children of the upper classes formed the large majority.		
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requirements of the petty zamindar, the bania, and the well-to-do farmer. The curriculum was very narrow and consisted of reading, writing, arithmetic (both written and oral)				
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The hours of instruction and the days of working were finely adjusted to local requirements.				
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the lack of training or sound education among their teachers, their narrow and limited curriculum, and the severe form of punishment adopted.		The lack of training and sound education of teachers in general, the narrow and limited curriculum and the severe forms of punishment adopted,		
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when he had acquired all that he desired to know				
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introduced in England as a cheap and efficient method of educating the poor. The system later came to be known as the Monitorial or Madras system in England.				
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<p>such as the Despatch of 1854 or the Report of the Indian Education Commission, 1882-83.</p> <p>SA Kaneez Aysha MEd .docx (D136863451)</p>				
10/233	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>for "the revival and improvement of literature" and "encouragement of the learned natives of India".</p> <p>SA Bijendra_AI&AS.docx (D116982346)</p>				
11/233	SUBMITTED TEXT	22 WORDS	80% MATCHING TEXT	22 WORDS
<p>The vagueness of Clause 43 of the Charter act of 1813 intensified the Oriental- Occidental controversy in India. Since the dawn of</p> <p>SA acc-111.pdf (D17251357)</p>				
12/233	SUBMITTED TEXT	31 WORDS	100% MATCHING TEXT	31 WORDS
<p>through the medium of Sanskrit, Arabic and Persian whereas the other group was of Anglicists or Occidentalists who were in favour of developing Western education in India through the medium of English.</p> <p>SA acc-111.pdf (D17251357)</p>				
13/233	SUBMITTED TEXT	11 WORDS	95% MATCHING TEXT	11 WORDS
<p>renewed the Company's privileges for a further period of 20 years,</p> <p>SA Bijendra_AI&AS.docx (D116982346)</p>				
14/233	SUBMITTED TEXT	11 WORDS	95% MATCHING TEXT	11 WORDS
<p>as Law member of the Council of Governor General of India</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
15/233	SUBMITTED TEXT	28 WORDS	89% MATCHING TEXT	28 WORDS
<p>India, nor any natural born subject of his Majesty should be disabled from holding any place or employment by reason of his religion, place of birth, decent or colour."</p> <p>SA acc-111.pdf (D17251357)</p>				

16/233	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
<p>was appointed president of the General Committee of Public Instruction by Lord William</p> <p>was appointed the of the General committee of Public Instructions of Bengal by Lord William</p> <p>W http://gtmpatra.blogspot.com/2017/12/evolutionary-perspectives-of-education.html</p>				
17/233	SUBMITTED TEXT	13 WORDS	83% MATCHING TEXT	13 WORDS
<p>the educational grant of rupees lakh in 1813 to rupees 10 lakh per year.</p> <p>SA Bijendra_AI&AS.docx (D116982346)</p>				
18/233	SUBMITTED TEXT	24 WORDS	74% MATCHING TEXT	24 WORDS
<p>it was possible through English education to bring about a class of persons, Indian in blood but English in taste, in opinions, in morals and</p> <p>SA acc-111.pdf (D17251357)</p>				
19/233	SUBMITTED TEXT	88 WORDS	94% MATCHING TEXT	88 WORDS
<p>the statement of Lord Macaulay "We must at present do our best to form a class who may be interpreters between us and the millions whom we govern - a class of persons Indian in blood and colour but English in taste, in opinions, in morals and in intellect. To that class we may leave it to refine the Vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the Western nomenclature, and to render them by degrees, fit vehicles for conveying knowledge to the great mass of population"</p> <p>SA A186821001_Anjali Chawla_Thesis_Ph.D. History.docx (D154683600)</p>				
20/233	SUBMITTED TEXT	14 WORDS	96% MATCHING TEXT	14 WORDS
<p>to look into the complaints of the non implementation of Wood's Despatch of 1854.</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
21/233	SUBMITTED TEXT	61 WORDS	97% MATCHING TEXT	61 WORDS
<p>During the decade that followed the Charter act of 1793 the evangelicals in England focussed their attention towards finding some means of avoiding the restrictions imposed on the passage of Missionaries to India by the terms of the Act. William Carey a Baptist missionary and a Shoemaker by profession was sent to India in 1793 in a Danish ship by the London Baptist missionary society</p> <p>SA A186821001_Anjali Chawla_Thesis_Ph.D. History.docx (D154683600)</p>				

22/233	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>Carey had settled down with the help of George Udny in</p> <p>SA A186821001_Anjali Chawla_Thesis_Ph.D. History.docx (D154683600)</p>				
23/233	SUBMITTED TEXT	15 WORDS	85% MATCHING TEXT	15 WORDS
<p>free boarding school for children who are given instructions in Sanskrit, Persian and Bengali. 26</p> <p>SA Bijendra_AI&AS.docx (D116982346)</p>				
24/233	SUBMITTED TEXT	20 WORDS	97% MATCHING TEXT	20 WORDS
<p>Serampore Danish Colony not far away from Calcutta which was the headquarters of the East India company in India. Carey</p> <p>SA A186821001_Anjali Chawla_Thesis_Ph.D. History.docx (D154683600)</p>				
25/233	SUBMITTED TEXT	36 WORDS	73% MATCHING TEXT	36 WORDS
<p>in 1780. With the help of proper manufacturing and printing press which should begin to receive large commissions from the company's establishment in Bengal they carried on their work for dissemination of education among the people of Bengal.</p> <p>SA A186821001_Anjali Chawla_Thesis_Ph.D. History.docx (D154683600)</p>				
26/233	SUBMITTED TEXT	17 WORDS	88% MATCHING TEXT	17 WORDS
<p>Indian education had always been, since the Vedic age, of classical and spiritual nature rather than of</p> <p>SA A186821001_Anjali Chawla_Thesis_Ph.D. History.docx (D154683600)</p>				
27/233	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
<p>learning among the Hindus had been the monopoly of the high, especially of the priestly Castes. The learned Brahmins gathered students from various parts of the country and</p> <p>SA chapter 1.docx (D29641812)</p>				
28/233	SUBMITTED TEXT	14 WORDS	66% MATCHING TEXT	14 WORDS
<p>in the development of education. Warren Hastings adopted a distinctive policy to increase British influence</p> <p>W http://gtmpatra.blogspot.com/2017/12/evolutionary-perspectives-of-education.html</p> <p>in India under the leadership of Warren Hastings adopted a new policy to increase British influence</p>				

29/233	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>adopted a policy of benevolent neutrality in social, religious and cultural affairs</p> <p>adopted a policy of 'benevolent neutrality' in social, religious and cultural affairs.</p> <p>W http://gtmpatra.blogspot.com/2017/12/evolutionary-perspectives-of-education.html</p>				
30/233	SUBMITTED TEXT	42 WORDS	61% MATCHING TEXT	42 WORDS
<p>For primary education, there were in the villages Pathshalas and Makhtabs where the Gurus and Moulavis imported a knowledge of the three 'R's to the boys of the locality. Madrasahs were known as higher education centres. The aristocracy did not send their children to</p> <p>SA chapter 1.docx (D29641812)</p>				
31/233	SUBMITTED TEXT	46 WORDS	90% MATCHING TEXT	46 WORDS
<p>but preferred to educate them at home. There was no school for the education of the girls though the zamindars often had their daughters educated at home. The majority of the Indians were unwilling to educate their girls on account of social prejudices and superstition and lower classes</p> <p>SA chapter 1.docx (D29641812)</p>				
32/233	SUBMITTED TEXT	13 WORDS	96% MATCHING TEXT	13 WORDS
<p>Observations on the state of society among Asiatic subjects of Great Britain". In</p> <p>SA Sonia_Chap_123 (1).doc (D141132453)</p>				
33/233	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>Not only in the field of education, but also in</p> <p>SA INDIAN RENAISSANCE WOMEN IN HISTORICAL PERSPECTIVE (WITH SPECIAL REFERENCE TO BENGAL AND MAHARASH ... (D113343803)</p>				
34/233	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>for "the revival and improvement of literature" and "encouragement of the learned natives of India. ♦</p> <p>SA Bijendra_AI&AS.docx (D116982346)</p>				

35/233	SUBMITTED TEXT	66 WORDS	96% MATCHING TEXT	66 WORDS
	<p>The East India Company Act 1813, also known as the Charter Act 1813, was an Act of the Parliament of the United Kingdom which renewed the charter issued to the British East India Company, and continued the Company's rule in India. However, the Company's commercial monopoly was ended, except for the tea and opium trade and the trade with China, this reflecting the growth of British power in India. 2.3.2</p> <p>W https://en.wikipedia.org/wiki/Charter_Act_of_1813</p> <p>• Help Center</p>			
36/233	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	<p>Not only in the field of education, but also in</p> <p>SA INDIAN RENAISSANCE WOMEN IN HISTORICAL PERSPECTIVE (WITH SPECIAL REFERENCE TO BENGAL AND MAHARASH ... (D113343803)</p>			
37/233	SUBMITTED TEXT	34 WORDS	79% MATCHING TEXT	34 WORDS
	<p>the nature of education and medium of instruction in schools and colleges. The Orientalists led by Dr. H. H. Wilson and H.T. Princep advocated in favor of Sanskrit, Arabic and Persian as the medium of</p> <p>SA Untitled document (18).docx (D143725658)</p>			
38/233	SUBMITTED TEXT	25 WORDS	94% MATCHING TEXT	25 WORDS
	<p>western education through the medium of English. The Anglicists were supported by most advanced Indians of the time, like Raja Ram Mohan Roy who advocated</p> <p>SA Untitled document (18).docx (D143725658)</p>			
39/233	SUBMITTED TEXT	13 WORDS	90% MATCHING TEXT	13 WORDS
	<p>the Governor-General-in-Council appointed a General Committee of Public Instruction for the Bengal Presidency.'</p> <p>W https://kkhsou.ac.in/eslm/E-SLM-for-Learner/6th%20Sem/Bachelor%20Degree/History/History%20Major/E ...</p> <p>the Governor General in Council appointed a General Committee of Public Instruction (G.C.P.for the Bengal Presidency</p>			
40/233	SUBMITTED TEXT	11 WORDS	87% MATCHING TEXT	11 WORDS
	<p>Macaulay) was concurrently Law Member in the Governor General's Executive Council</p> <p>W https://ebooks.lpude.in/arts/ma_education/year_2/DEDU501_DEVELOPMENT_OF_EDUCATION_SYSTEM_ENGLISH.pdf</p> <p>Macaulay was appointed Law Member in the Governor General's Executive Council.</p>			
41/233	SUBMITTED TEXT	18 WORDS	77% MATCHING TEXT	18 WORDS
	<p>the study of western education as the "key to the treasures of scientific and democratic thought of the modern west."</p> <p>SA Untitled document (18).docx (D143725658)</p>			

42/233	SUBMITTED TEXT	39 WORDS	81% MATCHING TEXT	39 WORDS
<p>for "the revival and improvement of literature" and "encouragement of the learned natives of 48 NSOU ? CC-ED-05 India" and for the "instruction and promotion of knowledge of the sciences among the inhabitants of the British territories in India".</p> <p>SA A186821001_Anjali Chawla_Thesis_Ph.D. History.docx (D154683600)</p>				
43/233	SUBMITTED TEXT	27 WORDS	68% MATCHING TEXT	27 WORDS
<p>Oriental Colleges at Agra and Delhi NSOU ? CC-ED-05 49 (d) undertook the printing and publication of Sanskrit and Arabic books on a large scale ; and (</p> <p>SA Sonia_Chap_123 (1).doc (D141132453)</p>				
44/233	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>Oriental scholars to translate English books containing useful knowledge into</p> <p>SA Bijendra_AI&AS.docx (D116982346)</p>				
45/233	SUBMITTED TEXT	49 WORDS	97% MATCHING TEXT	49 WORDS
<p>promote a more liberal and enlightened system of instruction ; embracing mathematics, natural philosophy, chemistry, anatomy, with other useful sciences ; which may be accomplished with the sum proposed by employing a few gentlemen of talents and learning educated in Europe and providing a college furnished with necessary books, instruments, and other apparatus.</p> <p>SA CHAPTER WISE 2.pdf (D40463240)</p>				
46/233	SUBMITTED TEXT	26 WORDS	84% MATCHING TEXT	26 WORDS
<p>the language of the rulers and persons desirous of obtaining lucrative posts under Government found that a capacity to speak and write English materially helped them in</p> <p>SA Sonia_Chap_123 (1).doc (D141132453)</p>				
47/233	SUBMITTED TEXT	48 WORDS	93% MATCHING TEXT	48 WORDS
<p>In fact, the study of English was rapidly becoming the royal road to a black-coated profession with a decent income and an important status in society. It is not to be wondered, therefore, if many Indians of that generation looked forward to English education as a panacea for all their ills. 2.4.2.3</p> <p>SA Sonia_Chap_123 (1).doc (D141132453)</p>				

48/233	SUBMITTED TEXT	14 WORDS	89% MATCHING TEXT	14 WORDS
to accept English language as a medium of instruction for the Indian education system.		to accept English language as the medium of instruction for the Indian education system.		
W https://www.studyadda.com/current-affairs/8th-class/notes-education-under-the-british-rule/18928				
49/233	SUBMITTED TEXT	21 WORDS	86% MATCHING TEXT	21 WORDS
the philosophy of Locke or the poetry of Milton, and that the object of promoting a knowledge of sciences could only be				
SA History of Education In India, Block-1.pdf (D161180427)				
50/233	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
argued that it was the duty of England to teach Indians what was good for their health, and not				
SA Bijendra_AI&AS.docx (D116982346)				
51/233	SUBMITTED TEXT	77 WORDS	100% MATCHING TEXT	77 WORDS
A Christian priest of Scotland, William Adam came to India in 1818 and spent about 27 years here. He came into contact with Raja Ram Mohan Roy and both of them influenced each other. He was greatly impressed by Indian views regarding the existence of one almighty god. In due course he renounced Christian priesthood. Lord William Bentinck, the governor general of India appointed Adam in 1835 to survey the state of education in Bengal and Bihar and to suggest reforms.				
SA acc-111.pdf (D17251357)				
52/233	SUBMITTED TEXT	29 WORDS	58% MATCHING TEXT	29 WORDS
The second and third reports were based on the survey he conducted. The second report is a thorough enquiry of one Thana (Natore police station) in the district of Rajshahi,				
SA acc-111.pdf (D17251357)				
53/233	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
recommendations for the reform of indigenous schools. 2.5.3.1 Adam's First Report				
SA acc-111.pdf (D17251357)				
54/233	SUBMITTED TEXT	37 WORDS	96% MATCHING TEXT	37 WORDS
By this description are meant those schools in which instruction in the elements of knowledge is communicated, and which have been originated and are supported by the natives themselves, in contradiction from those that are supported by religious or philanthropic societies".				
SA acc-111.pdf (D17251357)				

55/233	SUBMITTED TEXT	16 WORDS	65% MATCHING TEXT	16 WORDS
The lack of training of teachers, narrow and limited curriculum, and severe form of punishment were		The lack of training and sound education of teachers in general, the narrow and limited curriculum and the severe forms of punishment adopted, were		
W https://kkhsou.ac.in/eslm/E-SLM-for-Learner/6th%20Sem/Bachelor%20Degree/History/History%20Major/E...				
56/233	SUBMITTED TEXT	39 WORDS	93% MATCHING TEXT	39 WORDS
The East India Company Act 1813, also known as the Charter Act 1813, was an Act of the Parliament of the United Kingdom which renewed the charter issued to the British East India Company, and continued the Company's rule in India •				
W https://en.wikipedia.org/wiki/Charter_Act_of_1813				
57/233	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
given to one student or more students either by the teacher or				
SA acc-111.pdf (D17251357)				
58/233	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
The second part provides proposals put forward by Adam for the reform of education				
SA acc-111.pdf (D17251357)				
59/233	SUBMITTED TEXT	11 WORDS	87% MATCHING TEXT	11 WORDS
Macaulay) was concurrently Law Member in the Governor General's Executive Council		Macaulay was appointed Law Member in the Governor General's Executive Council.		
W https://ebooks.lpude.in/arts/ma_education/year_2/DEDU501_DEVELOPMENT_OF_EDUCATION_SYSTEM_ENGLISH.pdf				
60/233	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
The General Committee of Public Instruction was set up in 1823				
SA History of Education In India, Block-1.pdf (D161180427)				
61/233	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect." •				
SA acc-111.pdf (D17251357)				
62/233	SUBMITTED TEXT	33 WORDS	100% MATCHING TEXT	33 WORDS
A Christian priest of Scotland, William Adam came to India in 1818 and spent about 27 years here. He came into contact with Raja Ram Mohan Roy and both of them influenced each other. •				
SA acc-111.pdf (D17251357)				

63/233	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>Lord William Bentinck, the governor general of India appointed Adam in 1835 to survey the state of education in Bengal and Bihar and to suggest reforms.</p> <p>SA acc-111.pdf (D17251357)</p>				
64/233	SUBMITTED TEXT	65 WORDS	97% MATCHING TEXT	65 WORDS
<p>Adam submitted 3 reports (1835-1838). His report was a digest of the earlier reports on the subjects. The second and third reports were based on the survey he conducted. The 2nd report was a thorough enquiry on the system of education prevalent in Natore in the district of Rajshahi the 3rd report covers 5 districts of Bengal and Bihar and his recommendations for the reform of indigenous schools. • Adam</p> <p>SA acc-111.pdf (D17251357)</p>				
65/233	SUBMITTED TEXT	60 WORDS	91% MATCHING TEXT	60 WORDS
<p>types and agencies related to schools, Indigenous elementary schools, new types of elementary schools run by missionaries and others, domestic education, English schools , Native female schools , Indigenous schools for advanced learning(colleges), Adult instruction , Extent of Education. • Adam says that no village in Bengal was without a primary school. There were about one lakh of schools scattered in all the villages.</p> <p>SA acc-111.pdf (D17251357)</p>				
66/233	SUBMITTED TEXT	23 WORDS	93% MATCHING TEXT	23 WORDS
<p>Schools were not meant for a particular caste or class of society. They were open to everyone who wanted to study. • Adam also</p> <p>W https://www.studyadda.com/current-affairs/8th-class/notes-education-under-the-british-rule/18928</p>				
67/233	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>the Hindus were generally reading Bengali and Sanskrit and Muslims were reading Arabic and Persian. 64</p> <p>SA acc-111.pdf (D17251357)</p>				
68/233	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>Keith, Arthur Berriedale (1936). A Constitutional History of India 1600–1935. London: Methuen. pp. 128–129.</p> <p>W https://en.wikipedia.org/wiki/Charter_Act_of_1813</p>				

69/233	SUBMITTED TEXT	16 WORDS	62% MATCHING TEXT	16 WORDS
Questions 3.8 References 3.1 Objectives After going through this unit, the student will be able to: • understand the		Questions 11.1 LEARNING OBJECTIVES After going through this Unit, you will be able to- • explain the		
W	https://kkhsou.ac.in/eslm/E-SLM-for-Learner/6th%20Sem/Bachelor%20Degree/History/History%20Major/E...			

70/233	SUBMITTED TEXT	84 WORDS	98% MATCHING TEXT	84 WORDS
Adam wanted that his plan may be first tried in some selected areas before final adoption. But Macaulay had pronounced his verdict already that education was to be given through English medium to the upper classes only and hence Adam's scheme for mass education fell on deaf ears. • The plan was considered as impracticable and Adam was forced to resign. Such was the fate of one of the ablest reports ever written on Indian education. A golden opportunity for building up a national system of education was lost. 2.7				
SA	acc-111.pdf (D17251357)			

71/233	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
Naik, J.P and Nurullah,S. (2000).A Students History of Education in India 1800- 1973. Lucknow: Macmillan				
SA	142) Dr. Pradip Kumar Sengupta Role of Raja Ram Mohan Roy as a Great Reformist of the Masses in t ... (D112107925)			

72/233	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
paragraphs and deals with several questions of great educational importance. 3.3.2. Why it		paragraphs and deals with several questions of great educational importance. It		
W	https://ebooks.lpude.in/arts/ma_education/year_2/DEDU501_DEVELOPMENT_OF_EDUCATION_SYSTEM_ENGLISH.pdf			

73/233	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
was a turning point in the history of education in				
SA	History of Education In India, Block-1.pdf (D161180427)			

74/233	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
drafted the Education Despatch of 1854 which was submitted to the court				
SA	Bijendra_AI&AS.docx (D116982346)			

75/233	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
moral and material blessings that flow from the general diffusion of useful knowledge", (
SA	A186821001_Anjali Chawla_Thesis_Ph.D. History.docx (D154683600)			

76/233	SUBMITTED TEXT	15 WORDS	85% MATCHING TEXT	15 WORDS
in each of the five provinces of the time, under a Director of Public Instruction (in each of the five provinces of the time and one Director of Public Instruction		
W https://www.historydiscussion.net/british-india/indian-society-during-british-rule/5958				
77/233	SUBMITTED TEXT	82 WORDS	86% MATCHING TEXT	82 WORDS
teach the 'natives the marvellous results of the employment of labour and capital and rouse them to emulate 'us' in the development of the vast resources of their country and (iv) Confer upon them all the advantages which accompany the healthy increase of wealth and commerce, and at the same time secure to us a large and more certain supply of many articles necessary for our manufactures and extensively consumed by all classes of our population as well as an almost inexhaustible demand for the produce of				
SA A186821001_Anjali Chawla_Thesis_Ph.D. History.docx (D154683600)				
78/233	SUBMITTED TEXT	20 WORDS	59% MATCHING TEXT	20 WORDS
Department of Public Instruction in each of the five provinces of British India as Bengal, Madras, Bombay, the North-Western Province and				
SA Bijendra_AI&AS.docx (D116982346)				
79/233	SUBMITTED TEXT	30 WORDS	40% MATCHING TEXT	30 WORDS
the DPI on the progress of education in his province to the government. 3.3.3.7. Establishment of Universities The despatch made recommendation of establishing Universities in Presidency towns of Calcutta, Bombay and Madras				
SA History of Education In India, Block-1.pdf (D161180427)				
80/233	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
an Agricultural Institute at Pusa (Bihar) and an Engineering Institute at Roorkee,		An Agriculture Institute at Pusa (Bihar) and an Engineering Institute at Roorkee		
W https://www.studyadda.com/current-affairs/8th-class/notes-education-under-the-british-rule/18928				
81/233	SUBMITTED TEXT	24 WORDS	72% MATCHING TEXT	24 WORDS
a scheme of education for all India, far wider and more comprehensive than the local or supreme Govt, could have even ventured to suggest. 3.4.		a scheme of education for all India; for wide and more comprehensive than the local or the Government could have ever ventured to suggest.		
W https://ebooks.lpude.in/arts/ma_education/year_2/DEDU501_DEVELOPMENT_OF_EDUCATION_SYSTEM_ENGLISH.pdf				

82/233	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
<p>Universities were to be established based on the model of London University</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
83/233	SUBMITTED TEXT	12 WORDS	88% MATCHING TEXT	12 WORDS
<p>Wood's Despatch is popularly known as the Magna Carta of Indian Education</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
84/233	SUBMITTED TEXT	15 WORDS	75% MATCHING TEXT	15 WORDS
<p>known as Hunter Commission. It was the first Education Commission in the history of modern India.</p> <p>W https://www.indianetzone.com/23/hunter_education_commission.htm</p> <p>known as the Indian Education Commission, 1882, was the first Education Commission in the history of modern India.</p>				
85/233	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>The Hunter Commission was entrusted with the charge to review the state of education,</p> <p>W https://www.indianetzone.com/23/hunter_education_commission.htm</p> <p>The Hunter Commission was entrusted with the charge to review the state of education</p>				
86/233	SUBMITTED TEXT	17 WORDS	91% MATCHING TEXT	17 WORDS
<p>To study the problem of primary education and to suggest measures for its reforms. However the Commission</p> <p>W https://ebooks.lpude.in/arts/ma_education/year_2/DEDU501_DEVELOPMENT_OF_EDUCATION_SYSTEM_ENGLISH.pdf</p> <p>to study the problem of primary education and to suggest measures for its reforms. But the Commission</p>				
87/233	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>in such a way that the different branches of public education could move forward together and with equal importance. 6.</p> <p>W https://www.indianetzone.com/23/hunter_education_commission.htm</p> <p>in such a way that the different branches of public education could move forward together and with equal importance.</p>				
88/233	SUBMITTED TEXT	33 WORDS	33% MATCHING TEXT	33 WORDS
<p>When Lord Ripon was appointed the viceroy of India, a deputation of the General Council of Education requested him to institute an enquiry into Indian Education. On their request, he constituted Indian Education Commission.</p> <p>SA Bijendra_AI&AS.docx (D116982346)</p>				

89/233	SUBMITTED TEXT	29 WORDS	90% MATCHING TEXT	29 WORDS
	in the field of Primary education on the lines of Council Act of England with regard to its policy, objectives, curriculum, methods of teaching, teachers training, finance and administration etc. 1.		In the field of primary education, the Commission made elaborate recommendations on the lines of country Council Act of England with regard to its policy, objectives curriculum, methods of teaching, teachers training, finance and administration etc.	
	W https://ebooks.lpude.in/arts/ma_education/year_2/DEDU501_DEVELOPMENT_OF_EDUCATION_SYSTEM_ENGLISH.pdf			
90/233	SUBMITTED TEXT	37 WORDS	93% MATCHING TEXT	37 WORDS
	It was declared by the Commission that the primary education was essentially aimed for the masses and hence should be provided in the vernacular language. 2. The subjects of education should fit them for their position in life.		It was declared by the s Commission that the primary education was essentially aimed for the masses and hence should be provided in the s vernacular language. The subjects of educations should fit them for their position in life.	
	W https://www.indianetzone.com/23/hunter_education_commission.htm			
91/233	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
	While the private enterprise was to be hailed at all stages of education, primary education was to be provided without reference to the local co-operation. 4. The commission		While the private enterprise was to be hailed at all stages of education, primary education was to be provided without reference to the local co-operation. The commission	
	W https://www.indianetzone.com/23/hunter_education_commission.htm			
92/233	SUBMITTED TEXT	36 WORDS	90% MATCHING TEXT	36 WORDS
	there should be two divisions - literary education leading to the Entrance examination of the university and the other is the practical kind of vocational training leading the students to build up their career in the commercial field. 2.		there should be two divisions - literary education leading to the Entrance examination of the university and the other is the practical kind of vocational training. The Vocational training would lead the students to build up their career in the commercial field.	
	W https://www.indianetzone.com/23/hunter_education_commission.htm			
93/233	SUBMITTED TEXT	75 WORDS	98% MATCHING TEXT	75 WORDS
	The commission made that an effort should be made to encourage the private enterprise in the field of education. The Commission to achieve this objective recommended the extension and liberalization of the grants in aid system, recognition of the aided school as equal to Government institutions in matters of status and the privileges. 4. It was also declared by the Commission that the Government should as early as possible withdraw from the direct management of the secondary and the collegiate education. 5.		The commission made that an effort should be made to encourage the private enterprise in the field of education. The Commission to achieve this objective recommended the extension and liberalization of the grants in aid system, recognition of the aided school as equal to Government institutions in matters of status and the privileges. It was also declared by the Commission that the Government should as early as possible withdrew from the direct management of the secondary and the collegiate education.	
	W https://www.indianetzone.com/23/hunter_education_commission.htm			
94/233	SUBMITTED TEXT	30 WORDS	98% MATCHING TEXT	30 WORDS
	that curriculum for girls should be different from that of boys, because of the different nature of their life duties. Subjects useful in their life should be included in their curriculum		that the curriculum for girls should be different from that of boys, because of the different nature of their life duties. Subjects useful in their life should be included in their curriculum.	
	W https://ebooks.lpude.in/arts/ma_education/year_2/DEDU501_DEVELOPMENT_OF_EDUCATION_SYSTEM_ENGLISH.pdf			

95/233	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
	Moreover the education Commission drew attention to the inadequate facilities for the female education outside the Presidency towns and also made recommendations for its spread		Moreover the education Commission drew attention to the inadequate facilities for the female education outside the Presidency towns and also made recommendations for its spread	
	W https://www.indianetzone.com/23/hunter_education_commission.htm			
96/233	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	the practice of appointing Indian as school inspectors in education departments was adopted.		The practice of appointing Indian as school inspectors in education departments was adopted.	
	W https://ebooks.lpude.in/arts/ma_education/year_2/DEDU501_DEVELOPMENT_OF_EDUCATION_SYSTEM_ENGLISH.pdf			
97/233	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
	The Commission recommended that in Government schools special facilities should be provided for		The Commission recommended that in Government schools special facilities should be provided for	
	W https://ebooks.lpude.in/arts/ma_education/year_2/DEDU501_DEVELOPMENT_OF_EDUCATION_SYSTEM_ENGLISH.pdf			
98/233	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
	The recommendations of the Hunter commission (1882) gave a great set back to the efforts of Christian missionaries. The individual efforts and local cooperation got due impetus and encouragement.		the recommendations of the Hunter commission (1882) gave a great set back to the efforts of Christian missionaries. The individual efforts and local cooperation got due impetus and encouragement.	
	W https://ebooks.lpude.in/arts/ma_education/year_2/DEDU501_DEVELOPMENT_OF_EDUCATION_SYSTEM_ENGLISH.pdf			
99/233	SUBMITTED TEXT	25 WORDS	94% MATCHING TEXT	25 WORDS
	One of the principal impacts of this expansion was the massive participation of the Indian philanthropists in the system of education. A number of denominational institutions,		One of the principal impacts of this expansion was the massive participation of the Indian Philanthropist in the system of education. A number of denominational institutions	
	W https://www.indianetzone.com/23/hunter_education_commission.htm			
100/233	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
	This led to Indianisation of education. The result was an increased number of schools and colleges.		This led to Indianisation of education. The result was increased number of schools and colleges.	
	W https://ebooks.lpude.in/arts/ma_education/year_2/DEDU501_DEVELOPMENT_OF_EDUCATION_SYSTEM_ENGLISH.pdf			
101/233	SUBMITTED TEXT	18 WORDS	91% MATCHING TEXT	18 WORDS
	Apart from the study of the western literatures Indian and the oriental literatures were also given special emphasis.		Apart from the study of the western literatures Indian and the oriental literatures were also given specials emphasis.	
	W https://www.indianetzone.com/23/hunter_education_commission.htm			

102/233	SUBMITTED TEXT	28 WORDS	94% MATCHING TEXT	28 WORDS
<p>Another important development of the period was the development of the teaching cum examining universities. The Punjab University and the Allahabad University of superior rank developed during this time.</p> <p>W https://www.indianetzone.com/23/hunter_education_commission.htm</p>		<p>Another important development of the period was the development of the teaching cum examining universities. The Punjabi University and the Allahabad University of superior rank developed during this time.</p>		
103/233	SUBMITTED TEXT	47 WORDS	93% MATCHING TEXT	47 WORDS
<p>Limitations and Shortcomings of the Report • It was not a wise policy on the part of the government to withdraw gradually from the secondary education sector. • Primary education was entrusted to organisations and institutions which were not reasonably financially sound. • Recommendations on religious education were not realistic. • There</p> <p>W https://ebooks.lpude.in/arts/ma_education/year_2/DEDU501_DEVELOPMENT_OF_EDUCATION_SYSTEM_ENGLISH.pdf</p>		<p>Limitations and Shortcomings of the Report 1. It was not a wide policy on the part of the government of withdraw gradually from the secondary education sector. 2. Primary education was entrusted to organisations and institutions which were not reasonably financially sound. 3. Recommendations on religious education were not realistic. 4. There</p>		
104/233	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
<p>very high expectations from the Education Departments. • Grant-in-aid rules on the 'basis of results' was not a healthy practice. 3.5.</p> <p>W https://ebooks.lpude.in/arts/ma_education/year_2/DEDU501_DEVELOPMENT_OF_EDUCATION_SYSTEM_ENGLISH.pdf</p>		<p>very high expectations from the Education Departments. 5. Grant-in-aid rules on the 'basis of results' was not a healthy practice. 6.</p>		
105/233	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>Curzon declared that expansion of primary education was a major responsibility of the State and</p> <p>W https://ijcrt.org/download.php?file=IJCRT1872290.pdf</p>		<p>Curzon declared that expansion of primary education was a major responsibility of the state and</p>		
106/233	SUBMITTED TEXT	40 WORDS	70% MATCHING TEXT	40 WORDS
<p>had a major claim to Provincial and District Board budgets for 86 NSOU ? CC-ED-05 education. Together with this announcement he adopted a policy to improve the curriculum, introducing physical education and nature study, linking primary education with village life</p> <p>W https://ijcrt.org/download.php?file=IJCRT1872290.pdf</p>		<p>had a major claim to Provincial and District Board budgets for education. the betterment of education to the Indian natives he adopted a policy to improve the curriculum, introducing physical education and nature study, linking primary education with village life</p>		
107/233	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>the number of primary schools which rose from 93604 in 1901 to 118262 in 1911-12.</p> <p>W https://ijcrt.org/download.php?file=IJCRT1872290.pdf</p>		<p>the number of primary schools which rose from 93604 in 1901 to 118262 in 1911- 12.</p>		
108/233	SUBMITTED TEXT	18 WORDS	86% MATCHING TEXT	18 WORDS
<p>to enquire into the conditions of the Universities established in British India and to consider and report upon</p> <p>SA 3. Education during pre independent india- anglization of education 1836- 1855.docx (D76294186)</p>				

109/233	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>on the basis of the recommendations of the Indian University Commission</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
110/233	SUBMITTED TEXT	31 WORDS	37% MATCHING TEXT	31 WORDS
<p>Curzon stopped the system of aiding primary schools on the basis of examination results, introduced by the Hunter Commission 1882 and introduced more scientific and liberal methods of paying grant in aid. ■</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
111/233	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>the right of teaching along with the right of conducting examination.</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
112/233	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>Universities had the right to appoint teachers to conduct teaching,</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
113/233	SUBMITTED TEXT	51 WORDS	77% MATCHING TEXT	51 WORDS
<p>the number of the seats in the Senate of the Universities were not fixed and the Govt. used to make life-long nominations. According to this Act, the number was fixed. The minimum number was fifty and the maximum number was hundred. Their term was determined for five years. The Act introduced the principle of</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
114/233	SUBMITTED TEXT	14 WORDS	89% MATCHING TEXT	14 WORDS
<p>The Government reserved the right to make amendments and reforms and give approval to</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
115/233	SUBMITTED TEXT	19 WORDS	82% MATCHING TEXT	19 WORDS
<p>In order to raise the standards of education, the Syndicate could call for the inspection of colleges imparting higher education.</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				

116/233	SUBMITTED TEXT	34 WORDS	71% MATCHING TEXT	34 WORDS
<p>This Act, made it clear that the Governor General will by his ordinary or extraordinary orders fix the territorial jurisdiction of the Universities and according to this provision the relations between colleges shall be established and maintained.</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
117/233	SUBMITTED TEXT	12 WORDS	83% MATCHING TEXT	12 WORDS
<p>of India. It is known as the 'Magna Carta' of Indian education</p> <p>SA Untitled document (18).docx (D143725658)</p>				
118/233	SUBMITTED TEXT	17 WORDS	86% MATCHING TEXT	17 WORDS
<p>to enquire into the conditions of the Universities established in British India, and to consider and report upon</p> <p>SA 3. Education during pre independent india- anglization of education 1836- 1855.docx (D76294186)</p>				
119/233	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>on the basis of the recommendations of the Indian University Commission</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
120/233	SUBMITTED TEXT	16 WORDS	91% MATCHING TEXT	16 WORDS
<p>Naik, J.P and Nurullah,S.(1985-2009). A Students' History of Education in India 1800-1973. Delhi: Macmillan Publishers India</p> <p>SA 142) Dr. Pradip Kumar Sengupta Role of Raja Ram Mohan Roy as a Great Reformist of the Masses in t ... (D112107925)</p>				
121/233	SUBMITTED TEXT	16 WORDS	62% MATCHING TEXT	16 WORDS
<p>Questions 4.8 References 4.1 Objectives After going through this Unit, the students will be able to- • Develop the</p> <p>Questions 11.1 LEARNING OBJECTIVES After going through this Unit, you will be able to- • explain the</p> <p>W https://kkhsou.ac.in/eslm/E-SLM-for-Learner/6th%20Sem/Bachelor%20Degree/History/History%20Major/E...</p>				
122/233	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>Purkait, B.R. (2005). Milestones in Modern Indian Education. Kolkata: New Central Book Agency (P) LTD.</p> <p>SA Ph.D. thesis - Somasree Datta Dept.of Education.pdf (D158964556)</p>				
123/233	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>the impact of Gokhale's Bill on the development of Primary Education in India and •</p> <p>the impact of Gokhale's Bill on the development of primary education in India and</p> <p>W https://neeraj2468.files.wordpress.com/2017/10/gopal-krishan-gokhale.pdf</p>				

124/233	SUBMITTED TEXT	19 WORDS	97% MATCHING TEXT	19 WORDS
<p>Indian education had always been, since the Vedic age, of a classical and spiritual rather than a practical nature.</p> <p>SA Bijendra_AI&AS.docx (D116982346)</p>				
125/233	SUBMITTED TEXT	13 WORDS	87% MATCHING TEXT	13 WORDS
<p>Towards the end of the 19th Century and in the beginning of</p> <p>SA Dilip Kumar Das History 20.05.2019.docx (D52316205)</p>				
126/233	SUBMITTED TEXT	22 WORDS	63% MATCHING TEXT	22 WORDS
<p>Within a short period a large number of national schools and colleges were established throughout the country at Ahmedabad, Benaras, Lahore, Patna,</p> <p>SA A186821001_Anjali Chawla_Thesis_Ph.D. History.docx (D154683600)</p>				
127/233	SUBMITTED TEXT	52 WORDS	92% MATCHING TEXT	52 WORDS
<p>In 1921 Tagore founded the Visva-Bharati without any financial support from the government with the object of understanding diverse cultures of the east and the west and building up a platform for World-fellowship, peace and harmony. The Gurukul University which grew out of the Arya Pratinidhi Sabha in Punjab in 1902 was shifted in 1924</p> <p>SA A186821001_Anjali Chawla_Thesis_Ph.D. History.docx (D154683600)</p>				
128/233	SUBMITTED TEXT	21 WORDS	90% MATCHING TEXT	21 WORDS
<p>The National School movement came to a sudden end when Gandhi stopped the Non-Cooperation movement following the Chauri Chaura incident on 5</p> <p>SA Bijendra_AI&AS.docx (D116982346)</p>				
129/233	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>First conference on national education was called at Wardha on 22</p> <p>SA Bijendra_AI&AS.docx (D116982346)</p>				
130/233	SUBMITTED TEXT	30 WORDS	85% MATCHING TEXT	30 WORDS
<p>the Indian National Congress which met at Haripura in February 1938 under the presidentship of Subhash Chandra Bose accepted Gandhi's scheme and it was immediately implemented in 7 provinces with Congress Ministries.</p> <p>SA Bijendra_AI&AS.docx (D116982346)</p>				

131/233	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
a scheme of universal compulsory education for all children in the age group of 6				
SA History of Education In India, Block-1.pdf (D161180427)				

132/233	SUBMITTED TEXT	189 WORDS	95% MATCHING TEXT	189 WORDS
<p>in the beginning of the twentieth century Indian people started realising that the country needs a nationalistic system 112 NSOU ? CC-ED-05 of education based on the cultural heritage and tradition of the nation. At the Calcutta conference of the Congress in 1906, Annie Besant declared that throughout the country a national education should be organised. Gopal Krishna Gokhale was a nationalist leader and the active member of the Indian National Congress. He was also elected as the President of the Indian National Congress in 1905. Gokhale became a non-official member of the British Imperial Legislative Council in 1902. Till that time, he was a professor and Principal of Ferguson College, Poona. As a nationalist leader Gokhale visualised the importance of primary education for the socio-political awakening of India. He made heroic efforts to make the Government accept the principle of compulsory primary education. The demand for compulsory primary education was strengthened by the fact that the Maharaja Sayaji Rao Gaikwad of Baroda had made primary education free and compulsory within the territories of his state. This attempt inspired Gokhale. This unit deals with Gokhale's attempt to introduce compulsory primary education in India, its impact and the Government of India Resolution of 1913.</p>				
W https://neeraj2468.files.wordpress.com/2017/10/gopal-krishan-gokhale.pdf				

133/233	SUBMITTED TEXT	107 WORDS	88% MATCHING TEXT	107 WORDS
<p>Gopal Krishna Gokhale (1866-1915) best known as "the Political Guru of Gandhi", was born in May 9, 1866 in a middle class Chitpavan Brahmin family at Kolhapur in Maharashtra. He graduated from Elphinstone College, Mumbai in 1884. At the young age of 20, he became Professor of History and Economics at the Fergusson College, Poona. For four years he edited the 'Sudharak', a quarterly journal of the Poona Sarvajanik Sabha. In 1904 he was awarded the title of CIE (Companion of the Indian Empire). During his visit to England in 1905, he tried to persuade the British statesmen not to give effect to the Partition of Bengal. He, however, failed in his efforts. 4.4.2</p>				
W https://neeraj2468.files.wordpress.com/2017/10/gopal-krishan-gokhale.pdf				

134/233	SUBMITTED TEXT	93 WORDS	99% MATCHING TEXT	93 WORDS
<p>Resolution (1910) As a member of the Legislative Council Gokhale put forward a proposal for compulsory primary education in 1910. The proposal was as follows— "A beginning should be made in the direction of making elementary education free and compulsory throughout the country, and that a mixed commission of officials and non-officials be appointed at an early date to frame definite proposal." Following were the important points of the resolution: • Primary education should be made free and compulsory in the area where 33% of boys were receiving education. • This provision should apply to the age group of 6-10 years.</p>		<p>Resolution of 1913. As a member of the Legislative Council Gokhale put forward a proposal for compulsory primary education in 1910. The proposal was as follows— "A beginning should be made in the direction of making elementary education free and compulsory throughout the country, and that a mixed commission of officials and non officials be appointed at an early date to frame definite proposal." Following were the important points of the resolution : • Primary education should be made free and compulsory in the area where 33% of boys were receiving education. • This provision should apply to the age group of 6-10 years. •</p>		
<p>W https://neeraj2468.files.wordpress.com/2017/10/gopal-krishan-gokhale.pdf</p>				

135/233	SUBMITTED TEXT	147 WORDS	100% MATCHING TEXT	147 WORDS
<p>The cost of compulsory primary education should be shared by the provincial Government and the Local Bodies in the ration of 2:1. • A separate Department of education shall be opened under the Central Government to draw up a scheme for the expansion of primary education. • A secretary should be appointed to organise, supervise and look after the primary education. • A statement describing the progress of education should be included in the budget statement. As a reaction to Gokhale's resolution, the Government assured him that the subject would receive careful consideration. Consequently, Gokhale withdraw his resolution. Later on, the Government accepted only the last three resolutions of Gokhale. A department of Education was established under the Central Government and the secretary was also appointed. The record of the progress of primary education also started to be published by the Government. But the main issue of making primary education free and compulsory remained neglected and unattended by the Government. 4.4.2.2</p>		<p>The cost of compulsory primary education should be shared by the provincial Government and the Local Bodies in the ration of 2 : 1. • A separate Department of education shall be opened under the Central Government to draw up a scheme for the expansion of primary education. • A secretary should be appointed to organise, supervise and look after the primary education. • A statement describing the progress of education should be included in the budget statement. As a reaction to Gokhale's resolution, the Government assured him that the subject would receive careful consideration. Consequently, Gokhale withdraw his resolution. Later on, the Government accepted only the last three resolutions of Gokhale. A department of Education was established under the Central Government and the secretary was also appointed. The record of the progress of primary education also started to be published by the Government. But the main issue of making primary education free and compulsory remained neglected and unattended by the Government.</p>		
<p>W https://neeraj2468.files.wordpress.com/2017/10/gopal-krishan-gokhale.pdf</p>				

Already you are familiar with the resolution of 1910 put forward by Gokhale for making primary education compulsory in our country and also with the reaction of the Government shown towards these resolutions. Now we will discuss the major clauses of Gokhale's Bill of 1911. Gokhale was aware of the intention of the Government. He made further attempt to draw the attention of the people of India as well as in England towards the condition of education. On 16th March of 1911, Gokhale presented a Bill in the Legislative Council to make a stronger fight against the Government. The Bill, however, was more liberal and humble than the resolutions placed before and the main objective of the bill was to make primary education free and compulsory in a phased manner. The Bill was basically based on the compulsory Education Acts of England of 1870 and 1876. Important clauses of the Bill may be placed below—

- Compulsory primary education should be introduced in those areas where a certain percentage of boys and girls of school-age (6-10) was already receiving instructions.
- The percentage of attendance should be fixed by the Governor General in Council.
- It should be left to the discretion of local bodies whether to apply the Act to certain areas under their jurisdiction or not.

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- Local bodies should be given the right to levy educational cess to meet the cost of compulsory primary education.
- Expenditure on education was to be shared by the local bodies and Provincial Government in the ratio of 1:2.
- For the introduction of compulsion, the previous sanction of the Viceroy and the Governor respectively were necessary.
- Compulsory primary education is intended to apply in the first instance only to boys, though later on a local body may extend it to girls also.
- Guardians whose income is less than Rs. 10/- per month should not be asked to pay any fee for their wards.

4.4.2.3

W <https://neeraj2468.files.wordpress.com/2017/10/gopal-krishan-gokhale.pdf>

Already you are familiar with the resolution of 1910 put forward by Gokhale for making primary education compulsory in our country and also with the reaction of the Government shown towards these resolutions. Now we will discuss the major clauses of Gokhale's Bill of 1911. Gokhale was aware of the intention of the Government. He made further attempt to draw the attention of the people of India as well as in England towards the condition of education. On 16th March of 1911, Gokhale presented a Bill in the Legislative Council to make a stronger fight against the Government. The Bill, however, was more liberal and humble than the resolutions placed before and the main objective of the bill was to make primary education free and compulsory in a phased manner. The Bill was basically based on the compulsory Education Acts of England of 1870 and 1876. Important clauses of the Bill may be placed below—

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- Local bodies should be given the right to levy educational cess to meet the cost of compulsory primary education.
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- Guardians whose income is less than Rs. 10/- per month should not be asked to pay any fee for their wards.

Reasons for Rejection of the Bill Now we know the main clauses of the Bill and how the first move for introducing compulsory primary education in our country was defeated. But we have observed that the defeat was a heroic defeat and with this we must also understand the reasons put forward by the Government for the rejection of the Bill. The Government put forth several arguments and they are the following—

- There was no popular demand for introducing compulsory primary education in the country.
- As such, the people of the country were not prepared to accept compulsion.
- The local Governments were not in favour of it.
- The local bodies were not willing to levy educational cess.
- A section of the educated Indians were not supporting the Bill.

There was still scope for extension of primary education on voluntary lines based on the system of grants-in-aid. 4.4.3 Impact of Gokhale's Bill 4.4.3.1

W <https://neeraj2468.files.wordpress.com/2017/10/gopal-krishan-gokhale.pdf>

Reasons for Rejection of the Bill Now we know the main clauses of the Bill and how the first move for introducing compulsory primary education in our country was defeated. But we have observed that the defeat was a heroic defeat and with this we must also understand the reasons put forward by the Government for the rejection of the Bill. The Government put forth several arguments and they are the following—

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There was still scope for extension of primary education on voluntary lines based on the system of grants-in-aid. IMPACT OF GOKHALE'S BILL

138/233**SUBMITTED TEXT**

83 WORDS

98% MATCHING TEXT

83 WORDS

Primary Education It was during the days of Swadeshi movement that an intensive agitation was launched for spreading education among masses. The new political consciousness strongly attracted the attention of people for education. The shocking fact was even after 150 years of British rule, only 6% of Indian people became literate. This created a ground of criticism against the existing system of education which found expression in a constructive manner with the attempts of Gopal Krishna Gokhale to force government to implement the concept of free and compulsory primary education.

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W [https://medium.com/freebirds-co/gokhales-contribution-in-the-field-of-primary-education-of-india- ...](https://medium.com/freebirds-co/gokhales-contribution-in-the-field-of-primary-education-of-india-...)

In this section of the unit, we will discuss the impact of Gokhale's Bill on the development of primary education of India. Gokhale's Bill, the first ever attempt to introduce free and compulsory primary education in our country, is a landmark in the history of education in India. Although the Bill was rejected, it focused the attention of the entire country on education. The Government could not entirely ignore the growing popular demand for the spread of mass education. Fortunately, King George V came to India in 1912 and declared a donation of 50 lakh rupees for the development of education in India. When he came to know about Gokhale's Bill, he expressed his dissatisfaction for rejecting the Bill. As a result the Government had to modify the previous policy and declared a new policy with several reforms. Gokhale's Bill created a flutter in the British Parliament also. In the course of the discussion on the Indian budget, the Under Secretary of State for India admitted the need for paying more attention to Indian education. The Government of India passed the resolution on educational policy on February 21, 1913. Between 1910 and 1917 there was an unprecedented expansion of primary education on a voluntary basis (Mukerji, S.N., 1976). The outbreak of the First World War, however, delayed the development planned in the resolution. It brought in its train many disasters, but also a promise of political reform culminating in the Government of India Act of 1919 which incidentally stimulated interest in education. Before that some administrative changes in the policy of the Government had been accepted. In 1917 the policy of autonomous administration was declared by the secretary of states for India, Edwin Montague. The Provincial Government formed in different states had felt the necessity of primary education. In 1918 Bethal Bhai Patel had for the first time raised a Bill for making primary education compulsory in the province of Bombay and the bill passed to an Act. Similar Acts were passed in Bengal, Punjab, Uttar Pradesh, Bihar and Orissa. Madras and Central Province passed their Acts in 1920. In Assam compulsory Primary Education Act was passed in 1926. Thus, all these were the outcome of Gokhale's attempt to make primary education compulsory in India. His struggle for compulsion formed an important part of the country's struggle of independence during the British Rule. 4.4.3.2 Government of India Resolution of 1913 on Education Now we shall discuss the Government of India Resolution of 1913, which was an attempt of the British Government to compensate the demand raised for compulsory primary education by Gokhale. While rejecting Gokhale's bill of 1911, the Government promised to extend recurring and non-recurring grants to primary education as it could not ignore the growing popular demand for the spread of primary education.

116

In this section of the unit, we will discuss the impact of Gokhale's Bill on the development of primary education of India. Gokhale's Bill, the first ever attempt to introduce free and compulsory primary education in our country, is a landmark in the history of education in India. Although the Bill was rejected, it focused the attention of the entire country on education. The Government could not entirely ignore the growing popular demand for the spread of mass education. Fortunately, king George V came to India in 1912 and declared a donation of 50 lakh rupees for the development of education in India. When he came to know about Gokhale's Bill, he expressed his dissatisfaction for rejecting the Bill. As a result the Government had to modify the previous policy and declared a new policy with several reforms. Gokhale's Bill created a flutter in the British Parliament also. In the course of the discussion on the Indian budget, the Under Secretary of State for India admitted the need for paying more attention to Indian education. The Government of India passed the resolution on educational policy on February 21, 1913. Between 1910 and 1917 there was an unprecedented expansion of primary education on a voluntary basis (Mukerji, S.N., 1976) The outbreak of the First World War, however, delayed the development planned in the resolution. It brought in its train many disasters, but also a promise of political reform culminating in the Government of India Act of 1919 which incidentally stimulated interest in education. Before that some administrative changes in the policy of the Government had been accepted. In 1917 the policy of autonomous administration was declared by the secretary of states for India, Edwin Montague. The Provincial Government formed in different states had felt the necessity of primary education. In 1918 Bethal Bhai Patel had for the first time raised a Bill for making primary education compulsory in the province of Bombay and the bill passed to an Act. Similar Acts were passed in Bengal, Punjab, Uttar Pradesh, Bihar and Orissa. Madras and Central Province passed their Acts in 1920. In Assam compulsory Primary Education Act was passed in 1926. Thus, all these were the outcome of Gokhale's attempt to make primary education compulsory in India. His struggle for compulsion formed an important part of the country's struggle of independence during the British Rule. GOVERNMENT OF INDIA RESOLUTION OF 1913 ON EDUCATION Now we shall discuss the Government of India Resolution of 1913, which was an attempt of the British Government to compensate the demand raised for compulsory primary education by Gokhale. While rejecting Gokhale's bill of 1911, the Government promised to extend recurring and non-recurring grants to primary education as it could not ignore the growing popular demand for the spread of primary education.

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The education department had declared the new policy in the form of Government of India Resolution on February 21, 1913 covering primary, secondary, higher and women education. The major provisions of the Resolution may be summarised below—

- Primary Education : • There should be sufficient expansion of lower primary schools, where along with instruction in the three R's children should be taught drawing, knowledge of the village map, nature study and physical exercises. • Simultaneously, upper primary schools should be opened at the proper places and if necessary, lower primary schools should be raised to the status of upper primary schools. • Local Boards schools should be established in place of private aided schools. • Moktabs and Pathshalas should be adequately subsidised. • The inspection and management of private schools should be made more efficient.
- In most parts of India, it may not be practicable to prescribe a separate curricula for rural and urban, but in the urban schools there is sufficient scope

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141/233

SUBMITTED TEXT

372 WORDS

98% MATCHING TEXT

372 WORDS

geography and organising school excursions etc. • The teacher should have passed vernacular middle examination and received one years' training. • Provision be made for refresher courses for the teachers of primary education during vacations. • A trained teacher should get a salary not less than Rs. 12 per month. • The number of students under one teacher should generally range between 30 and 40. • Improvement should be made in the condition of middle and secondary vernacular schools and their number should be increased. • Schools should be housed in sanitary, spacious but in inexpensive buildings. • Secondary Education • The state should not completely withdraw from the sphere of secondary education. • Further establishment of state institutions was proposed to be stopped. • Existing institutions should continue to serve as models and proper grants-in-aid should be sanctioned to private institutions. • Improvement in the mode of examination and curriculum was also recommended. NSOU ? CC-ED-05 117 • University Education: • The Resolution provided for the expansion of university education. The existence of 5 universities and 185 Colleges was considered to be insufficient in view of the vast needs and demands of the country. • The Resolution suggested that universities and high schools should be assigned distinct spheres of activities. • The universities should be relieved of the responsibility of granting recognition to high schools and they should be kept under provincial Governments. • The establishment of teaching universities was suggested by emphasizing the separation of the two functions of the universities— teaching and examining. • Recommendations were made concerning the inclusion of subjects of industrial importance in the curriculum and provision of facilities to the students desirous of prosecuting research work. • The Resolution put forth certain valuable suggestions pertaining to the character formation of students and hostel life. • Women Education • Emphasis was laid on the education of woman too. Suggestion were put forth concerning special curriculum of practical utility for girls and it was also suggested that too much importance should not be attached to examination in the examination of girls. • Number of women teachers and inspectors also should be increased. Thus, through the resolution, the Government of India desired the widest possible extension of primary education on a voluntary basis. The resolution also took a liberal attitude towards secondary and university education. But the outbreak of the First World War in 1914 delayed the implementation of the resolution of 1913.

4.5

W <https://neeraj2468.files.wordpress.com/2017/10/gopal-krishan-gokhale.pdf>

geography and organising school excursions etc. • The teacher should have passed vernacular middle examination and received one years' training. • Provision be made for refresher courses for the teachers of primary education during vacations. • A trained teacher should get a salary not less than Rs. 12 per month. • The number of students under one teacher should generally range between 30 and 40. • Improvement should be made in the condition of middle and secondary vernacular schools and their number should be increased. • Schools should be housed in sanitary, spacious but in inexpensive buildings. Secondary Education : • The state should not completely withdraw from the sphere of secondary education. • Further establishment of state institutions was proposed to be stopped. • Existing institutions should continue to serve as models and proper grants-in-aid should be sanctioned to private institutions. Improvement in the mode of examination and curriculum was also recommended. University Education : • The Resolution provided for the expansion of university education. The existence of 5 universities and 185 Colleges was considered to be insufficient in view of the vast needs and demands of the country. • The Resolution suggested that universities and high schools should be assigned distinct spheres of activities. • The universities should be relieved of the responsibility of granting recognition to high schools and they should be kept under provincial Governments. • The establishment of teaching universities was suggested by emphasizing the separation of the two functions of the universities— teaching and examining. • Recommendations were made concerning the inclusion of subjects of industrial importance in the curriculum and provision of facilities to the students desirous of prosecuting research work. • The Resolution put forth certain valuable suggestions pertaining to the character formation of students and hostel life. Women Education • Emphasis was laid on the education of woman too. Suggestion were put forth concerning special curriculum of practical utility for girls and it was also suggested that too much importance should not be attached to examination in the examination of girls. • Number of women teachers and inspectors also should be increased. Thus, through the resolution, the Government of India desired the widest possible extension of primary education on a voluntary basis. The resolution also took a liberal attitude towards secondary and university education. But the outbreak of the First World War in 1914 delayed the implementation of the resolution of 1913.

142/233

SUBMITTED TEXT

11 WORDS

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11 WORDS

would be self supporting, leading to all round development of pupils. 9.

SA History of Education In India, Block-1.pdf (D161180427)

143/233	SUBMITTED TEXT	21 WORDS	52% MATCHING TEXT	21 WORDS
<p>the Calcutta University Commission (1917-19) In 1917, Government appointed the Calcutta University Commission to study and report on the problem of university</p> <p>SA before ind.docx (D121539046)</p>				
144/233	SUBMITTED TEXT	11 WORDS	95% MATCHING TEXT	11 WORDS
<p>of a constructive policy in relation to the question it presents"</p> <p>SA chapter 1.docx (D29641812)</p>				
145/233	SUBMITTED TEXT	56 WORDS	55% MATCHING TEXT	56 WORDS
<p>that improvement of secondary education was an essential foundation for the improvement of university teaching itself. The Commission therefore, made radical recommendations regarding the reorganisation of secondary schools. "No satisfactory reorganisation of University system of Bengal will be possible unless and until a radical reorganisation of the system of Secondary education upon which University work depends, is carried into effect".</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
146/233	SUBMITTED TEXT	22 WORDS	76% MATCHING TEXT	22 WORDS
<p>the Secondary system. The dividing line between the University and Secondary Courses should properly be drawn at the Intermediate examination than at the</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
147/233	SUBMITTED TEXT	19 WORDS	67% MATCHING TEXT	19 WORDS
<p>the Intermediate colleges. These colleges may either be run as independent institutions or may be attached to selected schools. • The</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
148/233	SUBMITTED TEXT	14 WORDS	90% MATCHING TEXT	14 WORDS
<p>the representatives of Government, the University, the Secondary Schools and the Intermediate colleges should be</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
149/233	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>established and entrusted with the administration and control of secondary education</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				

150/233	SUBMITTED TEXT	18 WORDS	89%	MATCHING TEXT	18 WORDS
<p>the Education Department of the Government. The majority of its members should be non-official. It should represent both</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>					
151/233	SUBMITTED TEXT	15 WORDS	86%	MATCHING TEXT	15 WORDS
<p>The Commission recommended that the medium of instruction in the secondary schools and Intermediate colleges</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>					
152/233	SUBMITTED TEXT	15 WORDS	90%	MATCHING TEXT	15 WORDS
<p>and Intermediate Colleges should be established and entrusted with the administration and control of secondary education.</p> <p>4.5.3.2</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>					
153/233	SUBMITTED TEXT	13 WORDS	92%	MATCHING TEXT	13 WORDS
<p>The duration of degree course should be three years after the intermediate stage.</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>					
154/233	SUBMITTED TEXT	9 WORDS	100%	MATCHING TEXT	9 WORDS
<p>A full-time and salaried vice-chancellor should be appointed. ●</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>					
155/233	SUBMITTED TEXT	20 WORDS	77%	MATCHING TEXT	20 WORDS
<p>of physical training should also be appointed to pay attention to the health and physical welfare of the students. ● The</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>					
156/233	SUBMITTED TEXT	11 WORDS	95%	MATCHING TEXT	11 WORDS
<p>recommended the establishment of an inter-university board coordinating the activities of</p> <p>SA Bijendra_AI&AS.docx (D116982346)</p>					

157/233	SUBMITTED TEXT	307 WORDS	94% MATCHING TEXT	307 WORDS
	<p>one of the great nationalist leaders of our country, who first attempted to introduce free and compulsory primary education. Gokhale raised a Resolution in 1910 as a member in the Imperial Legislative Council. Important provision of this Resolution were- (i) primary education should be made compulsory in those areas where at least 35% of the boys, 6 to 10 years were receiving instruction, (ii) cost of education should become by state Governments and the local authorities together, (iii) a separate department of education should be established under central Government for taking necessary steps to introduce compulsory education and a secretary be appointed for education to monitor the progress and prepare budget report. • Gokhale withdrew it when the Government assured that the subject would receive careful consideration. • The Government had established the education department under the central Government and the secretary was also appointed but the main demand for free and compulsory primary education remained unattended. • As such Gokhale raised the issue again in the form of a Bill in 17 March, 1911, to make primary education free and compulsory in phased manner. The Bill was referred to a select committee for discussion in 1912 and it was put into vote and rejected by 38 to 13 votes. • The arguments put forward by the Government said that as the people of India 128 NSOU ? CC-ED-05 were not prepared to accept compulsion, that there was no popular demand to make primary education compulsory and the state Government and the educated class of the Indian people were not supporting the bill. • We have also discussed the impact of Gokhale's Bill on the development of primary education in India and observed that the bill focused the attention of the entire country on education. The Government was bound to modify the previous policy and declare a new policy with several reforms. This policy is known as the Government of India Resolution of 1913 on Education. It covers primary, secondary, higher and women education. •</p> <p>one of the great nationalist leaders of our country, who first attempted to introduce free and compulsory primary education. You have learnt about Gokhale's Resolution of 1910 that Gokhale raised as a member in the Imperial Legislative Council. Important provision of this Resolution were- (i) primary education should be made compulsory in those areas where at least 35% of the boys, 6 to 10 years were receiving instruction, (ii) cost of education should become by state Governments and the local authorities together, (iii) a separate department of education should be established under central Government for taking necessary steps to introduce compulsory education and a secretary be appointed for education to monitor the progress and prepare budget report. Gokhale withdrew it when the Government assured that the subject would receive careful consideration. The Government had established the education department under the central Government and the secretary was also appointed but the main demand for free and compulsory primary education remained unattended. As such Gokhale raised the issue again in the form of a Bill in 17 March, 1911, to make primary education free and compulsory in phased manner. The Bill was referred to a select committee for discussion in 1912 and it was put into vote and rejected by 38 to 13 votes. You have also learnt about the arguments put forward by the Government which said that as the people of India were not prepared to accept compulsion, that there was no popular demand to make primary education compulsory and the state Government and the educated class of the Indian people were not supporting the bill. We have also discussed the impact of Gokhale's Bill on the development of primary education in India and observed that the bill focused the attention of the entire country on education. The Government was bound to modify the previous policy and declare a new policy with several reforms. This policy is known as the Government of India Resolution of 1913 on Education. It covers primary, secondary, higher and women education.</p> <p>W https://neeraj2468.files.wordpress.com/2017/10/gopal-krishan-gokhale.pdf</p>			
158/233	SUBMITTED TEXT	13 WORDS	89% MATCHING TEXT	13 WORDS
	<p>A special Board of women's education should be created in the Calcutta University.</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>			
159/233	SUBMITTED TEXT	13 WORDS	96% MATCHING TEXT	13 WORDS
	<p>that improvement of secondary education was an essential foundation for the improvement of</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>			
160/233	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	<p>a unitary teaching university should be established immediately at Dacca, the</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>			

161/233	SUBMITTED TEXT	14 WORDS	86% MATCHING TEXT	14 WORDS
<p>The Commission recommended that the medium of instruction in the secondary schools and Intermediate colleges</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
162/233	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>the impact of Gokhale's Bill on the development of Primary Education in India. •</p> <p>W https://neeraj2468.files.wordpress.com/2017/10/gopal-krishan-gokhale.pdf</p>				
163/233	SUBMITTED TEXT	13 WORDS	92% MATCHING TEXT	13 WORDS
<p>The duration of degree course should be three years after the intermediate stage.</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
164/233	SUBMITTED TEXT	11 WORDS	95% MATCHING TEXT	11 WORDS
<p>recommended the establishment of an inter-university board coordinating the activities of</p> <p>SA Bijendra_AI&AS.docx (D116982346)</p>				
165/233	SUBMITTED TEXT	16 WORDS	91% MATCHING TEXT	16 WORDS
<p>Naik, J.P and Nurullah,S.(1985-2009). A Students' History of Education in India 1800-1973. Delhi: Macmillan Publishers India</p> <p>SA 142) Dr. Pradip Kumar Sengupta Role of Raja Ram Mohan Roy as a Great Reformist of the Masses in t ... (D112107925)</p>				
166/233	SUBMITTED TEXT	18 WORDS	58% MATCHING TEXT	18 WORDS
<p>Questions 5.8 References 5.1 Objectives After going through this unit, the students will be able to- • Understand the concept of</p> <p>W https://kkhsou.ac.in/eslm/E-SLM-for-Learner/6th%20Sem/Bachelor%20Degree/History/History%20Major/E...</p>				
167/233	SUBMITTED TEXT	28 WORDS	100% MATCHING TEXT	28 WORDS
<p>applied to the revival and improvement of literature, and the encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the sciences,"</p> <p>W https://ijcrt.org/download.php?file=IJCRT1872290.pdf</p>				
168/233	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>Purkait, B.R. (2005). Milestones in Modern Indian Education. Kolkata: New Central Book Agency (P) LTD.</p> <p>SA Ph.D. thesis - Somasree Datta Dept.of Education.pdf (D158964556)</p>				

169/233	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>to the victory of the British East India Company at the 1757 Battle of Plassey,</p> <p>SA Ph.D. thesis - Somasree Datta Dept.of Education.pdf (D158964556)</p>				
170/233	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>the Calcutta School Book Society and the Calcutta School Society.</p> <p>SA Bijendra_AI&AS.docx (D116982346)</p>				
171/233	SUBMITTED TEXT	25 WORDS	61% MATCHING TEXT	25 WORDS
<p>This Committee was formed to examine the development of education in British India. It placed far more emphasis on mass education than on secondary and university education.</p> <p>W http://karthickenglish2020.blogspot.com/2016/11/the-hartog-committee-1929.html</p> <p>This Committee was appointed to survey the growth of education in British India. It "devoted far more attention to mass education than Secondary and University Education".</p>				
172/233	SUBMITTED TEXT	16 WORDS	68% MATCHING TEXT	16 WORDS
<p>Increase in the number of schools and colleges led to deterioration of education standards across the</p> <p>W https://tnl-uploads.s3.ap-southeast-1.amazonaws.com/production/8cf8a8e3-abd4-4bfa-9aa6-8451084987 ...</p> <p>increase in number of schools & colleges had led to deterioration of education standards. Recommendations: • The</p>				
173/233	SUBMITTED TEXT	111 WORDS	69% MATCHING TEXT	111 WORDS
<p>The Committee recommended the establishment of some affiliating universities keeping in view the great demand for higher education. • The Committee admitted that the standard of education in the affiliated colleges of these universities would be poorer than in teaching universities, but under the circumstances affiliated colleges alone could meet the demand for higher education of the people. • The teachers for affiliated colleges should be appointed by universities. • The admission, in universities should be controlled on the basis of abilities and aptitudes of students. • The Honors course should be of more advanced nature than the pass courses and these courses should be instituted only at the universities. • Provision should be made for technical education by the universities.</p> <p>W http://karthickenglish2020.blogspot.com/2016/11/the-hartog-committee-1929.html</p> <p>The committee recommended the establishment of affiliated universities alongwith the unitary, residential and teaching universities, keeping in view the great demand for higher education in India. It admitted that the standard of education in the affiliated colleges of these universities would be poorer than in the teaching universities, but under the circumstances affiliated colleges alone could meet the demand for higher education of the people. • Appointment of teachers: The committee recommended that the teachers for affiliated colleges should be appointed by the universities. This procedure will raise the standards of education. • Provision for Honours course: The honours course should be of more advanced nature than the pass courses and these courses should be instituted only at the universities. • Employment: Provision should be made for technical education by the universities.</p>				
174/233	SUBMITTED TEXT	25 WORDS	100% MATCHING TEXT	25 WORDS
<p>It mentioned that the great waste of money and efforts which resulted because of the pupils leaving their schools before completing the particular stage of education.</p> <p>W http://karthickenglish2020.blogspot.com/2016/11/the-hartog-committee-1929.html</p> <p>It mentioned that the great waste of money and efforts which resulted because of the pupils leaving their schools before completing the particular stage of education.</p>				

175/233	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
It suggested the following important measures for the improvement of primary education. 148		it suggested the following important measures for the improvement of primary education.		
W http://karthickenglish2020.blogspot.com/2016/11/the-hartog-committee-1929.html				
176/233	SUBMITTED TEXT	69 WORDS	97% MATCHING TEXT	69 WORDS
Adoption of the policy of consolidation in place of multiplication of schools; • Fixation of the duration of primary course to four years; • Improvement in the quality, training, status, pay, service condition of teachers; • Relating the curricula and methods of teaching to the conditions of villages in which children live and read; • Adjustment of school hours and holidays to seasonal and local requirements; • Increasing the number of Government inspection staff. 5.4.3.3		Adoption of the policy of consolidation in place of multiplication of schools; II. Fixation of the duration of primary course to four years; III. Improvement in the quality, training, status, pay, service condition of teachers; IV. Relating the curricula and methods of teaching to the conditions of villages in which children live and read; V. Adjustment of school hours and holidays to seasonal and local requirements; VI. Increasing the number of Government inspection staff.		
W http://karthickenglish2020.blogspot.com/2016/11/the-hartog-committee-1929.html				
177/233	SUBMITTED TEXT	143 WORDS	100% MATCHING TEXT	143 WORDS
In the sphere of secondary education the Committee indicated a great waste of efforts due to the immense number of failures at the Matriculation Examination. • It attributed that the laxity of promotion from one class to another in the earlier stages and persecution of higher education by incapable students in too large a number were the main factors of wastage. • So it suggested for the introduction of diversified course in middle schools meeting the requirements of majority of students. • Further it suggested the diversion of more boys to industrial and commercial careers at the end of the middle stage. • Besides, the Committee suggested for the improvement of University Education, Women Education, Education of Minorities and Backward classes etc. • The Committee gave a permanent shape to the educational policy of that period and attempted for consolidating and stabilising education. • The report was hailed as the torch bearer of Government efforts. •		In the sphere of secondary education the Committee indicated a great waste of efforts due to the immense number of failures at the Matriculation Examination. It attributed that the laxity of promotion from one class to another in the earlier stages and persecution of higher education by incapable students in too large a number were the main factors of wastage. So it suggested for the introduction of diversified course in middle schools meeting the requirements of majority of students. Further it suggested "the diversion of more boys to industrial and commercial careers at the end of the middle stage". Besides, the Committee suggested for the improvement of University Education, Women Education, Education of Minorities and Backward classes The Committee gave a permanent shape to the educational policy of that period and attempted for consolidating and stabilizing education. The report was hailed as the torch bearer of Government efforts.		
W http://karthickenglish2020.blogspot.com/2016/11/the-hartog-committee-1929.html				
178/233	SUBMITTED TEXT	32 WORDS	100% MATCHING TEXT	32 WORDS
However, the suggestions of the Committee could not be implemented effectively and the educational progress could not be maintained due to worldwide economic depression of 1930-31. • Most of the recommendations remained mere pious hopes.		However, the suggestions of the Committee could not be implemented effectively and the educational progress could not be maintained due to worldwide economic depression of 1930-31. Most of the recommendations remained mere pious hopes.		
W https://ijcrt.org/download.php?file=IJCRT1872290.pdf				
179/233	SUBMITTED TEXT	21 WORDS	82% MATCHING TEXT	21 WORDS
at the end of the middle stages. The committee suggested the improvement of university education, women education, education for minorities and backward classes. 5.4.4		at the end of the middle stage". Besides, the Committee suggested for the improvement of University Education, Women Education, Education of Minorities and Backward classes		
W http://karthickenglish2020.blogspot.com/2016/11/the-hartog-committee-1929.html				

180/233	SUBMITTED TEXT	65 WORDS	47% MATCHING TEXT	65 WORDS
	<p>of Hartog Committee • The Committee investigated various aspects of education and presented its report to the commission in 1929. It made comprehensive recommendations regarding various aspects of education in India. • First, the Committee made some broad observations about India's educational situation. The committee observed that education had made significant progress by the time. • People generally saw education as a matter of national importance. Increased primary school enrolment indicates that</p>		<p>OF THE HARTOG COMMITTEE, 1929 The Committee studied the various aspects of education and submitted its report before the commission in 1929, It put forward comprehensive recommendations in regard to various facts of education in India. First, the Committee made some general observations regarding the state of education in India. The committee observed that there was considerable progress made in education by the time. In general, people regarded education as a matter of national importance. Increasing enrolment in primary school indicates that</p>	
	<p>W http://karthickenglish2020.blogspot.com/2016/11/the-hartog-committee-1929.html</p>			
181/233	SUBMITTED TEXT	64 WORDS	48% MATCHING TEXT	64 WORDS
	<p>Women, Muslims, and the lower classes had also awakened, and there had been rapid growth in numbers. Although there was widespread interest in education, the Committee was dissatisfied with the country's literacy rate. • The Committee presented a comprehensive report with these ideas in mind. It was valuable in that it attempted to gauge the pulse of education in India. • It made recommendations for primary, secondary, and</p>		<p>women, the Muslims and the backward classes had also awakened and there had been rapid progress in the numbers. Although there was general consciousness of the people in education, the Committee was not satisfied with the growth of literacy in the country. With these ideas in view, the Committee presented a comprehensive report. It was valuable in the sense that it tried to feel the pulse of education in India. It made recommendations in regard to primary secondary, higher and</p>	
	<p>W http://karthickenglish2020.blogspot.com/2016/11/the-hartog-committee-1929.html</p>			
182/233	SUBMITTED TEXT	21 WORDS	56% MATCHING TEXT	21 WORDS
	<p>the Young Bengal movement, that adopted rationalism and atheism as the common attributes of civil conduct among upper caste cultivated Hindus. In</p>			
	<p>SA Dolanchanpa Ganguly Phd.pdf (D128753583)</p>			
183/233	SUBMITTED TEXT	29 WORDS	53% MATCHING TEXT	29 WORDS
	<p>not fully satisfy the requirements of a national system of education. 5.5.3.2 Recommendations on University Education • The standard of University education must be raised. The conditions of admission must be revised</p>		<p>not fully satisfy the requirements of a National System of Education (NSE). In order to raise the standard of higher education in India, the conditions of admission should be revised.</p>	
	<p>W https://ijcrt.org/download.php?file=IJCRT1872290.pdf</p>			
184/233	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
	<p>was the first comprehensive educational plan formulated by the Central Advisory Board of Education.</p>			
	<p>SA History of Education In India, Block-1.pdf (D161180427)</p>			

185/233	SUBMITTED TEXT	20 WORDS	52% MATCHING TEXT	20 WORDS
<p>children in the age group of 6-14 years. He further recommended that primary education should be based on some craft.</p>				
<p>SA Untitled document (18).docx (D143725658)</p>				

186/233	SUBMITTED TEXT	195 WORDS	99% MATCHING TEXT	195 WORDS
<p>In 1929, the Hartog Committee submitted its report. This Committee was appointed to survey the growth of education in British India. It "devoted far more attention to mass education than Secondary and University Education".</p> <ul style="list-style-type: none"> • The committee was not satisfied with the scanty growth of literacy in the country and highlighted the problem of 'Wastage' and 'Stagnation' at the primary level. It mentioned that the great waste of money and efforts which resulted because of the pupils leaving their schools before completing the particular stage of education. • Its conclusion was that "out of every 100 pupils (boys and girls) who were in class I in 1922-23, only 18 were reading in class IV in 1925-26. Thus resulted in a relapse into illiteracy. • So, it suggested the following important measures for the improvement of primary education. • Adoption of the policy of consolidation in place of multiplication of schools; • Fixation of the duration of primary course to four years; • Improvement in the quality, training, status, pay, service condition of teachers; • Relating the curricula and methods of teaching to the conditions of villages in which children live and read; • Adjustment of school hours and holidays to seasonal and local requirements; • Increasing the number of Government inspection staff. <p>158</p>		<p>In 1929, the Hartog Committee submitted its report. This Committee was appointed to survey the growth of education in British India. It "devoted far more attention to mass education than Secondary and University Education". The committee was not satisfied with the scanty growth of literacy in the country and highlighted the problem of 'Wastage' and 'Stagnation' at the primary level. It mentioned that the great waste of money and efforts which resulted because of the pupils leaving their schools before completing the particular stage of education. Its conclusion was that "out of every 100 pupils (boys and girls) who were in class I in 1922-23, only 18 were reading in class IV in 1925-26. Thus resulted in a relapse into illiteracy. So, it suggested the following important measures for the improvement of primary education.</p> <ol style="list-style-type: none"> Adoption of the policy of consolidation in place of multiplication of schools; Fixation of the duration of primary course to four years; Improvement in the quality, training, status, pay, service condition of teachers; Relating the curricula and methods of teaching to the conditions of villages in which children live and read; Adjustment of school hours and holidays to seasonal and local requirements; Increasing the number of Government inspection staff. 		
<p>W http://karthickenglish2020.blogspot.com/2016/11/the-hartog-committee-1929.html</p>				

187/233	SUBMITTED TEXT	195 WORDS	100% MATCHING TEXT	195 WORDS
	<p>In the sphere of secondary education the Committee indicated a great waste of efforts due to the immense number of failures at the Matriculation Examination. It attributed that the laxity of promotion from one class to another in the earlier stages and persecution of higher education by incapable students in too large a number were the main factors of wastage. • So it suggested for the introduction of diversified course in middle schools meeting the requirements of majority of students. Further it suggested "the diversion of more boys to industrial and commercial careers at the end of the middle stage". • Besides, the Committee suggested for the improvement of University Education, Women Education, Education of Minorities and Backward classes etc. • The Committee gave a permanent shape to the educational policy of that period and attempted for consolidating and stabilizing education. The report was hailed as the torch bearer of Government efforts. • It attempted to prove that a policy of expansion had proved ineffective and wasteful and that a policy of consolidation alone was suited to Indian conditions. However, the suggestions of the Committee could not be implemented effectively and the educational progress could not be maintained due to worldwide economic depression of 1930-31. Most of the recommendations remained mere pious hopes. •</p> <p>W http://karthickenglish2020.blogspot.com/2016/11/the-hartog-committee-1929.html</p>		<p>In the sphere of secondary education the Committee indicated a great waste of efforts due to the immense number of failures at the Matriculation Examination. It attributed that the laxity of promotion from one class to another in the earlier stages and persecution of higher education by incapable students in too large a number were the main factors of wastage. So it suggested for the introduction of diversified course in middle schools meeting the requirements of majority of students. Further it suggested "the diversion of more boys to industrial and commercial careers at the end of the middle stage". Besides, the Committee suggested for the improvement of University Education, Women Education, Education of Minorities and Backward classes The Committee gave a permanent shape to the educational policy of that period and attempted for consolidating and stabilizing education. The report was hailed as the torch bearer of Government efforts. It attempted to prove that a policy of expansion had proved ineffective and wasteful and that a policy of consolidation alone was suited to Indian conditions. However, the suggestions of the Committee could not be implemented effectively and the educational progress could not be maintained due to worldwide economic depression of 1930-31. Most of the recommendations remained mere pious hopes.</p>	
188/233	SUBMITTED TEXT	22 WORDS	81% MATCHING TEXT	22 WORDS
	<p>years of age; universal, compulsory and free primary basic education for all children between the ages 6—11 (junior basic) and 11—14 (senior basic)</p> <p>W http://gtmpatra.blogspot.com/2017/12/evolutionary-perspectives-of-education.html</p>		<p>years of age in nursery schools. 2. Universal, compulsory and free primary or basic education for all children between the ages of 6 divided in junior basic (6-11) and Senior Basic (11-14). 3.</p>	
189/233	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	<p>England could not very well serve as a model to India, because</p> <p>SA Bijendra_AI&AS.docx (D116982346)</p>			
190/233	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
	<p>to the victory of the British East India Company at the 1757 Battle of Plassey,</p> <p>SA Ph.D. thesis - Somasree Datta Dept.of Education.pdf (D158964556)</p>			
191/233	SUBMITTED TEXT	17 WORDS	78% MATCHING TEXT	17 WORDS
	<p>in about 20 years, full provision for the proper training of teachers, provision for the physically and</p> <p>SA 3. Education during pre independent india- anglization of education 1836- 1855.docx (D76294186)</p>			

192/233	SUBMITTED TEXT	20 WORDS	52% MATCHING TEXT	20 WORDS
Questions 6.8 References 6.1 Objectives After going through this unit, the students will be able to : • Discuss about the contribution of		Questions 11.1 LEARNING OBJECTIVES After going through this Unit, you will be able to- • explain the system of		
W https://kkhsou.ac.in/eslm/E-SLM-for-Learner/6th%20Sem/Bachelor%20Degree/History/History%20Major/E...				
193/233	SUBMITTED TEXT	17 WORDS	91% MATCHING TEXT	17 WORDS
Naik, J.P and Nurullah,S.(1985-2009). A Students' History of Education in India 1800-1973. Delhi : Macmillan Publishers India				
SA 142) Dr. Pradip Kumar Sengupta Role of Raja Ram Mohan Roy as a Great Reformist of the Masses in t ... (D112107925)				
194/233	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
Purkait, B.R. (2005). Milestones in Modern Indian Education. Kolkata: New Central Book Agency (P) LTD. •				
SA Ph.D. thesis - Somasree Datta Dept.of Education.pdf (D158964556)				
195/233	SUBMITTED TEXT	86 WORDS	100% MATCHING TEXT	86 WORDS
Ram Mohan Roy FRAS (22 May 1772 – 27 September 1833) was an Indian reformer who was one of the founders of the Brahmo Sabha in 1828, the precursor of the Brahmo Samaj, a social-religious reform movement in the Indian subcontinent. He was given the title of Raja by Akbar II, the Mughal emperor. His influence was apparent in the fields of politics, public administration, education and religion. He was known for his efforts to abolish the practices of sati and child marriage. Roy is considered to be the "Father of		Ram Mohan Roy FRAS (22 May 1772 – 27 September 1833) was an Indian reformer who was one of the founders of the Brahmo Sabha in 1828, the precursor of the Brahmo Samaj, a social-religious reform movement in the Indian subcontinent. He was given the title of Raja by Akbar II, the Mughal emperor. His influence was apparent in the fields of politics, public administration, education and religion. He was known for his efforts to abolish the practices of sati and child marriage.[1] Roy is considered to be the "Father of		
W https://en.wikipedia.org/wiki/Ram_Mohan_Roy				
196/233	SUBMITTED TEXT	21 WORDS	92% MATCHING TEXT	21 WORDS
Renaissance" by many historians. In 2004, Roy was ranked number 10 in BBC's poll of the Greatest Bengalee of All Time. 166		Renaissance" by many historians.[2] In 2004, Roy was ranked number 10 in BBC's poll of the Greatest Bengali of All Time.[3][4] [5]		
W https://en.wikipedia.org/wiki/Ram_Mohan_Roy				
197/233	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
Superstitious Practices which deform the Hindu religion have nothing to do with the pure spirit of its dictates".		superstitious practices which deform the Hindu religion have nothing to do with the pure spirit of its dictates!"[36]		
W https://en.wikipedia.org/wiki/Ram_Mohan_Roy				

198/233	SUBMITTED TEXT	46 WORDS	58% MATCHING TEXT	46 WORDS
<p>The ritual involved widows self- immolating at their husband's funeral pyre. While the tradition in its original form gave women the option to participate, it eventually developed into a necessary custom, especially for Brahmin and higher caste families. Young girls were married to much older men in exchange for</p> <p>SA 12.aswathy-sa.pdf (D148066380)</p>				
199/233	SUBMITTED TEXT	34 WORDS	48% MATCHING TEXT	34 WORDS
<p>such crimes and had to be forced or even drugged into submission. Raja Ram Mohan Roy opposed this barbaric practice and spoke out against it. He spoke frankly and presented his ideas to the East India Company'</p> <p>SA 12.aswathy-sa.pdf (D148066380)</p>				
200/233	SUBMITTED TEXT	18 WORDS	57% MATCHING TEXT	18 WORDS
<p>Raja Ram Mohan Roy's name will be remembered as a great benefactor of women, not only for helping</p> <p>SA 12.aswathy-sa.pdf (D148066380)</p>				
201/233	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
<p>equal inheritance rights for women. He was also a fierce opponent of</p> <p>SA 12.aswathy-sa.pdf (D148066380)</p>				
202/233	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>campaigned for rights for women, including the right for widows to remarry, and the right for women to hold property.</p> <p>SA Dilip Kumar Das History 20.05.2019.docx (D52316205)</p>				
203/233	SUBMITTED TEXT	15 WORDS	76% MATCHING TEXT	15 WORDS
<p>the abolition of Sati in 1829 by Lord William Bentinck, the then Governor-General of India</p> <p>SA INDIAN RENAISSANCE WOMEN IN HISTORICAL PERSPECTIVE (WITH SPECIAL REFERENCE TO BENGAL AND MAHARASH ... (D113343803)</p>				

204/233	SUBMITTED TEXT	50 WORDS	100% MATCHING TEXT	50 WORDS
<p>Roy did much to disseminate the benefits of modern education to his countrymen. He supported David Hare's efforts to find the Hindu College in 1817, while Roy's English school taught mechanics and Voltaire's philosophy. In 1825, he established Vedanta College where courses in both Indian learning and Western social and physical sciences were offered.</p> <p>SA 12.aswathy-sa.pdf (D148066380)</p>				
205/233	SUBMITTED TEXT	94 WORDS	95% MATCHING TEXT	94 WORDS
<p>Women Education: Equally able was the Raja's advocacy of the education of Women. Although the concept had already been put forward by missionaries, it was the Raja who helped to popularize it among the Hindus. He said that the women of India were highly educated and that the education of women was in keeping with ancient religious traditions and beliefs. The Brahma Samaj did great service in removing the popular prejudices 168 NSOU ? CC-ED-05 against the education of women that were the prevalent in the Hindu society and the credit for this goes mostly to Ram Mohan (</p> <p>SA 12.aswathy-sa.pdf (D148066380)</p>				
206/233	SUBMITTED TEXT	57 WORDS	97% MATCHING TEXT	57 WORDS
<p>education, Ram Mohan was one of the first thinkers in India to realize the value of Western Science, and thought. He created major opinion in favour of the English education that could generate a sense of unity among the Indian educated youths. His ideas of western education helped the Government of Lord William Bentinck to introduce European learning in India. (</p> <p>SA 12.aswathy-sa.pdf (D148066380)</p>				
207/233	SUBMITTED TEXT	129 WORDS	95% MATCHING TEXT	129 WORDS
<p>Ram Mohan's contributions to other aspects of social and literary life were highly valuable. True it is that, Mrityunjay Vidyalankar, Ram Mohan Bose, Rajiblochan, Carey etc. had preceded him in the field of Bengali prose literature, yet it must be admitted that Ram Mohan contributed a style and standard which facilitated the development of Bengali prose as a vehicle of stories, novels as well as polemical literature (Banerjee, J. P., 2004). The great contribution of Ram Mohan Roy to the system of modern education was his emphasis on the study of modern Indian languages. He himself gave a great lead in the matter by writing books in Bengali on Grammar, Geography, Astronomy and Geometry and he is considered as the father of modern literary Bengali prose. His advocacy of the study and development of modern Indian languages. ●</p> <p>SA 12.aswathy-sa.pdf (D148066380)</p>				

208/233	SUBMITTED TEXT	72 WORDS	89% MATCHING TEXT	72 WORDS
	<p>Works of Raja Ram Mohan Roy Tuhfat-ul-Muwahhidin (1804) Vedanta Gantha (1815) Translation of an abridgement of the Vedanta Sara (1816) Kenopanishads(1816) Ishopanishad (1816) Kathopanishad (1817) A Conference between the Advocate for, and an Opponent of Practice of Burning Widows Alive (Bengali and English) (1818) Mundaka Upanishad (1819) A Defence of Hindu Theism (1820) The Precepts of Jesus- The Guide to Peace and Happiness (1820) NSOU ? CC-ED-05 169 Bengali Grammar (1826) The Universal Religion (1829) History of Indian Philosophy (1829) Gaudiya Vyakaran(1833) ●</p> <p>SA 12.aswathy-sa.pdf (D148066380)</p>			
209/233	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
	<p>He supported David Hare's efforts to find the Hindu College in 1817, while Roy's English school taught mechanics and Voltaire's philosophy. 4. In 1822, he</p> <p>SA 12.aswathy-sa.pdf (D148066380)</p>			
210/233	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
	<p>In 1825, he established Vedanta College where courses in both Indian learning and Western social and physical sciences were offered. 6.3.2</p> <p>SA 12.aswathy-sa.pdf (D148066380)</p>			

Ishwar Chandra Bandhopadhyay, popularly known as Ishwar Chandra Vidyasagar, is considered as one of Bengal renaissance. He continued the reforms movement that was started by Raja Ram Mohan Roy. Vidyasagar was well known writer, intellectual and above all a staunch follower of humanity. He brought a revolution in the education system of Bengal. Born on 26th September 1820 in a village called Veerasingha of 172 NSOU ? CC-ED-05 the then Hooghly (now part of Midnapore) district of West Bengal. Vidyasagar spent his childhood in extreme poverty. He commenced primary education at the village pathsahaala – an indigenous Indian school where language, grammar, arithmetic and other shastras were taught to youngsters. Later he accompanied his father to Calcutta. Within a short while, Ishwar was admitted to the Sanskrit College. As a student of the Sanskrit College, he witnessed the religious controversy between the reformists like Ram Mohan; radicals like Derozio (who denounced Hinduism as obsolete) and the conservatives who wanted to preserve and protect the basic character of Hinduism. Vidyasagar maintained religious neutrality. To him there was one religion that was welfare to humanity. Young Ishwar applied himself to learning with full discipline, diligence and perseverance and passed successive annual examinations with exemplary brilliance. It is here he came in close contact with half a dozen Sanskrit scholars, who would have left an indelible mark on his young impressionable mind. In 1839 he graduated in law examination conducted by the Hindu Law Committee. His well-rounded education at Sanskrit College saw him amassing considerable knowledge and mastery in a number of shastras, and in 1839 at a tender age the title Vidyasagar was endowed to him. On 29th December Vidyasagar joined Fort William College (FWC) as a Principal Lecturer (or Pundit). G.T. Marshall who was the Secretary of the College at the time acted as the catalyst for gaining this prestigious position for him at the age of 21. Vidyasagar started learning English and Hindi here. Marshall had been thoroughly impressed by Ishwar's scholastic achievements. • Saviour of Sanskrit College After a five year stint with the FWC Vidyasagar joined the Sanskrit College as Assistant Secretary in 1846. He wanted to improve the teaching system in the college. In the first year of service with Sanskrit College, he brought out a report to the authorities outlining and recommending a number of changes to the curricula and the education system. This report attracted criticisms from the College Secretary Rashamoy Dutta but it generated keen interest of authorities and a tremendous amount of favourable comments and praises from the Education department, particularly from G.T. Marshall. Because of irreconcilable differences with Dutta on this subject Vidyasagar resigned. Ishwar Chandra's principles, determination and courage were unparalleled in every detail. He never deviated from his goals in the face of all adversities. He knew not how to compromise on any matter of substance neither in fear nor for favour. He

was fixed by the Governor General in council.

W <https://bnsatnalikafoundation.wordpress.com/2014/04/09/educational-contributions->

resigned from the college, after the skirmish with Dutta. In 1850 Vidyasagar came back to Sanskrit College as a Professor at Sanskrit College with one condition that he should be allowed to do the redesign of the education system. In 1851 he became the Principal of this college. His well-documented protestations against Education department officials of the day testify to the degree of intensity with which he pursued the course of education reform. He favoured English and Bengali as a medium of learning alongside Sanskrit and wanted to offer to students a wider range of subjects and thus broaden their horizons in examining European and Indian concepts and practices side by side so they could apply their own judgement in discovering the truth for themselves. He was not afraid of discarding erroneous beliefs of Indian shastras and in preferring European science in its place where appropriate. Similarly he did not accept everything that Europe had to offer. His mind was open only to discovering the truth and reality. In these matters his determination was unmistakable and his resolve unshakable. In his famous "Notes on the Sanskrit College". Vidyasagar put forward a comprehensive scheme through which he aimed at creating an elegant Bengali style based on a combination of sound knowledge of both Sanskrit and English languages. He wrote books on Sanskrit grammar in Bengali in simple ways- Upakramonika and ByakaranKoumudi. He laid equal stress on learning the three branches in English- History, Mathematics and Natural Philosophy. Vidyasagar also achieved another success when the gates of the Sanskrit College were made open to castes other than the Brahmins. He also introduced admission fee and tuition fee. He prevailed upon the government to select as deputy magistrates some of the graduates of this college and established the Normal School for training Bengali teachers at the College thereby broadening the prospect of career opportunities as well as the range of academic interests that could be pursued on its campus. Vidyasagar took several such measures to expand enrolment and strengthen student commitment in Sanskrit College. In this way, he rescued classical education from medieval scholasticism. • Collegiate Education In 1853, Vidyasagar established an Anglo Sanskrit free school in Varsingha village. Vidyasagar was an ardent advocate of non-official secular and popular institutions for higher education with a purely Indian teaching staff. This is evident from his zeal to establish the Metropolitan Institution (which was originally founded in 1859 under the name of the Calcutta Training School under the management of the natives). In 1864 the management devolved entirely on Vidyasagar and he maintained this college out of its own resources. Its object was to find means of higher collegiate education for 174 NSOU ? CC-ED-05 the youths of Bengal. This college was administered by the Indians with no financial aid from the government. The teaching staff too consisted of Indians. It became a first grade college in 1879. From 1884 it introduced courses in Law,

W <https://bnsatnalikafoundation.wordpress.com/2014/04/09/educational-contributions->

213/233

SUBMITTED TEXT

412 WORDS

98% MATCHING TEXT

412 WORDS

course. He was appointed to the board of Examination for the selection of ICS candidates in 1854 and in 1855 he was made a member of the University Committee. In 1857 he became a fellow of the Calcutta University. • Women's Education Education of girls was one of the prime objectives of Vidyasagar's plans. He realized that unless women of the land could be educated it was impossible to emancipate and liberate them from the terrible burden of inequalities and injustice imposed on them by the cruel society of the day. However, the conservatives in the society were against education of the girls. Vidyasagar had to fight these conservatives with quotations from the Sanskrit scriptures that clearly prescribed care and education of the daughters. The credit for explaining the true meaning of the Hindu shastras upholding the women's right to education and the propagation of this truth among his countrymen entirely goes to Vidyasagar who utilized his literary talent for writing books, pamphlets and articles in support of female education. From submitting reports about the curriculum taught to girls in schools which included reading, writing, arithmetic, biography, history of Bengal, reading of passages on different subjects, needlework and sewing, to opening of 35 schools for girls in Bengal with an enrolment of 1300 girls; making door-to-door calls, requesting parents to send their daughters to school; giving financial support to some schools; appealing the government to extend grant-in-aid benefits towards the maintenance of girls' schools; initiating a fund "NARI SHIKSHA BHANDAR" for rendering financial help to the girls' education, Vidyasagar did it all. • Mass Education Another significant contribution of Vidyasagar was the spread of mass education. On witnessing the pervading darkness and superstitions in which people of Bengal lived in the absence of education, Vidyasagar explored local popular support and participation in the spread of mass education. He appealed to the people who responded positively and it was decided that schools would be set up at chosen localities where the financial burden of erecting school buildings were to come from the locality. Vidyasagar got quite a number of schools constructed in this way in areas under his official jurisdiction. NSOU ? CC-ED-05 175 • Journalism Vidyasagar had his contribution in journalism as well. He published his article on widow marriage in the Sarbashubhankari Patrika. Akshay Kumar Dutta often got his articles examined by Vidyasagar, who was on the Paper Committee of the Tattwabodhini Patrika. He was directly associated with the Somprakash, a distinguished journal of the time (1855). The responsibility of properly learning the Hindu Patriot also fell on him when it fell on difficult ways days after the death of Haris Chandra Mukherjee. 6.3.3

W <https://bnsatnalikafoundation.wordpress.com/2014/04/09/educational-contributions->

214/233

SUBMITTED TEXT

11 WORDS

100% MATCHING TEXT

11 WORDS

Panchanan Karmakar had cut the first (wooden) Bengali type in 1780.

SA Dolanchanpa Ganguly Phd.pdf (D128753583)

215/233	SUBMITTED TEXT	22 WORDS	73% MATCHING TEXT	22 WORDS
<p>of child marriage, he launched a powerful attack on the practice of marrying off girls aged 10 or even younger, pointing to</p> <p>SA Ph.D. thesis - Somasree Datta Dept.of Education.pdf (D158964556)</p>				
216/233	SUBMITTED TEXT	29 WORDS	60% MATCHING TEXT	29 WORDS
<p>workers along with the education minister of the seven states had attached the conference. Gandhiji himself presided over it. The conference appointed a committee under the chairmanship of Dr. Zakir Hussain</p> <p>workers along with the Education Ministers of the 7 states had attended the conference. ● Gandhiji himself presided over it. appointed a committee of distinguished educationists the chairmanship of Dr. Zakir Hussain. ●</p> <p>W https://tnl-uploads.s3.ap-southeast-1.amazonaws.com/production/8cf8a8e3-abd4-4bfa-9aa6-8451084987 ...</p>				
217/233	SUBMITTED TEXT	17 WORDS	70% MATCHING TEXT	17 WORDS
<p>Prof. K.G. Saigidain, Arya Nayakem, Vinoba Bhave, Kaka Kalekar, J.C. Kumarappa, Kishori Lal, Prof. K.T. Shah, etc.</p> <p>Prof. K. G. Saiidain ○ Arya Nayakam, ○ Vinobha Bhave, ○ Kaka Kalelkar, ○ J. C. Kumarappa, ○ Kishori Lal, ○ Prof. K. T. Shah etc. ●</p> <p>W https://tnl-uploads.s3.ap-southeast-1.amazonaws.com/production/8cf8a8e3-abd4-4bfa-9aa6-8451084987 ...</p>				
218/233	SUBMITTED TEXT	20 WORDS	71% MATCHING TEXT	20 WORDS
<p>in the history of patriotic poetry in India, especially "To India - My Native Land" and The Fakeer of Jungheera.</p> <p>SA Ph.D. thesis - Somasree Datta Dept.of Education.pdf (D158964556)</p>				
219/233	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>The Fakeer of Jungheera: A Metrical Tale and Other Poems (1828)</p> <p>SA CHAPTER WISE 2.pdf (D40463240)</p>				
220/233	SUBMITTED TEXT	33 WORDS	88% MATCHING TEXT	33 WORDS
<p>Council, recommended that a beginning be made in the direction of making elementary education free and compulsory throughout the country, and that a mixed commission of officials and non-officials be appointed to frame definite proposals.</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
221/233	SUBMITTED TEXT	13 WORDS	89% MATCHING TEXT	13 WORDS
<p>the process of education throughout this period should centre around some form of manual</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				














222/233	SUBMITTED TEXT	14 WORDS	71% MATCHING TEXT	14 WORDS
<p>education, he meant all-round development of a person's body, mind, and spirit. He proposed</p> <p>SA Kaneez Aysha MEd .docx (D136863451)</p>				
223/233	SUBMITTED TEXT	54 WORDS	100% MATCHING TEXT	54 WORDS
<p>Vidyasagar may be regarded as the first architect of national education. He strongly advocated education through mother tongue, which leads to mass education. • He contributed in fields like Sanskrit studies, women education and education through the medium of mother tongue. Being a man of action Vidyasagar took all necessary measures to concretize his plans of educational reform. •</p> <p>W https://bnsatnalikafoundation.wordpress.com/2014/04/09/educational-contributions-</p>				
224/233	SUBMITTED TEXT	17 WORDS	91% MATCHING TEXT	17 WORDS
<p>By education I mean an all-round drawing out of the best in child and man-body, mind and</p> <p>SA A186821001_Anjali Chawla_Thesis_Ph.D. History.docx (D154683600)</p>				
225/233	SUBMITTED TEXT	14 WORDS	76% MATCHING TEXT	14 WORDS
<p>Raja Ram Mohan Roy is hailed as "the Father of Modern India". He</p> <p>SA 12.aswathy-sa.pdf (D148066380)</p>				
226/233	SUBMITTED TEXT	27 WORDS	48% MATCHING TEXT	27 WORDS
<p>between the educated few and the majority, who were mainly illiterate. • The origin of Gandhi's Wardha scheme of basic education in 1937 can be traced back to</p> <p>SA Kaneez Aysha MEd .docx (D136863451)</p>				
227/233	SUBMITTED TEXT	14 WORDS	84% MATCHING TEXT	14 WORDS
<p>published in March 1938, came to be known as the Wardha scheme of education. •</p> <p>W https://tnl-uploads.s3.ap-southeast-1.amazonaws.com/production/8cf8a8e3-abd4-4bfa-9aa6-8451084987 ...</p>				
228/233	SUBMITTED TEXT	2 WORDS	100% MATCHING TEXT	2 WORDS
<p>https://bnsatnalikafoundation.wordpress.com/2014/04/09/educational-contributions-of-ishwar-chandra-vidyasagar/</p> <p>W https://bnsatnalikafoundation.wordpress.com/2014/04/09/educational-contributions-</p>				

229/233	SUBMITTED TEXT	2 WORDS	100% MATCHING TEXT	2 WORDS
<p>https://www.academia.edu/32138506/Social_Reforms_of_Raja_Ram_Mohan_Roy(Visited</p> <p>W https://www.academia.edu/32138506/Social_Reforms_of_Raja_Ram_Mohan_Roy(Visited</p>				
230/233	SUBMITTED TEXT	18 WORDS	59% MATCHING TEXT	18 WORDS
<p>in his weekly Harijan. • By education, he meant all-round development of a person's body, mind, and spirit.He proposed</p> <p>SA Kaneez Aysha MEd .docx (D136863451)</p>				
231/233	SUBMITTED TEXT	16 WORDS	90% MATCHING TEXT	16 WORDS
<p>Naik, J. P. and Nurullah, S. (2000).A Students History of Education in India 1800-1973. Lucknow: Macmillan</p> <p>SA 142) Dr. Pradip Kumar Sengupta Role of Raja Ram Mohan Roy as a Great Reformist of the Masses in t ... (D112107925)</p>				
232/233	SUBMITTED TEXT	18 WORDS	94% MATCHING TEXT	18 WORDS
<p>Aggarwal, J.C. (2013). Landmarks in the History of Modern Indian Education. Delhi : Vikas Publishing House PVT LTD. •</p> <p>SA History of Education In India, Block-1.pdf (D161180427)</p>				
233/233	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>Purkait, B.R. (2005). Milestones in Modern Indian Education. Kolkata: New Central Book Agency (P) LTD. •</p> <p>SA Ph.D. thesis - Somasree Datta Dept.of Education.pdf (D158964556)</p>				

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W	URL: http://oxfordg.com/data/COURSE-III-LEARNING-TEACHIN-UNIT-I-TEACHING.pdf Fetched: 2021-10-12 11:11:07		4
W	URL: https://allhandnote.blogspot.com/2017/03/educational-theory-instructional-design.html Fetched: 2021-12-16 02:37:01		2
W	URL: http://www.edpsycinteractive.org/topics/cognition/cogsys.html Fetched: 2023-04-28 08:51:00		8
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PREFACE In a bid to standardize higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses viz. core, generic elective, discipline Specific, ability and skill enhancement for graduate students of all programmes at Honours level. This brings in the semester pattern, which finds efficacy in sync with credit system, credit transfer, comprehensive continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry their acquired credits. I am happy to note that the university has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade "A". UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 have mandated compliance with CBCS for U.G. programmes for all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme. Self Learning Materials (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English/Bengali. Eventually, the English version SLMs will be translated into Bengali too, for the benefit of learners. As always, all of our teaching faculties contributed in this process. In addition to this we have also requisitioned the services of best academics in each domain in preparation of the new SLMs. I am sure they will be of commendable academic support. We look forward to proactive feedback from all stakeholders who will participate in the teaching-learning based on these study materials. It has been a very challenging task well executed, and I congratulate all concerned in the preparation of these SLMs. I wish the venture a grand success.

Professor (Dr.) Subha Sankar Sarkar Vice-Chancellor

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UG : Education (HED) Module – I PEDAGOGY & TEACHING Unit 1 □ Pedagogy 7 Unit 2 □ Pedagogy and Teaching 39 Unit 3 □ Teaching 64 Module – II PEDAGOGY & PRACTICES Unit 4 □ Cognition 107 Unit 5 □ Pedagogy in Practice 142 Unit 6 □ Teacher and Teaching 183 Netaji Subhas Open University Course : Pedagogical Studies Course Code : CC ED 06

7 Unit-1 : Pedagogy Structure 1.1 Objectives 1.2 Introduction 1.3 Pedagogy : Concept, Nature and Scope 1.3.1 Concept of Pedagogy 1.3.2 Nature of Pedagogy 1.3.3 Scope of Pedagogy 1.4 Bases of Pedagogy : Philosophical, Sociological and Psychological 1.4.1 Philosophical Bases of Pedagogy 1.4.2 Sociological Bases of Pedagogy 1.4.3 Psychological Bases of Pedagogy 1.5 Pedagogy Vs Andragogy 1.6 Summary 1.7 Self-Assessment Questions 1.8 References 1.1 Objectives In this Unit, we have tried to introduce you to the basic concepts of Pedagogy- a course for distance education. After familiarizing you with basic concepts we lead to the art of science of teaching with exemplifications. Pedagogy of teaching learning is further discussed as a scientific procedure. After the end of this unit, you should be able to ● Explain Pedagogical studies as academic discipline ● Comprehend concept and nature of Pedagogy ● Explain scope of application of Pedagogy in authentic context ● Explain the philosophical bases of Pedagogy ● Justify why sociological foundation is necessary for designing Pedagogy ● Explain psychology is always create the basic framework of Pedagogy ● Differentiate Pedagogy Vs Andragogy MODULE – 1

8 NSOU ? CC-ED-06 1.2 Introduction The term course includes more than a subject matter and content for appropriate level of the conventional mode. It is used to describe the teaching materials and other components of study. A course outline shows how these components of course are used with allotment of specific time. It also indicates how the sequence of teaching is maintained from a numbered unit of course titles. In distance education we have to consider methods to be used alongside the subject to be taught. We present you here with a number of ideas to understand the concept & issues of pedagogy and how it is different from andragogy.

1.3 Pedagogy : Concept Nature and Scope

1.3.1. Concept of Pedagogy

'The most important school-related factor in student learning is teaching' (Schwartz, 2009). There is a viable consensus among academicians at global scale that the performance of any education system is exclusively dependent on the quality of teaching. 'The quality of an education system cannot exceed the quality of its teachers' (Barber & Mourshed, 2007). Any institution that has the best teachers is always best in ranking. Recent UK research concluded that 'having a very effective, rather than an average teacher raises each pupil's attainment by a third of grade' (Machin & Murphy, 2011). It is time to focus on what constitutes effective teaching, or, put differently, on the behaviours and actions of good teachers: what it is that good teachers do to promote good learning. In this context the term Pedagogy is relevant and it is needed to understand pedagogy in the light of students' learning. But single out any pedagogical approach in the 21st century is not logical in any way. Therefore, we need to focus on pedagogies instead of pedagogy. Let's discuss the concept of pedagogy. Pedagogy is dealing with ideation and techniques of teaching. The main concern of pedagogy lies in setting up an environment where the needs and dreams of a student are being understood by the teacher. And the teacher is also trained in such a manner that he/she delivers the best attitude towards students. The broader sense is the transfer of knowledge on a global rate and the micro details cover the basic etiquette development. Johann Herbert was the first one to establish the relationship between pedagogy and its effect on society. Education was the basic step for transformations and pedagogy was learning the techniques to imply it. He emphasized how five key factors of this concept viz. preparation, presentation, association, generalization, and application can

9 NSOU ? CC-ED-06 turn a normal citizen into the most productive asset for the economy and society. The main focus was to keep a goal and by practicing it in society one can achieve it too. Pedagogy is the way the curriculum is transacted. Therefore, pedagogy encompasses how teachers think and how teachers act, that is teacher thinking and teacher doing, the one impacting on the other, and with the third dimension of the visible, observable and measurable impact of the teachers' pedagogy on the learners. Therefore, these three aspects of teacher thinking, doing and their impact on student learning outcomes make up 'effective pedagogy', as illustrated in the following conceptual framework model which reflects the relationship of curriculum and its assessment modes and teacher education to teachers' thinking and doing within a specific context are part of this conceptual framework, and can be conceptualized as enabling or disabling teachers' thinking and doing (Westbrook J et. al., 2013.). In other words, pedagogy refers to that set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes and dispositions within a particular social and material context'. More clearly speaking, Pedagogy (or teaching) is the interactive process that takes place between the educator and the child to enable learning to take place. Pedagogy is distinct from and complementary to the curriculum. In alternative words, we can say that curriculum describes the 'what', that is, the learning opportunities on offer while pedagogy describes the 'how', that is, how the educator can assist the child to learn. The pedagogical interactions between the educator and the child will be greatly influenced by the early childhood curriculum model in place within the early childhood service. Let's have a discussion to further illustrate the concept of pedagogy for a comprehensive idea about pedagogy. Pedagogical practice, may be interpreted through three main approaches: Structured Approach : This approach describes a highly adult directed curriculum and largely didactic pedagogical techniques, providing for little initiative on behalf of the child. The rationale for this method is based on development theory where children are expected to learn skills and concepts in sequence. This approach sees curriculum objectives very clearly defined and the educator in control of the child's learning. Open Framework Approach : This approach provides the educator with a broad framework for learning, the ability to use endless pedagogical techniques and strategies. As curriculum classification within this approach is less structured, the child has the freedom and flexibility to make choices between the various learning opportunities on offer. As learning opportunities provided span across all areas of learning and development, a balanced range of experiences is encouraged over a period of time.

10 NSOU ? CC-ED-06 This enables a process of 'active learning' where the child constructs his own understandings within a social and physical environment. Child-led Approach : A Child-led Approach is where the educator responds entirely to the child's interests and activities. Topic or project themes are adopted based on the child's interests. The main curriculum emphasis is based on developing the child's independence, social and emotional growth, creativity and self-expression. The learning environment is designed to open-ended exploration and discovery. At this juncture of understanding, it can be useful to explore the following few issues relating to our current understandings of pedagogy. From the outset it is important not to confuse pedagogy with either curriculum or simply 'teaching'; pedagogy informs both. In the context of early year's education where learning through exploration, creativity and play is key, any construct of pedagogy must be broadly based and seen as an evolving process. We need an understanding that fits with the new vision for the contemporary world, which sees children as central to everything that affects them as citizens and as people with rights and responsibilities. We need an understanding of the questions 'what?', 'how?', 'why?', 'where?' and 'when?' can be asked in relation to learning and teaching, in order that whatever decisions we make as educators, we have something that guides our actions in the many different situations in which we work. Taking all of this into account, could the following represent our current understanding of pedagogy? It is useful to consider the elements at the heart of the pedagogical decisions that we make. We need to consider what we mean when we talk about learning, teaching and development, to be enquiring about the role of interactions and environment as integral features supporting learning, teaching and development, and to be aware of the values and principles that underpin all that we do. Therefore, pedagogy is about learning, teaching and development, influenced by the cultural, social and political values and principles we have for children in global perspectives, and underpinned by a strong theoretical and practical base. Types of Pedagogy : Social Pedagogy : Social pedagogy suggests that education is critical to a student's social development and wellbeing, and thus must be understood broadly as a way to support a person's growth throughout his/her entire life. Thus, social and educational questions must be considered as one, since students are, by nature, social beings. But they require education in order to communicate effectively as such. The way social pedagogy is approached can vary in different countries, and based on different social and cultural traditions. In Germany, for example, educators typically view social

11 NSOU ? CC-ED-06 pedagogy in the same vein as social work. In Norway, the emphasis is on working with children and young people. An example of how social pedagogy could be used includes emphasizing the importance of things like compassion and being kind-hearted, and using dialogue to communicate lessons; studying concepts in the context of modern lifestyles; or looking at common issues within society that relate to our desires and needs to be social beings, such as social exclusion, its causes and consequences. Critical Pedagogy : Critical pedagogy is a reflection of Frankfurt school's ideas and principles in education. Critical theory was initially started in Europe and then was developed by theorists such as Habermas, Horkheimer, Adorno, and Gramsci. To engage in critical pedagogy is to break down and deconstruct typical world views about topics and learning. It often involves more critical theories, and even radical philosophies. The goal is to continuously challenge students to question their own thoughts and ideas, beliefs, and practices, to think critically and gain a deeper understanding. Forget the dominant beliefs and paradigms - try and figure out things on your own, and in your own way. Educators can adopt critical pedagogies by asking students to look for deep meaning and root causes of everything from religion to war and politics; or to explore and analyze relationships and issues of power within their own families. They might also look for underlying messages or biases in popular culture and mass media. Culturally Responsive Pedagogy : In a culturally diverse society, three functional dimensions - institutional, personal, and instructional - are used together to recognize and respond to cultural differences among various students, and celebrate different approaches and methods of learning. To adopt such a style, an educator must be willing to accept the different needs of a multicultural classroom, and create an equally comfortable and enriching learning environment for all students. This pedagogical method often relies on a student centered approach to teaching, whereby educators identify different cultural strengths of students, and nurture those to ensure that students have a positive sense of self, and can achieve their goals. To apply culturally responsive pedagogy requires teachers to adapt their practices to accommodate the different cultural needs of students. It can also mean that an institution has to reform its school policies and procedures to encourage more community involvement. A culturally responsive approach should respect and encourage the sharing of different ethnicities, races, and beliefs, and be aware of the backgrounds of students. In a culinary course, that could mean including knowledge of cultural dishes in course work. In a political course, it might involve debates and analyses of different political

12 NSOU ? CC-ED-06 topics, approaching them from different cultural angles. In law, it could be respecting various religious beliefs, or cultural differences in how families might view the same legal issues. Socratic Pedagogy : Following a more philosophical approach, Socratic pedagogy involves a process whereby students can develop their social and intellectual skills in order to live more actively as part of a democratic society so it leads to active citizenship education. Students are encouraged to challenge traditional assumptions about knowledge, look for alternatives, and create knowledge through their own thoughts and experiences, as well as via meaningful dialogue with others. Thus, curriculum will often involve collaborative and inquiry-based teaching and thinking as students test established ideas against others to open their minds and gain a deeper understanding of concepts. An example is the community of inquiry by C.S. Peirce and John Dewey, which, instead of basing knowledge on fixed scientific facts, looks for social context to learn more about a topic. Another is Bohm Dialogue, which involves group conversations where participation happens without judgment in order to come to an understanding on a topic. Students in a science or math course, for example, might look beyond the hard facts to determine why and how a particular scientific or mathematical principle is what it is, and what that means for society. 1.3.2 Nature of Pedagogy : From the above discussion it is understandable that pedagogy is an encompassing term concerned with what a teacher does to influence learning in others. As the importance of high quality education for children has become more clearly understood, so has the educator's role in the provision of these services. This demands a clear understanding of the meaning of 'pedagogy' and how it plays out in individual educators and services. Most of the interpretations show a range of thinking around the term pedagogy, all of which have what a teacher does and how they do it at their core. The function or work of teaching is to adapt the art or science of teaching and accordingly design education instructional methods. The instructional techniques and strategies that allow learning to take place. It refers to the interactive process between teacher/practitioner and learner and it is also applied to include the provision of some aspects of the learning environment (including the concrete learning environment, and the actions of the family and community) (Siraj-Blatchford, Sylva, Muttock, Gilden& Bell, 2002). Quality teaching is defined as pedagogical practices that facilitate for diverse children their access to knowledge, activities and opportunities to advance their skills

13 NSOU ? CC-ED-06 in ways that build on previous learning, assist in learning how to learn and provide a strong foundation for further learning in relation to the goals of the early childhood curriculum and cultural, community and family values. (Farquhar, 2003) Over the time a new term was being introduced known as "critical pedagogy". Many observed that the conservative technique does not guarantee overall development; instead it gave empowerment to some students over others. This created a social imbalance which needed to be cleared out. Thus it is in which a student association is made and their complaints are heard. And if their complaints are found logical, necessary changes are made in the institution. The authority is given to teachers and students and altogether they work in a direction to provide a better platform for students for learning. Chris Husbands and Jo Pearce (2012) in their article, 'What makes great pedagogy? Nine claims from research', had explicitly tried to interpret the nature of pedagogy. To justify that pedagogy is instrumental in learning, they used the term 'Effective Pedagogy'. We can list up their advocacy about the nature of pedagogy as follows: 1. Pedagogies give serious consideration to pupil voice. 2. Pedagogies depend on behaviour (what teachers do), knowledge and understanding (what teachers know) and beliefs (why teachers act as they do). 3. Pedagogies involve clear thinking about longer term learning outcomes as well as short-term goals. 4. Pedagogies build on pupils' prior learning and experience. 5. Pedagogies involve scaffolding pupil learning. 6. Pedagogies involve a range of techniques, including whole-class and structured group work, guided learning and individual activity. 7. Pedagogies focus on developing higher order thinking and metacognition, and make good use of dialogue and questioning in order to do so. 8. Pedagogies embed assessment for learning. 9. Pedagogies are inclusive and take the diverse needs of a range of learners, as well as matters of student equity, into account. The finding of ongoing research suggests that outstanding pedagogy is far from straightforward. Classrooms are complex, multi-faceted and demanding places in which to work and successful pedagogies are correspondingly sophisticated. Highly successful pedagogies develop when teachers make outstanding use of their understanding of the research and knowledge-base for teaching in order to support high-quality planning and practice. The very best teaching arises when this research base is supplemented by a personal passion for what is to be taught and for the

14 NSOU ? CC-ED-06 aspirations of learners. There is a robust evidence base which helps to identify the ingredients of outstanding pedagogic practices. However, truly effective practices depend on teachers making active connections between the ideas from research. The most effective successful classroom practices work these ideas together in systematic and sophisticated ways, and the best teachers are active in building relationships between them. Understanding the ways in which these relationships are built - what Leahy et al. (2005) have called 'minute-by-minute classroom practices' - is itself a fruitful area for both further research and improving practice.

1.3.3 Scope of Pedagogy : The discussion about the concept and the very nature of pedagogy has already given substantial hints about the broader scope of the application of pedagogy or how meaningful the study and research of pedagogy is. Some theoreticians considered pedagogy as educators' professional practice, especially those aspects that involve nurturing relationships, curriculum decision-making, teaching and learning. (Deewr, 2009). Pedagogy develops from a range of factors including theories and research evidence, political drivers, evidence from practice, individual and group reflection, educators' experiences and expertise, and community expectations and requirements. It informs both curriculum (all the interactions, experiences, activities, routines and events planned and unplanned) and teaching in a service. It reflects and supports the principles of and outcomes sought by a teaching profession. Pedagogy is an extremely complex phenomenon comprising a wide variety of practices underpinned by principles acquired through training and as a result of professional experiences and personal understandings. Because of its complexity 'effectiveness' has to be viewed as a whole rather than as particular aspects taken in isolation. (Moyles, Adams & Musgrove, 2002). Today's classrooms are structured by multiple layers of complexity. Critical pedagogy explores the relationship between power and knowledge, a complex relationship that stems from extreme forms of heterogeneity characterizing today's educational and social settings. This understanding compels a pedagogue to interrogate issues of privilege, notions of neutrality and objectivity, and the notion that politics should be kept out of education. By focusing on the margins of society, this pedagogy seeks to throw light on communities, voices, texts, and perspectives that have been traditionally excluded. By providing a safe space for marginalized bodies to come to voice, it challenges the Euro centric, patriarchal, and elitist ways of seeing, teaching-learning.

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Having a well thought-out pedagogy can improve the quality of teaching and the way students learn, helping them gain a deeper grasp of fundamental material. Being 15 NSOU ? CC-ED-06 mindful of the way your teacher can help you better understand how to help students achieve deeper learning. And it can, in turn, impact student perception, resulting in cooperative learning environments. The proper approach helps students move beyond simple forms of thinking as defined in the Bloom's taxonomy pyramid, like basic memorization and comprehension, to complex learning processes like analysis, evaluation, and creation. Students can leverage their preferred learning styles with a teaching process that supports them, and the way they like to learn.

The scope of Pedagogy is wide and instrumental and is ever-growing due to constant research in this field. The following areas may indicate the scope of Pedagogical study :

A. Understanding Child : To support the vision of every child as an 'active agent' in society, we need to be aware of the experiences that children have in their early years that help them to develop as confident, powerful, competent individuals. We know that children are born with powerful motivations to learn and that in order to learn effectively, they need people to interact with. How can we be sure that we are engaging with young children appropriately and, most importantly, engaging in meaningful ways? Pedagogy helps us to understand that children need active support from adults who:

- are well informed about child development
- are respectful of and interested in children
- are knowledgeable about and value the importance of play and the powerful contribution it makes to children's development and learning
- understand the importance of relationships with other children and with adults
- recognize learning contexts that are real and meaningful to the child.

B. Instructional strategy of teaching learning for outcomes-based learning : Research on teaching, learning and outcomes shows that quality pedagogy is identified as a key lever for improving children's outcomes. Sound research evidence, discussed later, shows what educators can do to provide children with strong foundations for ongoing learning and development in all aspects of life. This evidence must be reflected in educators' pedagogy if children's learning and development is to be optimized.

C. Inclusive Learning and Development Services: The importance of a shared understanding of high-quality pedagogy in its early childhood education and care services in ensuring it meets the mission statement of

16 NSOU ? CC-ED-06 the organization and that the values of the organization are embedded in everyday practice. This statement aims to ensure that Child the professionals we collaborate with, the communities we operate in and the broader community are aware of the pedagogy enacted within our services. D. Deeper understanding of what is informing our practice : It will provide the educators within our services with an understanding of the evidence base behind this pedagogy and an awareness of how they can contribute to the development of pedagogy. The statement will assist in ensuring educators are aware of the impact they have on children and to articulate not only what they do, but why and how they do what they do to parents, careers and the wider community. E. Policy context that focuses on quality and continuous improvement of teaching- learning : In continuation of the previous policy the NEP- 2020 has emphasized on expected national standards of teacher professionalism. So, the process of building a National Quality Framework is essential. Such a framework includes state legislation underpinning a National Quality Standard. Such a standard requires services to enhance each child's learning and development through the development of curriculum informed by an approved learning framework. Child Inclusive Learning and Development services subscribe to the principles, practice and outcomes of child learning. The approach of these frameworks supports the mission to develop the capacity of the early childhood education and care sector, families and community to support children's wellbeing, learning and development and reflects our values of integrity, respect, recognition, collaboration, commitment and innovation. F. Spirit of enquiry and professional dialogue for teacher Pedagogy creates interest about why we do what we do, that learning through play and intentional teaching are key to optimizing children's learning and development and that children are people with agency. Effective pedagogy not only produces outcome results in relation to input, but also represents a common core of values and objectives to which all those involved can subscribe. (Moyle, Adams & Musgrove, 2002) Further to the above areas, the more specific scopes of pedagogical studies though not limited, but may be instrumental in following areas : 1. Designing Learning : a. Structuring learning : Pedagogy provides a model for the process of designing learning. It starts by considering factors affecting learning design,

17 NSOU ? CC-ED-06 including the influence of the type of learning objective on the choice of approach. It goes on to explore effective methods of sharing learning objectives with pupils. There is guidance on how to structure learning by splitting the learning unit into a series of episodes, and on choosing from a range of strategies and techniques to motivate pupils. Finally, there is an examination of three pedagogic approaches - direct interactive, inductive and exploratory - to show how they can help pupils develop tools for learning, such as inductive thinking or enquiry skills. b. Teaching models : Pedagogical study helps to determine principles and practice of teaching. It explores a range of teaching models and encourages teachers to review their teaching practice against the models described. For each teaching model pedagogy helps to select the model that might be applied in classrooms. c. Lesson design for inclusion : The principles for ensuring the inclusion of all pupils in lessons, and how to hold them all into the learning process is a major challenge that can be addressed by pedagogical understanding. It provides a first insight into the needs of many groups that need to be included, such as lower attainers, gifted and talented and CWSN etc. pupils. 2. Teaching Repertoire : a. Modeling Teaching : Modeling is a powerful strategy that can be used across all subjects to help pupils to learn and to develop confidence in a new skill or procedure. This unit sets out the principles of this strategy and provides guidance on how to introduce modeling into lessons and make it effective. b. Art of Questioning : Different types and purposes of questioning are guided by pedagogy. It explains how to organize questioning for whole-class and group work, and offers strategies such as providing 'wait time' for making it effective. c. Explaining Concept : The purpose of explanations in teaching and the characteristics, features and skills of successful explanations is a major focus of pedagogical studies. It explores different types of explanation, how to plan for them, which strategies are effective - particularly for those involving abstract ideas. It also provides guidance on how to support pupils in planning and articulating their own successful explanations. d. Guided Learning : What kind of principles and approaches involved in guided reading and writing can be used to support guided learning in subjects across the curriculum which is determined by pedagogical understanding.

18 NSOU ? CC-ED-06 The instructional sequence for the teacher working with small groups, which is integrated into lessons to act as a bridge between whole-class teaching and independent work. e. Group work in Teaching Learning : Pedagogy determined Effective group work can help to improve pupils' speaking, listening, thinking, and problem- solving and social skills. It emphasizes the need for establishing clear rules and procedures and sets out a range of techniques to ensure pupil engagement and cooperation, such as allocating roles and setting group targets. f. Ensuring Active engagement : Pedagogy helps teachers to understand what is meant by engagement and why it is important. A range of strategies to motivate and engage pupils is examined, for example directed activities related to text to promote active reading, strategies to promote active listening, thinking strategies etc. 3. Creating Effective Learners : a. Assessment for learning : Pedagogy creates scope to understand what is meant by assessment for learning and its importance. It explains how good assessment practice can contribute to better learning and higher achievement. b. Developing reading and writing : Improving pupils' ability to understand and to respond to subject-specific written texts is the task of the teacher. Pedagogy may empower the teacher to support pupils by clarifying the approach they need and how the teacher can use shared and guided reading to enable pupils to develop more independence and skill as readers. Similarly teachers with their pedagogical knowledge only can improve the quality of pupils' writing through actively. Teacher can guide the student on what, how and why they have to write. c. ICT integration in learning : The use of ICT in classrooms enhances learning and teaching. The T-PCK or Teacher's Techno Pedagogical Content Knowledge is key elements of integration of ICT in enhancing learning. So overall pedagogical knowledge helps to understand the kind of blending of ICT is needed in teaching specific subjects. d. Leading in learning : The aim of 21st century learning is enhancing learner's critical thinking skills. This could be done by clarifying the nature of higher- order thinking and different approaches to 'teaching' thinking. It also provides practical guidance for improving the teaching of aspects of thinking skills lessons, such as improving the teaching of the plenary, helping pupils to see the relevance of thinking in everyday contexts and developing their use of

19 NSOU ? CC-ED-06 'thinking words'. The entire task is determined by the pedagogical understanding of the teacher. 4. Creating conditions for learning : a. Improving the climate for learning : The physical environment can make a significant difference to learning, and therefore, pedagogy helps us to explore how even small changes to the classroom can help. The sound pedagogy only can determine the starting from physical arrangements to teacher-student relationships are another important factor in classroom climate to motivate students to learn. b. Identifying Learning styles : Pedagogy provides a basis on how to identify different learning styles and more importantly helps teachers to understand the need to provide a variety of activities to suit different styles, over time. There is guidance on how to plan and adapt activities to accommodate visual, auditory and kinesthetic learners. c. Classroom management : Classroom management is a key factor in teaching learning. Appropriate pedagogy helps us to understand the concept of teaching behavior that is conducive to learning. Pedagogy guides teachers to interpret pupil's response to structures and routines, and guides them as the teacher's verbal and non-verbal language is pivotal in securing and maintaining relationships for learning. 1.4 Bases of Pedagogy—Philosophical, Sociological and Psychological Any interpretation of pedagogy is intimately bound up with definitions of learning, orientation and application in classroom contexts. An emphasis on learning as an individual process of social interaction, and imitation of an expert other is clearly upheld within developmental and psychological domains that have a stronghold in contemporary formative year's scholarship and practice of the learners. For example, Vygotsky's Marxist orientation (philosophy) positions learning as a dialectical process that leads the learner into higher psychological thinking and sets the scene for intervention as advancing knowledge: a process that Fleer (2010) describes as 'pedagogical framing'. As the child learns in a socio-cultural context, therefore the sociological belief system impacts pedagogical practices in a given social context. From this viewpoint, the developing child is led into a more sophisticated way of thinking in the world. Therefore, philosophical, sociological and psychological bases hold importance in influencing pedagogical understanding and practices.

20 NSOU ? CC-ED-06 1.4.1 Philosophical Bases of Pedagogy The philosophical foundation of pedagogy helps to determine the driving purpose of education, as well as the roles of the various participants. While all foundations propose to set goals of education in general, philosophy presents the manner of thinking from which those goals are created. One's driving philosophy suggests if pedagogy should develop the individual or enforce group norms; if it is to enforce group norms, it further defines if that should be the norms of the current set or a move towards changing those norms. Philosophies vary in perception of truth, ranging from absolute to relative, and from moralistic to scientific. In all of this, one's philosophy defines the role of the teacher, ranging from all-knowing authoritarian to that of a mentor, and the role of the student, ranging from an obedient vacant vessel to an individual worthy of actively engaging in one's own educational process. As we look through the lens of history, we see how philosophies have gained and waned in popularity in society, and how even psychological research is embraced, ignored, or even rejected based on philosophical standings of the time. On the basis of research by Farquhar & White (2014), we can say that the literature shows that philosophical ideas constantly expands and shifts in approaches to teaching and learning for last few decades. Philosophical thoughts locate pedagogy across private and public space; in and outside of traditional forms of constructivism beyond instrumental imperatives and beyond dominant paradigms. Pedagogy might be viewed as more relational: democratically oriented towards what is held in common and, from a dialogical standpoint, what is not. Emphasis is also given to perception, disaffection, dialogue and wonder and 'unconsciousness' as a pedagogical state for learners and teachers alike. The subjective and intersubjective nature of pedagogy is keenly felt in philosophy and practice for pre-adolescent and adolescent learners. All children are not necessarily identical and typical in their thinking and developmental pattern, hence pedagogy should encompass those who do not necessarily share the same replicative approaches and therefore requires a sophisticated engagement within the wider world beyond the immediate contexts that determine its value. In this era of pedagogical certainty and on the cusp of standards-based agendas, such philosophical inquiry is a welcome to the pedagogical alternative for pre-adolescent and adolescent education. In contrast to romanticism, the new philosophy invites new ways of conceptualizing pedagogy. James Stillwaggon, expanding on this dilemma and highlighting the divided nature of pedagogy in romantic and modern visions of the ideal childhood. Here, a central pedagogical conflict between rationalism and sentimentality is unleashed.

21 NSOU ? CC-ED-06 Certain premises of philosophy approves pedagogy of intervention, such pedagogy carefully establishes as a prevalent emphasis on pedagogical duty where learning 'problems' are identified and addressed accordingly. In such a view, pedagogies consist of certainty, based on 'experts' who know what is needed, claim legitimacy. While some educationists consider early intervention as an issue of inequality-one where the child is placed within deficit paradigms, exacerbated by the knowledgeable interrogation of the expert who seeks solutions to the 'problem' that they themselves have identified. In this position, the teacher must drive the learner's will; in the case of early intervention this means both child and parent who must be shown the error of their ways in order to escape their deficiencies. A pedagogical orientation offered by Jayne White also calls for teachers to trust in the agency of the child and their innate potential and, as a consequence, to attend to the ethical implications of seeing in pedagogical encounters. This timely addition to the issue directs pedagogical attention to the cultural significance of the learner, challenging strongholds of certainty across time and space. Therefore, for developing any relevant pedagogical framework it is needed to consider the relevant contemporary philosophical thoughts. 1.4.2 Sociological Bases of Pedagogy Society is a reflection of the governing philosophies of the masses, requiring that studying the sociological foundation of pedagogy to include consideration of philosophical foundations. Society is dynamic, with the changing popularity of a particular philosophy mirroring factors such as environmental and economic needs: war or peace time, recession or time of abundance, changing technology, and so on. For example, if a nation is at war, greater emphasis will be placed on sacrificing for the greater good, moralistic principles, and adhering to group norms. During such times, however, there will be dissension based on counter philosophical ideas; the strength of one's philosophical convictions will determine one's perception of the current events, including those impacting education. The man is born in society and has to develop his personality in the society According to Ross `` Individuality is of one value and personality is meaningless apart from social environment. In the social environment an individual interacts with forces which influence him and he also influences the society. An individual can learn very little by himself. In his learning society contribute very significantly. Man lives in the society, acquires socialization through his contact with family, his relatives, friends. He learns basic things with mutual behaviour through this contact. If an individual is left alone without any companions and society then his learning will not take place, therefore for education the presence of other people, means society is very necessary. Education and society are interdependent and complementary to each other. No

22 NSOU ? CC-ED-06 educational system can be understood without looking at the canvas of society. Society can never progress without the sound system of education. Education should enable the pupil to be a useful member of society. Therefore, pedagogical understanding and practices are intrinsically related and evolving from sociological ideas. Such interaction of teaching learning and sociology is well documented in the body of educational research. Thus, educational sociology is meant for finding out ways and means to manipulate the educational process to ensure learning which is socially relevant and appropriate. All societies have their own ways and means of meeting this need. Education as a process has come to stay as an effective means of meeting this need. Education does not only transmit the past cultural heritage; it is meant to help in the reconstruction of our modes of living. It may help in developing new social patterns in the areas of health, leisure, vocation and family life. Reconstruction and adaptation are necessary but of scientific developments, industrialization and technological advancements, which are disturbing the urban as well as rural pattern of living. Therefore, sociological thoughts help us to understand the constant and dynamic interaction of the individual and his/her cultural environment, it enables us to understand the child from the point of view of social milieu. Sociology influences pedagogy to evolve to prepare educators for their future tasks. It uses the results of sociological research in developing teaching learning activities. Education preserves the social and cultural heritage which is owned by sociology. Society is the prime factor in determining the educational patterns so that its sociocultural needs may be satisfied and continue to grow. Emile Durkhiem who first clearly indicated the need for a sociological approach to the study of education. He considered that education to be something essentially social in character in its origins and its functions and that as a result the theory of education relates more clearly to sociology than any other science. As the teacher is himself/herself a member of the social community therefore, they should be committed to society. He/she should know the main institution and powers that mainly influence a student. He should know the instruments of social development, available in an extramural environment. He should have the capacity to use this knowledge in school Education. A teacher should know about the process of socialization among students, the method of interaction and programs for social development. As Sociological ideas/thoughts largely impact the kind of pedagogy we should design and practice in the school system. Social thoughts advocate majorly the use of project method, socialized techniques, Group discussion and techniques of group

23 NSOU ? CC-ED-06 dynamics. Sociological foundations also encourage cooperative learning, problem solving and democratic methods of teaching learning in practicing pedagogy. Those educational methods are good which gives knowledge to the individual, which will enable the students to adapt and adjust to different social situations. Sociology gives importance to group methods of teaching. Methods which are able to develop democratic attitudes among children should be a good method of teaching. According to sociological point of view following are major area of implications on pedagogical discourse: a. The method of instruction is effective only when the skill and knowledge acquired in the classroom are actually used by the individual in the adjustment to social situations. An individual should be able to achieve social correlation by use of knowledge and skill received in the school. b. The method of teaching should stress on the social behaviour outside the class while teaching. c. The method of teaching should make use of all possible social resources and social operative force in the social life in order to develop the capacity in every individual for social adjustment. d. The social power currents in the society should be used in the teaching system for increasing the social co-relationship. e. Sociologists suggest that teaching should be done through cultural and social programs. f. In teaching, teachers will develop problem solving and constructive thinking. For this socialized techniques, project and group methods fulfill most of the conditions. g. Students react better to co-operative learning in which there is sharing in the teaching learning process. co-operative group patterns of learning lay emphasis on group interaction.

1.4.3 Psychological Bases of Pedagogy The psychological foundation of pedagogical practices has continued to expand, especially with exponential growth in neuroscience research. The 1990s had been titled the Decade of the Brain, and great strides have been made in the psychology of learning. One might argue that it is the psychological foundations of approach and method of teaching learning which hold the greatest importance because it is here that we understand how students learn; how to increase student motivation and satisfaction; how to achieve outcome-based learning. However, current pedagogical practices in many schools' systems may not yet fully embrace the current research due to the prevailing rigid philosophies held by authorities in power. To gain acceptance of

24 NSOU ? CC-ED-06 research-based educational practices, we must not just show the success of those practices, but also work toward changing the prevailing philosophies that influence the attitudes of society. Also, reaching back to the historical foundation of pedagogical discourse, we should caution ourselves that current research is just that: current. Future psychological research may yield new information. By adopting a guiding philosophy, one does not become fixed and single out to a particular psychological foundation of thought, which history reminds us is ever-changing, and one can instead remain fluid in how one's philosophically-based goals are met. The different psychological foundations which are potentially impacting pedagogical practices could be broken down into four categories: behaviourism, constructivism, social constructivism, and liberationism. A. Behaviourism : A behaviourist pedagogy uses the theory of behaviourism to inform its approach towards pedagogical practices. The most important school of thought of educational psychology in the first half of the 20th century was behaviourism. Behaviorism is a perspective on learning that focuses on changes in individuals' observable behaviors- changes in what people say or do. At some point we all use this perspective, whether we call it "behaviorism" or something else. It described learning as the acquisition, strengthening and application of stimulus-response connections through reinforcement. Teaching was thought to influence this through providing adequate reinforcement. According to behaviourist views, positive rewards following a correct response automatically strengthen the connection to the stimulus. Even complex behavior can be taught by reinforcing spontaneous behaviours step by step, until the whole behavior sequence is built together. Exercise and repetition are seen as crucial to develop and maintain stimulus-response connections. Behavior is learned and can be unlearned; unacceptable behaviour can be replaced by acceptable behaviour and changes in children's behaviour occur due to the responses they get to their behaviour. Pedagogical practices associated with this theory include: educators reinforce appropriate behaviour through rewards ranging from a positive statement to tangible rewards such as star charts; educators avoid reinforcing inappropriate behaviour or remove children who are behaving inappropriately; educators draw children's attention to the consequences of their behaviour. Models based on these theories are called "drill and practice" and "programmed instruction". As for example one often relevant to new teachers: when he began my first year of teaching, he was more focused on doing the job of teaching on day-to- day survival than on pausing to reflect on what he was doing. Note that in all of these examples, focusing attention on behavior instead of on "thoughts" may have been

25 NSOU ? CC-ED-06 desirable at that moment, but not necessarily desirable indefinitely or all of the time. Even as a beginner, there are times when it is more important to be able to describe how to drive or to cook than to actually do these things. And there definitely are many times when reflecting on and thinking about teaching can improve teaching itself. But neither is focusing on behavior which is not necessarily less desirable than focusing on students' "inner" changes, such as gains in their knowledge or their personal attitudes. If you are teaching, you will need to attend to all forms of learning in students, whether inner or outward. In classrooms, behaviorism is most useful for identifying relationships between specific actions by a student and the immediate precursors and consequences of the actions. It is less useful for understanding changes in students' thinking; for this purpose, we need a more cognitive(or thinking-oriented) theory, this fact is not really a criticism of behaviorism as a perspective, but just a clarification of its particular strength or source of usefulness, which is to highlight observable relationships among actions, precursors and consequences. Behaviorists use particular terms for these relationships. They also rely primarily on two basic images or models of behavioral learning, called respondent (or "classical") conditioning and operant conditioning as major learning mechanisms. Some alternative theories advocated in Europe like Gestalt psychology which can be summarized

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in the quote, "The whole is greater than the sum of its parts". Accordingly, the

Gestalt approach criticized behaviourism for breaking down behaviour into its parts. In the Gestalt perspective, learning is seen as a process of understanding the structures of problems and gaining sudden insight rather than as an iterative development of stimulus-response connections. B. Constructivism : Influenced by behaviourism as well as Gestalt and other prevailing schools of thoughts in psychology, the middle of the 20th century saw the rise of cognitive psychology in both the United States and Europe and later adopted worldwide and thus a shift of focus from behaviour to information processing. Cognitive psychology examines mental processes and knowledge structures. It tries to understand how knowledge of different themes is acquired and structured, and which strategies are used for problem solving. Learning is seen as the acquisition of knowledge. But while the rise of cognitive psychology led to a deeper understanding of learning processes, it did not yield many innovative approaches for teaching. By and large, cognitive theories still encouraged lectures and the use of textbooks as the preferred instructional methods and assigned students a rather passive role in learning. During the 1970s and 1980s, yet another theory emerged to overcome the limits of cognitive

26 NSOU ? CC-ED-06 approaches. Cognitive Constructivism, also termed as biological constructivism suggested a more student-centered approach to instruction. Through interacting with the environment, students were thought to actively build up and reorganize mental structures of knowledge and skills. Numerous instructional approaches are based on constructivism. Central to these is that teachers are not thought to be direct transmitters of knowledge, but rather facilitators of an active, self-directed construction of knowledge. But this school of thoughts also failed to address the significance of the socio-cultural context of learning. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences. Learning, therefore, is simply the

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process of adjusting our mental models to accommodate new experiences.

Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representations are subjective. So we can say that constructivism as a learning theory, simply speaking, is to make learning meaningful. The core constructivist perspectives are therefore: (a) learning is a self-directed process-knowledge is constructed rather than directly received; (b) instructor as facilitator; (c) learning as a socio-cultural process (Tobin and Tippins 1993). It has long been argued that a constructivist approach is essential for the development of skills and abilities among the learner. Originators and important contributors: Vygotsky, Piaget, Dewey, Vico, Rorty, Bruner. There are, however, two major strands of the constructivist perspective. These two strands, cognitive constructivism and social constructivism, are different in emphasis, but they also share many common perspectives about teaching and learning. Before looking at the differences between cognitive and social constructivists, it might be worthwhile to look at what they have in common. Jonassen's (1994) description of the general characteristics of constructivist learning environments is a succinct summary of the constructivist perspective. Characteristics of Constructivist learning environment : Jonassen (1994) proposed that there are eight characteristics that differentiate constructivist learning environments: 1. Provide multiple representations of reality. 2. Multiple representations avoid oversimplification and represent the complexity of the real world. 3. Emphasize knowledge construction instead of knowledge reproduction. 4. Emphasize authentic tasks in a meaningful context rather than abstract instruction out of context. 5. Constructivist learning environments provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction. 6. Encourage thoughtful reflection on experience. 7. Constructivist learning environments "

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enable context- and content- dependent knowledge construction." 8. Support "collaborative construction of knowledge through social negotiation

C. Social constructivism : At the end of the 20th century, there was yet another turn in educational psychology. Inspired by the ideas of Vygotsky and culturally comparative research, socio-constructivist theories started examining the interaction of psychological processes within the learner with social and situational characteristics of the learning process. While constructivism described learning as a process happening within the isolated mind of an individual, the socio-constructivist view rather understands knowledge as situated and "being in part a product of the activity, context, and culture in which it is developed and used" (Brown, Collins and Duguid, 1989). Social or Vygotskian constructivism emphasizes education for social transformation and reflects individuals within a sociocultural context. Individual development derives from social interactions within which cultural meanings are shared by the group and eventually internalized by the individual (Richardson, 1997). The socio-cultural approach emphasizes the relationships and participation are central to learning; children develop and learn in multiple ways that are socially and culturally approved and constructed; children learn ways of being interdependent through their participation in everyday events and as members of different social groups; learning leads development; children are active agents and contributors in the social groups in which they participate. Pedagogical practices associated with this theory include: educators take the context of children's lives into account in their expectations, planned experiences and in routines such as meals and sleep arrangements; children's learning is scaffolded (for example, questions, demonstrations, prompts) by adults or other children; children move through learning with assistance to independent understandings; educators use responsive listening in order to understand and respect children's learning; learning experiences connect with and extend children's ways of knowing, skills and understandings that they bring from home and the community; documentation of children's learning is in multiple forms to make the learning visible to others.

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Constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of

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knowledge process. The learner is not a blank slate (tabula rasa) but brings past experiences and cultural factors to a situation.

So, context and authentic experience has been considered as major factors that are supposed to influence the learning. As biological or cognitive constructivism emphasizes the individuality of the learner it was insufficient to accommodate the experiential learning in reference to social context. Schools are the sociocultural settings where teaching and learning take place and where "cultural tools," such as reading, writing, mathematics, and certain modes of discourse are utilized (Richardson, 1997). This approach assumes that theory and practice do not develop in a vacuum; they are shaped by dominant cultural assumptions (Martin, 1994; O'Loughlin, 1995). To accomplish the goals of social transformation and reconstruction, the context of education must be deconstructed, and the cultural assumptions, power relationships, and historical influences that undergird it must be exposed, critiqued, and, when necessary, altered (Myers, 1996). Variants of social constructivism include situated constructivism, social re-constructivism, sociocultural constructivism, socio historical constructivism, and emancipatory constructivism. Several practices have evolved from this approach; for example, "self-directed learning", "cooperative learning", "self-regulated learning", "guided discovery", "scaffolding", "cognitive apprenticeship", "teacher-mediated dialogue", "independent group discussion", "problem based learning", "project-based learning", and "knowledge building". Though Europe was the hotspot of theorization, it expanded and such social constructivism was instrumental in promoting a "learner-centred approach" and an emphasis on "communicating, inquiring, conceptualizing, reasoning and problem-solving" model of learning. It also integrates ideas of adaptive or differentiated instruction, making demands to account for "individual differences and the needs of individual students" and the use of formative assessment. It is important to note here in NCF-2005, Constructivism has been singled out for learning and 5'E learning model, Interpretation Construction Model are few examples of such constructivist approach. Guiding principles of constructivism in general may include : 1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.

29 NSOU ? CC-ED-06 2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts. 3. In order to teach well, we must understand the valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning. Constructivism as whole may impact learning in following ways : Curriculum : Constructivism calls for the elimination of a standardized curriculum. Instead, it promotes using curricula customized to the students' prior knowledge. Also, it emphasizes hands-on problem solving. Instruction : Under the theory of constructivism, educators focus on making connections between facts and fostering new understanding in students. Instructors tailor their teaching strategies to student responses and encourage students to analyze, interpret, and predict information. Teachers also rely heavily on open-ended questions and promote extensive dialogue among students. a. Involves collaboration between instructors, students and others (community members). Tailored to the needs and purposes of individual learners. Features active, challenging, authentic and multidisciplinary learning b. Constructivism can help students pursue personal interests and purposes. Use and develop his or her abilities. Build on his or her prior knowledge and experiences. Develop life? long learning c. Constructivism encourages instructors to provide for each student's preferred learning style. Rate of learning Personal interactions with other learners Assessment : Constructivism calls for the elimination of grades and standardized testing. Instead, assessment becomes part of the learning process so that students play a larger role in judging their own progress. Constructivist frameworks in teacher education : While it may inform and influence practice, constructivism is a theory of learning, not a theory of teaching, and translating theory to practice is both difficult and imprecise. However, education literature documents several large- and small-scale efforts to do so. Constructivist teacher education generally reflects two major traditions—the developmental and social reconstructionist traditions. Programs influenced by the developmental tradition attempt to teach students how to teach in a constructivist, generally Piagetian, manner. They are typically characterized by substantial direct instruction in theory and practice, often without complementary opportunities for

30 NSOU ? CC-ED-06 inquiry, discovery, or self-examination. This approach can easily become overly prescriptive. If this occurs, the teacher educator models an approach to teaching that is essentially antithetical to the approach students are intended to employ in their future classrooms. Programs influenced by social reconstructionist tradition attempt to help teacher education students deconstruct their own prior knowledge and attitudes, comprehend how these understandings evolved, explore the effects they have on actions and behavior, and consider alternate conceptions and premises that may be more serviceable in teaching. Critical analysis and structured reflection on formal course knowledge and everyday practical experience are incorporated. Richardson identifies two factors that appear to affect the approach teachers and teacher educators take in forming constructivist settings- the extent to which the social is acknowledged as a critical factor in learning and individual cognitive development and the specific content, subject matter, or discipline. Some subjects, such as mathematics, are more "bounded" than others by rules, formulae, and procedures. They are more likely to be regarded by teachers as producing problems and tasks to which there are "correct" answers. Individual interpretations and construction of ideas and concepts are less likely to be encouraged by teachers than in subjects such as literature and writing. Challenges of adapting constructivist framework : The challenge constructivism presents to teachers and teacher educators is the formidable task of translating a learning theory into a theory of teaching, which in turn raises questions about what teachers need to know and be able to do. For teacher educators, among other tasks, this involves balancing the need to acknowledge the different discipline-specific requirements of teaching with the need to model constructivist methods in teacher education courses and practicums. Researchers also note the limits of a perspective on teaching that values students' understanding at the expense of "right" answers. Student knowledge becomes idiosyncratic; 30 different students may arrive at 30 different understandings or interpretations of a concept, all of which are not equally appropriate. Inappropriately applied, constructivist approaches may lead to the "abandonment" style of teaching. Several authors cite the importance of teacher educators' modeling constructivist approaches that engage students in interdisciplinary exploration, collaborative activity, and field-based opportunities for experiential learning, reflection, and self-examination. Possible only if future teachers are to be able to employ these strategies in D. Liberationism : Methods or practices of teaching that recognize the inherently political nature of

31 NSOU ? CC-ED-06 education and aim not, as Paulo Freire puts it in his description of the banking model of education, to produce receptacles of knowledge" to be filled by the teacher, but rather to produce fully self-actualized people. In other words, while dominant education would hold that the role of education is to eradicate any idiosyncrasies an individual is born with and to conform them to an ideal of character determined by the constructs of society, liberatory pedagogy assumes that each individual is born with potentialities that have positive value for that individual and it is good for that individual to develop these potentialities. Pedagogies of liberation, then, hold at their center a celebration of diversity and the infinite variety of types that come about when difference is encouraged to develop. Then, having fostered the inner-development of the individual, liberatory pedagogy moves outward through education-based engagement with oppressions to transform the broader society. Liberatory pedagogy holds at its center a "counter-politics of knowledge" which affirms that true knowing comes from below, emerges from the context of community struggle, and enables resistance to and transgression of the dominant politics and knowledges which dehumanizes and constructs the millions of people thrown on to the margins by capitalist, colonialist logic as illiterate, unknowing objects. Where dominant pedagogies lift up the 'Europeanized,' individualized thinker as the pinnacle of knowing, pedagogies of liberation hold the experiences of the marginalized as the center of knowing. In his classic text 'Pedagogy of the Oppressed' (2007), Paulo Freire articulated his vision for an emancipatory education. Vital to this process is his emphasis on dialogue whereby the "teacher-student" facilitates a problem-solving approach to name and act on the "student-teacher's" social reality. Freire also elaborated on the conditions of oppression, although his essentialist categories of "the oppressed" and "the oppressor," and the manner in which these categories ignore the intersections of various oppressions, are problematic. In spite of certain criticism, pedagogy of the oppressed has contributed immensely to understanding oppression and to developing a philosophy and liberatory strategies for people of privilege to work with oppressed people groups. Bell Hooks in his book 'Teaching to Transgress: Education as the Practice of Freedom' raises concerns about the classroom as potentially liberative site and the academy as a hegemonic industry; she issues challenges to that academy and her fellow teachers and learners; she not only denunciantes what is wrong but also enunciated clearly and celebrates what has worked; she presents elements of her vision of what could be; and she offers particular strategies for creating and working with learning communities.

32 NSOU ? CC-ED-06 1.5 Pedagogy Vs Andragogy Pedagogy : You already have a comprehensive idea about pedagogy going through the previous subunits. Now in this subunit we would like to discuss andragogy and how it is different from Pedagogy. Andragogy : The term andragogy can be supposedly equivalent to the term pedagogy. Andragogy in Greek means the man-leading in comparison to pedagogy, which in Greek means child-leading. However, it should be noticed that the term pedagogy has been used since the Ancient Greek times while Alexander Kapp, a German educator, originally used the term andragogy in 1833. Principles of Andragogy- Let's have a look at the principles of Andragogy may be pinpointed after Mezirow (1981) 1. Progressively decrease the learner's dependency on the educator 2. Help the learner understand how to use learning resources-especially the experience of others, including the educator, and how to engage others in reciprocal learning relationship 3. Assist the learners to define his/her learning needs-both in terms of immediate awareness and understanding the cultural and psychological assumptions influencing his/her perception of needs 4. Assist the learners to assume increasing responsibility for defining their learning objectives, planning their own learning programme and evaluating their programme. 5. Organize what is to be learned in relationship to his / her current personal problems, concerns and levels of understanding. 6. Foster learner decision making-select learners relevant learning experiences which require choosing, expand the learner's range of options, facilitate taking the perspectives of others who have alternative ways of understanding. 7. Encourage the use of criteria for judging which are increasingly inclusive and differentiating in awareness, self-reflexive and integrative of experience. 8. Foster a self-corrective reflexive approach to learning-to typifying and labelling, to perspective talking and choosing and to habits of learning and learning relationships.

33 NSOU ? CC-ED-06 9. Facilitates problem posing and problem solving, including problems associated with the implementation of individual and collective action, recognition of relationship between personal problems and public issues. 10. Reinforce the self-concept of the learner as a learner and doer by providing for progressive mastery, a supportive climate with feedback to encourage promotional efforts to change and to take risk, avoidance of competitive judgment of performance, appropriate use of mutual support groups. 11. Emphasize experiential, participative and projective instructional methods, appropriate use of modeling and learning contracts. 12. Make the moral distinction between helping the learner understand his/her full range of choice and how to improve the quality of choosing vs encouraging the learner to make a specific choice. Theory of Andragogy of Malcolm Knowles Malcolm Shepherd Knowles (1913 - 1997) was an American educator well known for the use of the term Andragogy as synonymous to adult education. According to Malcolm Knowles, andragogy is the art and science of adult learning, thus andragogy refers to any form of adult learning. In 1984, Knowles suggested 4 principles that are applied to adult learning- 1. Adults need to be involved in the planning and evaluation of their instruction. 2. Experience (including mistakes) provides the basis for the learning activities. 3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life. 4. Adult learning is problem-centered rather than content-oriented. In 1980, Knowles made 4 assumptions about the characteristics of adult learners (andragogy) that are different from the assumptions about child learners (pedagogy). In 1984, Knowles added the 5th assumption. 1.

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Self-concept- As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being 2. Adult Learner Experience- As a person matures, he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning. 3. Readiness to Learn- As a person matures his/

her readiness to learn becomes oriented increasingly to the developmental tasks of his/her

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social roles. 4. Orientation to Learning- As a person matures his/

her

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time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness. 34 NSOU ? CC-ED-06 5. Motivation to Learn- As a person matures the motivation to learn is internal (Knowles 1984)

Application of andragogy in personal training of adult individual – Knowles (1984) provide an example of applying andragogy principles to the design of personal training- 1. There is a need to explain the reasons specific things are being taught (e.g., certain commands, functions, operations, etc.) 2. Instruction should be task-oriented instead of memorization -- learning activities should be in the context of common tasks to be performed by the others. 3. Instruction should take into account the wide range of different backgrounds of learners; learning materials and activities should allow for different levels/types of previous experience with computers. 4. Since adults are self-directed, instruction should allow learners to discover things and knowledge for themselves without depending on people, and will be provided guidance and help when mistakes are made. Pedagogy Vs Andragogy : The principles of Andragogy further may be comprehensive from the following comparison of Pedagogical vs Andragogical Learning Assumptions, adapted from It's Called Andragogy by S. P. Forrest and T. O. Peterson, 2006 Assumption Self-Concept Learner Experience Readiness to Learn Learning Orientation Motivation to Learn Pedagogy Learners are unable to self-assess and are dependent on others to define their needs. Learners do not use minimal past experiences as a resource for learning. Willingness to learn is external and the need to know is instilled by others over time. Subject and Teacher Centered. Motivation is based on extrinsic performance awards and behavior. Pedagogy Learners know what they need to learn based on self-awareness. Learners leverage past experiences as a base for the learning process. Learning needs are internal and driven by social roles and responsibilities. Student Centered and based on tasks or problems. The more one matures, the more internalized the learning motivation.

35 NSOU ? CC-ED-06 There is no such teaching strategy where a teacher or a tutor can apply exclusively either pedagogy or andragogy but knowingly or unknowingly, we do use both in combination in most of the cases. But very commonly speaking teaching learning for school children is majorly driven by pedagogical principles while in adult learning or training the manpower for specific skills andragogy is more pertinent from application point of view. 1.6 Summary In this Unit you have learnt : • Pedagogy refers to that set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes and dispositions within a particular social and material context. • Pedagogical practice, may be of three main type A Structured Approach, An Open Framework Approach, A Child-led Approach, on the other, the approach of pedagogical studies is of social pedagogy, Critical pedagogy, culturally responsive pedagogy and Socratic pedagogy. • The nature of pedagogy is critical and evolving. It may be includes-serious consideration to pupil voice, depend on behaviour (what teachers do), knowledge and understanding (what teachers know) and beliefs (why teachers act as they do), build on pupils' prior learning and experience, involve scaffolding pupil learning, focus on developing higher order thinking and metacognition, and make good use of dialogue and questioning in order to do so, embed assessment for learning, and inclusive and take the diverse needs of a range of learners, as well as matters of student equity, into account. • The scope of Pedagogy is wide and is ever-growing. Though major focus of scopes should include- Understanding Child, instructional strategy of teaching learning, Inclusive Learning and Development Services, understanding of what is informing our practice, Policy context that focuses on quality and continuous improvement of teaching-learning and Spirit of enquiry and professional dialogue for teacher. • The philosophical foundation of pedagogy helps to determine the driving purpose of education, as well as the roles of the various participants. While all foundations propose to set goals of education in general, philosophy presents the manner of thinking from which those goals are created. For developing any relevant pedagogical framework, it is needed to consider the relevant contemporary philosophical thoughts. • Sociological ideas/thoughts largely impact the kind of pedagogy we should design and practice in the school system. Social thoughts advocate majorly the use of project method, socialized techniques, Group discussion and techniques of group

36 NSOU ? CC-ED-06 dynamics. Sociological foundations also encourage cooperative learning, problem solving and democratic methods of teaching learning in practicing pedagogy. • It is the psychological foundations of approach and method of teaching-learning which hold the greatest importance because it is here that we understand how students learn; how to increase student motivation and satisfaction; how to achieve outcome-based learning. The different psychological foundations which are potentially impacting pedagogical practices could be broken down into four categories: behaviourism, constructivism, social constructivism, and liberationism. Amongst all these, two strand of constructivism namely cognitive constructivism and social constructivism are majorly appreciated in global scale. • The term andragogy can be supposedly equivalent to the term pedagogy. Andragogy in Greek means the man-leading in comparison to pedagogy, which in Greek means child-leading. The principles of Andragogy differ with pedagogy in reference to Self-Concept, Learner Experience, and Readiness to Learn, Learning Orientation and Motivation to Learn. Andragogy principles are very much instrumental to the design of personal training of adult. 1.7 Self-Assessment Questions 1. Make a critical note on different approach of Pedagogy 2. Explain the critical nature of pedagogy 3. Make a comprehensive note on the scope of study of pedagogy 4. Differentiate between Pedagogy and Andragogy in terms of principles 5. Discuss in brief the major implications of sociological thoughts on pedagogy. 6. How cognitive constructivism differs from social constructivism 7. Make a note on the limitations of behaviourism. 8. How can Andragogy be instrumental in personal training of adult individuals? 9. Make a critical note on the evolving nature of pedagogy with the ongoing research in psychology, brain research and ICT. 10. Judge the Liberationist pedagogy in the contemporary social context. 1.8 References Barber, M., & Mourshed, M. (2007). *How the World's Best Education Systems Come Out on Top*, London & New York, McKinsey. DEEWR. (2009). *Towards a national quality framework for early childhood education and care: the Report of the Expert Panel on Quality Early Childhood Education*

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39 Unit–2 : Pedagogy and Teaching Structure 2.1 Objectives 2.2 Introduction 2.3 Pedagogy as the Art and Science of Teaching 2.4 Pedagogy as the Art of Teaching 2.5 Pedagogy as the Science of Teaching 2.6 Summary 2.7 Self-Assessment Questionnaire 2.8 References

2.1 Objectives In this Unit, we have tried to introduce you to the basic concepts of Pedagogy as 'Art and Science of Teaching'. After familiarizing you with basic concepts we lead to the art of science of teaching with exemplifications. After the end of this unit, you should be able to : • Explain Pedagogy as Art and Science of Teaching • Comprehend Pedagogy as the Art of Teaching • Comprehend Pedagogy as the Science of Teaching • Explain when Pedagogy is arts and when Pedagogy is science • Explain how the art and science of teaching are related with each other from the perspective of application. 2.2 Introduction In this unit of course structure, the core concept of pedagogy is being discussed. Teaching is a performing art. Teaching is a creative organic evolving process where the teacher engages himself herself as a co-learner with the students. But such engagement demands a lot of science and aesthetics. We present here the ideas so that you can understand the concept of art and science of teaching. We will also expose you to the concept of andragogy and how it differs from pedagogy.

40 NSOU ? CC-ED-06 2.3 Pedagogy as the Art and Science of Teaching Pedagogical process is a deliberate process of intentional teaching and learning is a process for living (Dewey, 1963); based on specific regularities and theoretical assumptions organized process of education has to mediate the learning and developing persons with their environment. Knowledge of education and educational knowledge are complex phenomena that require integrated and updated understanding of humanities and social sciences, including large components of educational practice with the growing amount of knowledge. Therefore, pedagogy is interdisciplinary, it functions as the theory or science and teachers' professional philosophy, academic discipline and practice, meets the general requirements to achieve educational, developmental and educative goals in their integrated quality; and these are in compliance with the integrity of human's physical, mental and social nature. The 20th century theory of action in psychology (Leontyev, 1977) added to Dewey's learning by doing has become fundamental for the development of pedagogy: a) Interpreted from pedagogical perspective assumption that a human being develops all his/her faculties through different kinds of activities (Schukina, 1986); b) Implemented in didactic assumption that spirits and emotions are the center of harmonious development (Petersons, 1930). The concept of many-sided and harmonious development contributed to pedagogy, coupled by understanding that development occurs by changing-improving-empowering learner's learning as an essential activity; the latter, therefore, must be pedagogically designed, organized, and equipped so that the learner is the subject of his/her activity, development and socialization. Teacher's assistance, cooperation and communication create an appropriate supportive environment for the learner's many-sided, harmonious, autonomous learning and better achievements in his/her development with growing amounts of knowledge; pedagogic theory is especially about relationships (Petrie et al., 2006,). The nature of human development, actually, does not allow for reducing pedagogy to teaching only. Here we have come to the object of the science of pedagogy being constant links between learner, teacher, and the content of activities/learning in often specially organized environments; these links manifest themselves in relationships. Now pedagogy as science distinguishes between the object of research to be investigated for better understanding of the practical aim or overarching educative goal of pedagogy as a process of teaching-learning. The core understanding of the science of pedagogy in has developed by overcoming temporal innovations in the cultural context and by recognizing some constant values of the classical conception, mostly evolved in Europe, of pedagogy being incorporated from the following groups of sources:

41 NSOU ? CC-ED-06 oValues and pedagogical thought developed through ages being inscribed in multiple folk songs (268,815 verses, registered as The Cabinet of Dainas, the UNESCO Memory of the World) constitute a strong cultural and moral component that manifests itself in common and highly respected human attitudes. Long-lasting practices, visions and philosophical views on education demonstrate sustainability in constant innovations and are revealed in pedagogy since the first school in the Baltic countries in Riga (1211) and organized teacher education (1683). • Research related to pedagogy since the 17th century accentuated the empirical investigations (Dauge, 1929, 99); the rise of anthropology as a science with pedagogy sitting within it (Kron, 2001) has formed research at the University of Latvia in 1919 when it became focused on the holistic essence of pedagogical process by following the humanistic paradigm with the learner's mental development at the core and the empirical approach which followed the paradigm of the natural sciences; pedagogy develops scientific research and research-based studies (Hessens, 1929, 124) mainly by reflecting and investigating practices, creating a scientific method, categorization, and developing other essential features of a science. • Thanks to the long-lasting orientation of pedagogy towards philosophy and its search for fundamental background assumptions and theories, academic components developed to become part of pedagogy in the 19th century (Depaepe, 2002, 363). Philosophy and history have formed the background of many educationists (Husen, 1979); their understanding of pedagogy in its theoretical and practical capacity has developed an academic discipline (in tertiary and doctoral programmes); pedagogy has stepped beyond just teaching methods to reach the quality of science of pedagogy now being a teachers' personal philosophy that manifests itself in their professional behaviours. Pedagogy is generally regarded as the 'art and science of teaching'. Pedagogy encompasses the psychological, cultural, political and socio-emotional processes of teaching young children, and is not to be confused with curriculum (Ryan & Hornbeck, 2007). Craft (2005), defines pedagogy 'as encompassing appropriate and defensible professional judgments about how teaching is undertaken and learning nurtured', implying that pedagogy requires a sound theoretical basis. Pedagogy is influenced by classroom and school contexts; the expectations and assumptions of administrators and parents about teachers and teaching; and changing ideas about the nature of teaching. Pedagogy is considered in terms of relationships between teacher and learner. Pedagogy is seen as encompassing teaching strategies and learner responses; socio- emotional interactions between teachers and learners; the impact of teachers' educational philosophy on their teaching; and the mediating effect of the physical learning environment.

42 NSOU ? CC-ED-06 'Pedagogy' is the practice of teaching informed and framed by a shared and structured body of knowledge. This knowledge comprises experience, evidence, understanding moral purpose and shared transparent values. It is by virtue of progressively acquiring such knowledge and mastering the expertise - through initial training, continuing development, reflection and classroom inquiry and regulated practice - that teachers are entitled to be treated as professionals. Teachers should be able and willing to scrutinize and evaluate their own and others' practice in the light of relevant theories, values and evidence. They should be able to make professional judgments which go beyond pragmatic constraints and ideological concerns, and which can be explained and defended. Furthermore, pedagogy is impoverished if it is disconnected from the capacity and responsibility to engage in curriculum development and to deploy a range of appropriate assessment methodologies. Indeed, in most European countries, these elements are treated as a whole, enabling a broad conception of pedagogy, while in India we are trying to adapt this practice. Teachers should be knowledgeable about curriculum and assessment principles as a part of their pedagogical expertise. To promote the further development of professional expertise, it is needed to include these dimensions, and the interrelationships between them, in the conceptual framework of frame work for school education and for teacher education. On the basis of above mentioned understanding about pedagogy, it could be said that pedagogic expertise can be thought of as a combination of science, and art; this notion helps us to understand the complementary needs for collectively created knowledge, professional skills and personal capacities. It is also important to remember that all these are grounded in ethical principles and moral commitment - teaching is never simply an instrumental activity, a question just of technique. One of the challenges for pedagogical discourse is to distinguish between what is known in a scientific sense of being explicit, cumulative and generalizable, and what are the irreducibly intuitive and creative elements of teaching. It is generally accepted now that good teaching requires strategic decisions informed by evidence, which is the science of teaching. But it also requires a large number of implicit and often instantaneous judgments and decisions. These are responses to the dynamic situation in the classroom, often shaped by the 'community of practice' to which the teacher belongs. They are also expressions of each teacher's individual relationship with his or her pupils: how he/she generates a positive classroom climate or takes advantage of unexpected teaching and learning opportunities. This is the 'art' of teaching.

43 NSOU ? CC-ED-06 2.4 Pedagogy as the Art of Teaching We all need to acknowledge this paradox of teaching - that the more expert a teacher becomes, the more his/her expertise is manifested in sensitivity to contexts and situations, in imaginative judgments in-the-moment sourced from tacit knowledge. The importance of these forms of expertise is often underestimated. Indeed, they often become so embedded, instinctive and taken-for granted that they are barely recognized. Pedagogic expertise can be thought of as a combination of science, craft and art; this notion helps us to understand the complementary needs for collectively created knowledge, professional skills and personal capacities. It is also important to remember that all these are grounded in ethical principles and moral commitment - teaching is never simply an instrumental activity, a question just of technique. The goals of education are established in a national curriculum and in more detailed institutional curricula. In many countries, for example, in Finland, the goal of education is to support the development of the whole personality, rather than merely the cognitive domain. In this kind of holistic approach, human beings are lifelong learners who need to be educated in all educational domains to actualize their full potential. These domains include three domains in learning as identified by Benjamin Bloom: cognitive, affective and psychomotor. Many learning tasks, for example, the skills related to morality, require teaching and learning in both cognitive and affective domains. In this chapter we discuss how pedagogy, the science and art of teaching, can promote the educational goals identified in the curriculum.

44 NSOU ? CC-ED-06 We can identify two different curriculum traditions influencing national curriculums in different countries. The Bildung tradition aims at educating individuals to become competent citizens who actualize their individual talents and also benefit the society with their competences. Bildung advocates the importance of individual and society transformation through education. In Europe and Nordic countries, Didaktik is a curriculum tradition guided by the philosophy of Bildung and the idea of educating instruction, in educational institutions. In that tradition, the pedagogical relation between the teacher and students, the content relation of a teacher to the subject matter and the didactic relation of a teacher to students' learning are seen as core elements in the teaching-studying-learning process. Fig: The basic elements & relationships in Didactical Triangle (Tirri& Toom, 2019) In this Didaktik curriculum tradition both the teacher and the students have autonomy in teaching-studying-learning process that cannot be restricted by any legislation or evaluation. The teaching is guided by a "Lehrplan" that can only be implemented by a competent teacher who has total freedom to choose her teaching contents and methods. The goals of curriculum and teacher's skills to actualize those goals in her teaching are the ways to evaluate the success of a teacher. The Anglo-American curriculum tradition is based on psychological theories on learning, and the emphasis is on accountability and learning outcomes. The curriculum and the teaching plans are well-articulated and detailed with the goals to achieve the learning objectives with clearly defined contents. The teachers are trained to teach certain contents with the goal to produce good learning results that can be measured objectively with standardized tests. Teachers are certified after their training, and they are evaluated regularly on the basis of their students' learning outcomes.

Teachers' task

45 NSOU ? CC-ED-06 is to implement the given national curriculum and achieve the learning objectives listed in them. The didactic curriculum tradition in which values and morals are emphasized in guiding the teaching-studying-learning process and in educating pupils as whole. This means that pedagogy is moral in nature, and the teacher's main task is to reflect the values underlying her teaching and the purposes she wants to advance in her teaching. In addition to the values established in the national curriculum, the teacher needs to be aware of the ethical codes guiding the teaching profession. The professional status of teachers differs from country to country. In Finland, for example, teachers are considered ethical professionals who can be trusted and who share similar basic values about their work. These values are established in the ethical codes for teachers, which were first published in Finland in 1998. The values are dignity, truthfulness, fairness, responsibility and freedom. In 2017 the Teachers' Union in Finland continued to strengthen the professional status of its members and established the Comenius' Oath for teachers. The purpose of this oath was to support teachers and provide a concrete reminder of the ethical foundation of their profession. The freedom given to teacher's challenges them constantly to develop their ethical skills with regard to their students, colleagues, themselves and the networks with which they cooperate. In this pedagogical challenge, teachers need ethical sensitivity to identify and solve context- specific moral dilemmas in teaching. Shulman argues that a teacher's knowledge of ends, purposes and values of education is perhaps the most important part of teachers' professional knowledge. This kind of knowledge includes the following issues: the visions on what is possible in pedagogy, how a pedagogically well-functioning school might look like, what the students should become and how good education can be defined. In Finland, for example, the holistic growth of students is emphasized in the national curriculum with the aim to educate them to be good citizens who contribute to the society with their talents. This goal of education assumes that the teacher has internalized the values and purposes in education and can actualize them in her teaching. In addition to these general pedagogical values, the teacher needs to be aware of the subject-specific values of each subject taught. A current pedagogical challenge for Finnish teachers includes the task of curriculum integration. According to Niemelä and Tirri the need for an integrated curriculum emerges from current ethical and social issues in the world. Curriculum integration can be applied, for example, to teaching what climate change means and what can be done to stall, if not reverse it. Curriculum integration can also advance democratic education in schools with a pedagogical purpose of meeting the needs of diverse students.

46 NSOU ? CC-ED-06 To be able to act as an ethical professional with a long-term commitment, a teacher needs a personal purpose for her work. William Damon and his colleagues have defined the term "purpose" as "a stable and generalized intention to accomplish something that is both meaningful to the self and of intended consequence to the world beyond the self". Tirri argues that to meet the criteria of a purposeful teacher, three criteria need to be met. They include intention, engagement and prosocial reasoning. Purposeful teachers are those professionals who have internalized the moral core of pedagogy and the long-term goals in education. Those goals need to be both personally meaningful for a teacher and at the same time go beyond herself to serve her students holistic growth. Vygotsky (1967/2004) defines imagination as the ability of the mind to combine perceptions from reality into new forms through processes of disassociation and association, developed through the emotions. Warnock (1976, p. 10) describes imagination as 'that which creates mental images', a function that is activated in ordinary perceptions of our environment. These perceptions may be emotional as much as they are intellectual. White (Egan & Judson, 2009) characterises imagination as 'our ability to think of the possible'. Gallas (2001, p. 460) states that creativity is 'action in the mind and the world', or a further transformation of images and ideas formed by the imagination. Robinson (2006) argues that creativity is a process of having original ideas of value. According to Vygotsky (1967/2004, p. 71), play is the initial expression of imagination and 'the root of all creativity in children', followed by drawing and storytelling. In these three forms, elements of reality gained from prior experience are combined in new ways to meet children's desires and interests. Several scholars posit that imagination, thinking and learning are imbued with emotion, and it is at this intersection that creative responses emerge (Bodrova & Leong, 1996; Egan 2005; Vygotsky, 1967/2004). Research in neuroscience supports this assertion, describing the nexus between high reasoning and emotion as the basis for creativity and learning (Immordino-Yang & Damasio, 2007). Burnard et al (2006) research identified some features of 'possibility thinking' in young children in early years settings. This thinking involves posing questions, play, immersion, innovation, risk-taking, being imaginative and exercising self-determination. Artistry of Teaching Learning : Recent research about teaching for imagination and creativity in educational contexts has focused on child development, literacy learning and play in the pre-school years. Rather than relying on the long-held view that children's prior knowledge should be the basis for all new knowledge, Kieran Egan (2003) took the provocative stance of

47 NSOU ? CC-ED-06 considering what the child can imagine as the starting point for learning. Smith and Mathur (2009) recently offered a comprehensive review of research into the developmental effects of imaginative activity on children from preschool to adolescence. The authors found that children showed increased emotional regulation, empathy and cognitive ability when engaging in play, and language, literacy and drama activities designed to elicit imaginative responses. Gallas' (2001) extensive ethnographic research in school settings positioned imagination as central to literacy learning, and argued that teaching 'must become an imaginative, inside/out process that places student action and interaction at the center'. These findings challenge traditional teacher control of the classroom as children collaborate and improvise, and the teacher immerses her/himself in play with children, using a less scripted pedagogical stance (Gallas, 2001). Recent research into play pedagogies in the pre-school years, prioritized adult- child interactions and co-construction of meaning (Goouch, 2008; Lindqvist 2003). Similarly, Kudryavtsev (2011) noted the key role of teachers in engaging children creatively. Further support for this prioritizing comes from the findings of Bilton (2012) and Siraj-Blatchford (2010) who pointed to the role of teacher-child interactional quality in promoting children's thinking. The present study does not address specific curriculum areas, however, as the previously cited literature indicates, play and adult- child interactions are likely to be relevant to the study of children's imagination and creativity. Further to studies about curriculum areas and play, researchers have been interested in conceptual ideas about teaching for imagination and creativity that translate into classroom strategies. Researchers have expressed concern about the effect on children's imagination and creativity of pedagogy that separates intelligence and creativity (Robinson & Azzam, 2009). Robinson (2006) condemned schools for penalizing children's mistakes, as it is the willingness to risk being 'wrong' that gives license to creativity. Sternberg (2003) proposed that teachers and learners conceptualize the development of creativity as essentially a 'decision-making process'. He stated that strategies that enable teachers and learners to choose creativity include the tolerance of ambiguity; encouraging sensible risk taking; teachers modeling creative thinking; helping children believe in their creativity; allowing mistakes; teaching children to consider others' perspectives; and giving time for creative thinking. Research on the use of these strategies has found that their use improved school achievement (Sternberg, 2003). These studies, however, were conducted with children over eight years of age, with some participants identified as gifted. Further research on teaching is required on younger children and children in mainstream classrooms. Researchers in the United Kingdom have paid considerable attention to pedagogies that promote children's imagination and creativity. Woods' (1990) research into the

48 NSOU ? CC-ED-06 practices of creative teachers found four factors, innovation, ownership, control and relevance, to be central to their pedagogy in school settings. Research conducted in preschool and early years settings has found that teaching for creativity involves 'the passing of control to the learner and the encouraging of innovative contributions'; teachers valuing learners' 'ownership and control'; 'encouraging children to pose questions, identify problems and issues'; 'offering children the opportunity to debate and discuss their thinking'; 'encouraging children to be co-participant in learning'; and 'prioritizing learner agency' (Jeffrey & Craft, 2003, Craft, 2005). Jeffrey and Craft (2004) used Woods' (1990) framework to examine the distinction between teaching creatively and teaching for creativity, finding that this dichotomy does not reflect the reality of teaching. The authors suggested that research should focus on the experiences of the learner and the teacher (Jeffrey & Craft, 2004). Cremin, Burnard, and Craft (2006, p. 108) have described, from the perspectives of early years teachers, the pedagogy of 'possibility thinking', or that which can be imagined. The findings revealed three common strategies. 'Standing back' refers to teachers literally removing themselves from involvement in children's activities to observe emerging understandings. 'Profiling learner agency' describes teachers as resources that can advance children's thinking, by ensuring children have many opportunities to make choices about their learning. The authors also identified 'creating time and space', which is the ability of the teacher to 'stretch' time to allow deep immersion in the learning experience to ensure the physical space of the classroom affords opportunities for learning (Cremin, Burnard, & Craft, 2006, p. 115-116). The findings of these key studies contributed to the data analysis process in the present research. An effective teacher has a wide-ranging repertoire of different teaching and learning models, strategies and techniques and knows how to create the right conditions for learning. The choice is determined by the nature of the learning objective. The Key Stage 3 National Strategy booklet Key messages: Pedagogy and practice provides guidance on the relationship between pedagogic approaches (teaching models), teaching strategies, techniques and methods of creating the conditions for learning in order to inform lesson design. The units are divided into four distinct colour-coded categories: Designing lessons, teaching repertoire, creating effective learners and creating conditions for learning. The units in the Creating effective learner's category support the three Key Stage National Strategy of whole-school initiatives. The study guides do not require teachers to attend any external course, although they do complement the Key Stage three National Strategy's training. A unit requires about five hours of study and five hours of work in the classroom. Each contains :

49 NSOU ? CC-ED-06 • A clear presentation of the main ideas; • Case studies; • Tasks and classroom assignments; • Practical tips; • Opportunities for reflection; • A summary of related research; • Suggestions for further professional development and guidance; • An opportunity to set future targets, perhaps related to performance management; • Accompanying video sequences. Scope of Pedagogy as Art of Teaching : A. Designing lessons Unit : Structuring learning : This key unit provides teachers with a model for the process of designing lessons. It starts by considering factors affecting lesson design, including the influence of the type of learning objective on the choice of approach. It goes on to explore effective methods of sharing learning objectives with pupils. There is guidance on how to structure learning by splitting lessons into a series of episodes, and on choosing from a range of strategies and techniques to motivate pupils. Finally, there is an examination of three pedagogic approaches - direct interactive, inductive and exploratory - to show how they can help pupils develop tools for learning, such as inductive thinking or enquiry skills. Teaching models : This unit develops further the principles and practice of teaching reviewed in unit 1. It explores a range of teaching models and encourages teachers to review their teaching practice against the models described. For each teaching model outlined, episodes are clearly defined showing how the model might be applied in classrooms. There are also some examples to illustrate ideas, and the importance of metacognition within each is made explicit. This will enable pupils to use the technique to support their own learning. Lesson design for lower attainers : This unit explores a range of strategies and techniques that will help pupils who tend to learn more slowly. It demonstrates the importance of 'assessment for learning' - research has shown that lower-attaining pupils, in particular, make significant gains when these techniques are used. There are also guidelines on developing literacy and numeracy skills in the context of different subjects, and on strategies for aiding recall. Lesson design for inclusion : This unit considers some principles for ensuring the inclusion of all pupils in lessons, and how to hold them all into the learning process.

50 NSOU ? CC-ED-06 It provides a first insight into the needs of many groups that need to be included, such as boys, EAL, lower attainers, gifted and talented and SEN pupils. It considers various episodes in a lesson, such as starters and plenaries, and some early strategies that help to ensure all pupils are actively engaged and are able to make progress in their learning in all subjects. Starters and plenaries : The beginnings and ends of learning sequences are important. This unit describes the purpose and importance of starters and plenaries at the beginnings and ends of lessons, and also within lessons as part of teaching episodes. It provides a range of strategies and ideas as well as guidance on planning and making starters and plenaries effective. B. Teaching repertoire Modeling : Modeling is a powerful strategy that can be used across all subjects to help pupils to learn and to develop confidence in a new skill or procedure. This unit sets out the principles of this strategy and provides guidance on how to introduce modeling into lessons and make it effective. Questioning : This unit outlines the different types and purposes of questioning. It explains how to organize questioning for whole-class and group work, and offers strategies such as providing 'wait time' for making it effective. Bloom's taxonomy is used to provide a framework for planning questions that challenge and develop pupils' thinking. Alternatives to direct questioning are also explored. Explaining : This unit looks at the purpose of explanations in teaching and outlines the characteristics, features and skills of successful explanations. It explores different types of explanation, how to plan for them, which strategies are effective - particularly for those involving abstract ideas. It also provides guidance on how to support pupils in planning and articulating their own successful explanations. Guided learning : This unit explores how the principles and approaches involved in guided reading and writing can be used to support guided learning in subjects across the curriculum. It describes an instructional sequence for the teacher working with small groups, which is integrated into lessons to act as a bridge between whole-class teaching and independent work. It provides a range of examples and addresses practical questions of organization including time, classroom layout, management of behaviour and resources. Group work : This unit looks at how effective group work can help to improve pupils' speaking, listening, thinking, problem-solving and social skills. It emphasizes the need for establishing clear rules and procedures and sets out a range of techniques to ensure pupil engagement and cooperation, such as allocating roles and setting group

51 NSOU ? CC-ED-06 targets. Methods for structuring group work, such as 'snowballs', 'jigsaws', 'envoys' and 'rainbows', are suggested and the benefits and limitations of different grouping criteria explored. Active engagement techniques : This unit explores what is meant by engagement and why it is important. A range of strategies to motivate and engage pupils is examined, for example directed activities related to text (DARTs) to promote active reading, strategies to promote active listening, thinking strategies, and the use of drama across subjects. C. Creating effective learners Assessment for learning: This unit explores what is meant by assessment for learning and its importance. It explains how good assessment practice can contribute to better learning and higher achievement. This unit focuses on the key characteristics of assessment for learning and examines a range of practical strategies for incorporating these principles into classroom routines. Developing reading : This unit focuses on improving pupils' ability to understand and to respond to written texts. It considers teaching subject-specific vocabulary; how teachers can support pupils by clarifying the approach they need; how pupils need to access their prior knowledge before they read; some of the ways pupils can be encouraged to engage with text and some aspects of notetaking. It shows how the teacher can use shared and guided reading to enable pupils to develop more independence and skill as readers. Developing writing : This unit focuses on improving the quality of pupils' writing through actively teaching the techniques they will need. Pupils write best when they know what, how and why they have to write. Writing is often best taught through teacher modeling and then sharing the writing with the class. The route is from examples, modeled and shared work, through guided writing to independence. Using ICT to enhance learning : The use of ICT in classrooms enhances learning and teaching. This unit looks at the relationship between teachers' use of ICT as a medium for teaching and the development of pupil capability. There are guidelines on the use of classroom support assistants and technicians, on classroom management and on organization in the ICT-rich classroom. Leading in learning : This unit provides an introduction to thinking skills by clarifying the nature of higher-order thinking and different approaches to 'teaching' thinking. It also provides practical guidance for improving the teaching of aspects of thinking skills lessons, such as improving the teaching of the plenary, helping pupils to see the relevance of thinking in everyday contexts and developing their use of 'thinking words'.

52 NSOU ? CC-ED-06 Developing effective learners: Through the use of case studies, this unit explores what is meant by an effective learner, what learning skills might be expected of pupils at each key stage and how learning skills can be developed within subjects. D. Creating conditions for learning : Improving the climate for learning: The physical environment can make a significant difference to learning, and this unit explores how even small changes to the classroom can help. It looks at arranging furniture to suit the teaching approach and creating displays that really contribute to learning. Teacher-pupil relationships are another important factor in classroom climate, and the unit also describes how pupil expectation and motivation can be improved through the use of appropriate classroom language. Learning styles : This unit outlines some of the current thinking and research on learning styles. It provides advice on how to identify different learning styles but, more importantly, emphasizes the need to provide a variety of activities to suit different styles, over time. There is guidance on how to plan and adapt activities to accommodate visual, auditory and kinesthetic learners. Classroom management : The emphasis in this unit is on developing the concept of teaching behaviour that is conducive to learning. The fundamentals of good pedagogy and practice, which are explored in the other units, are the bedrock of successful teaching and learning. Consideration is given to the core values and beliefs which underpin the teacher's relationships with the pupils. Just as importantly, pupils' perceptions of effective teaching are examined. Pupils respond positively to clear structures and routines, and the teacher's verbal and non-verbal language is pivotal in securing and maintaining relationships for learning. 2.5 Pedagogy as the Science of Teaching : Understanding Science of Pedagogy Development of pedagogical practice follows that of the science of pedagogy in the research of scholars working on pedagogy in cooperation with experienced and reflection of practicing teachers, who have developed theory and pedagogical process with its complex character and traditional culture-oriented education focused on an individual's overall development as a person (Dauge, 1932). Learning and teaching as the central actions/activities in pedagogy foster the learner's, as well as teacher's development by using the subject matter as a pedagogical tool, while teaching and learning being implemented in cooperation and communication open new possibilities for value and attitudinal exchange as an educative goal. Teachers, or even parents, can hardly influence the learners' views, values, and ideals in a direct way; rather the

53 NSOU ? CC-ED-06 values coming from the external sphere can be facilitated and fostered through the learner's actions and communication and by targeted and meaningful development of the learners' self-conducted action. This conception underpins the learner's position as a subject of his/her activities and teacher assistant's role that manifests itself in a transition from learner-centeredness to learner's learning-centeredness. The latter emphasizes learner's action/activity/learning being an object of teachers' developmental assistance, which if coupled with respecting Learner's individual qualities enables his/ her meaningful learning-by-doing (intellectual or physical). Currently a complex understanding of pedagogy is not limited by European borders. The Gordon's Commission in the USA affirms an integrative understanding: pedagogy,- the central mechanism operative in education is interactively and trans-formatively inclusive of assessment, teaching, and learning (The Gordon Commission, 2012,). Distinguishing between the science of pedagogy and the practice of pedagogy avoids reducing pedagogy to methods of teaching, leads to integrity and educative value of deliberate education in both aspects and as a process and as learner's achievements; this also strengthens the background for pedagogy as a university discipline. Lost integrity functions as an obstacle for achieving competencies; these are complex in their nature. Competence-oriented education in organized (formal or non-formal) processes does need a clear, stable and strong theoretical background that is provided by the science of pedagogy. The latter in Latvia has developed all basic components to function in a capacity of a science and university discipline, it has attributes which need not be borrowed from other sciences (Gudjons, 1995, 33 – 35). Research is also being successfully developed for this specific area (Pipere et al., 2015). The development of the science of pedagogy as a European intellectual tradition has been long and saturated; it has been interrupted by the notion of education sciences being a tradition of the Anglophone countries; this reminds that societies live in transmission and education is in constant transformation. Political changes in the early 1990s triggered discussions over the paradigms of education, the essence of pedagogy and education sciences. It is worth reminding that discussions usually aim at more relevant definitions of the phenomena being discussed. By that time pedagogy had already been defined to a certain extent, by accentuating its practical component while education sciences are still waiting to be appropriately defined. Several research projects had been supported by the Latvian Council of Sciences and publications released, among them also in the issues by the Academy of Sciences. Here are some of these: pedagogical regularities (Žogla, 1995), considerations on the definition and object of pedagogical science; research and sub-branches of pedagogy (Kopeloviea&Zukovs, 2001, 1719); the definition and state of matters reported at the

54 NSOU ? CC-ED-06 Department of Humanities and Social Sciences of the Latvian Academy of Sciences (Žogla, 2005). A challenging participation in a project on educational studies conducted by Oxford and London Universities () raised the intellectual tradition of Latvia to a world-class discussion on the essence of pedagogy in its three capacities: science, practice and discipline. Over the past decades, attention to pedagogy has been noticeable, and this is evidence of its growing importance and a need to understand the well-structured theory operating in the discrete field of education. Different visions meet by approaching the notion of pedagogy from very different perspectives and conceptual standings (Waring & Evans, 2015): the science, craft and art (Pollard, 2010); the science of teaching (Watkins & Mortimore, 1999), dynamic process, informed by theories (Leach & Moon, 2008), multiple interactions which we call instructional dynamics and a defining feature of education. Recently a wider understanding of pedagogy appears in the Anglophone countries, and this inspires, as well as helps describe the understanding, in which neither teaching nor learning alone cover the term pedagogy, especially the science of pedagogy with its vast and complicated field of investigation. There is a promising comment that in terms of its European traditions pedagogy entails more than just teaching, it involves two aspects of learning. The first is associated with what and how students are learning; the second is about the teacher as a learner. Thinking about pedagogy in this way helps to highlight teaching as an educative process for both partners in their relationship rather than a set of technical skills (Loughran, 2010, 36 - 37). Thomas Coram Research Unit of London University investigates pedagogy and argues that children and young people are being seen as persons in their own right, rather than as problems to be managed (Petrie et al., 2009). Pedagogy as practice appears when two people with entirely different actions, those of learning and teaching are involved by the program/curriculum; pedagogy as science and its theoretical framework are needed to create a coherent process that is adjusted to the learners' needs. Teachers and learners follow different aims and motives, use different background knowledge and tools, and still their attempts have to be met. This joint venture allows for transitions from a normative to a learner learning-centered process with the learners' meaningful participation in creating, conducting and evaluating the process where the learner has to achieve; that is leading to learners' autonomy in learning and development, as well as to teachers', learners', parents and other stakeholders overcoming the growing complexity and transferring their way of thinking. Only specialists identify that real accomplishments of a pedagogical professional philosophy towards humanistic process, as well as objectives and tools chosen by teachers and adopted by learners appear when the formal inclusion of the both grows into a meaningful engagement. Learners' engagement in classroom and school, university or kindergarten settings with organized

55 NSOU ? CC-ED-06 cooperation and communication happens when teachers' assistance actualizes the learners' need for significant activities to accomplish assignments or chosen activities, when academic goals obtain meaning for learners and they achieve new or improve their personal qualities; here sits the object of the science of pedagogy to create adequate mutual relations that initiate a transition in teacher and learner understanding from rather generalized outcome-oriented process to learner achievement-oriented pedagogy. In the Latvian traditions, the practice of pedagogy creates and the science of pedagogy investigates inner dynamic links between teacher, learner and the content in social, deliberately organized integrative settings where teachers' and learners' activities and communication are mutually dependent, their orchestrated actions and communication lead to the learners' autonomy. Teachers' and learners' reflection and self-evaluation add to the achievements of the both, as well as to the educative value of the process. Research, therefore, attempts to detect pedagogical regularities in diverse settings and confront the criteria that confirm the constants, find not only a synthesis between pedagogy and the ever-changing disciplines that relate to it, but also to transform or translate the theoretical assumptions of these disciplines into pedagogical notions when two responsible people, the teacher and learner, analyses, co-construct the pedagogical process and co-operate on a basis of solidarity (Klafki, 1990, 95). Debates and disagreements over the form, content, and control of educational knowledge are central to understanding the discipline (Furlong, 2013); the new teacher education rests on a multidisciplinary theoretical framework (Cochran-Smith, 2005); it exists in transitions and therefore needs a key juncture. All this knowledge and understanding, pedagogical professional thinking and the ability to operate professionally should be learned by teacher students; the essence of a quality university discipline exists in a research-based transition from acquiring the profession to a self-directed creation of professional competencies. J. J. Paget's and L. Vygotsky's theories have been well-known since the 1930s and used to underpin the investigations towards understanding the practice and science of pedagogy. The theory of the zone of proximal development was especially productive for pedagogy as a teachers' philosophy-in-use: learning always precedes development and pulls along the learners' experience (Vygotsky, 1978). This concept highlights where the learner's autonomous learning slows down due to his/her limited possibilities and how assistance can speed it up, empowering further learning by addressing his/her experience, preserving its developmental and motivating value, and by doing so creating the dynamic links within a pedagogical process. These links are needed for personalization of the process and self-regulation that leads to a learner's holistic development.

56 NSOU ? CC-ED-06 Teachers usually in classrooms and pedagogues in other social settings provide pedagogical provision by following the same pedagogical regularities; therefore, the science of pedagogy that underpins the practices of pedagogy should be considered common for teachers, pedagogues and other professionals in the sphere of organized education. Therefore, pedagogy as a university discipline can be found in programmes, for instance, of nurses and doctors. Practice of pedagogy is sensitive towards diversity and commonalities in human development; therefore, common theoretical assumptions and practical strategies are adjusted to the current needs of the learners, peculiarities of the situation and new possibilities, like those of IT, commonalities become individually different and manifest themselves in learner's activities. Therefore, four sub-systems of digitally mediated action (Blayone, 2018) are considered relevant: a) Relating to building and maintaining human-machine pairings and meta- functional, technical and operational; b) Mediating cultural expression addresses internalization and externalization largely determined by rules and values of participating communities; c) Automatization of actions by reducing them to formal procedures (algorithms) run by a machine d) The most complex sub-system addresses digitally-mediated collaboration. This novelty needs to be pedagogically equipped in its three capacities ñ theory, practice, university discipline by undergoing further transition from individualization of organized pedagogical processes to personalized ones. Meanwhile, discrete notion of education sciences occupies a large area of human activities; and only pedagogy and educational management are developed in the capacity of science. Besides, the science of pedagogy (theory and practice of formal education) cannot be fully identified with the education sciences, since it can only be one of these; the term of education sciences is too often used in limited aspects and outside scientific contexts. For instance, the government's regulations mix up these two categories within one and the same document (Saeima, 2012). The government also points to the growing dominance of PISA as a powerful tool : a) To initiate and justify the educational developments by comparing figures related to education; b) To use its technical capacity for the national indicators for benchmarking and initiating further educational changes. Programme for International Student Assessment (PISA) and Organisation for Economic Co-operation and Development (OECD) projects are conducted in Latvia under the title of Education Sciences; these investigations are highly informative and seldom produce theories, at least by projects conducted in this country.

57 NSOU ? CC-ED-06 If compared to other fields of human activities, methods or strategies of pedagogy cannot be precisely repeated even in similar situations. This leads to the opinion that pedagogy is an art. In these cases understanding of theories and constant regularities are helpful. Multiple meanings and nuances of situation-dependent pedagogical actions, being based on complex knowledge, ceases when these no longer make sense to the learner and why interaction between learners and between learners and teachers stops. Teacher's action consists of the mediation between the proper configuration of subject content and the structured learning activities which the teacher has designed for the learners (Jank& Meyer, 1994, 81) leaving space for the learners' self-evaluation and autonomous choice. To conclude on the core features of pedagogy, D. Bellís' assumption seems to be very relevant: Typically, transformational pedagogy is seen to include the following features: action-oriented; inquiry-based and systems-based learning; integrated, holistic approaches; creative use of technology. The following definitions reflect an understanding of science and practice of pedagogy and are suggested for discussion: Pedagogy is an integrated humanistic and social science which investigates regularities of combined and unique, focused on the content of learning interactions, communication and mutual relations that occur in this process and constitute a specific research object. Pedagogical practice is mainly represented by organized pedagogical processes which are created on the background of pedagogical theories and specifically aim at achieving an educative goal. Realization of this deliberate goal occurs through internal, dynamic connections activated by targeted, organized, goal-oriented educational processes, which transform mankind's intellectual and cultural values into the meaningful educational, developmental and educative content to facilitate the acquisition of these values by participants of the process and to foster their personal development and self-actualization (Žogla, 2017). Science of pedagogy constitutes teacher's philosophy-in-use (Hessens, 1929) and manifests itself in practice of pedagogy. Teachers like any other professionals have to cover their university discipline, and that is science and practice of pedagogy ñ the theoretical background for teachers' pedagogical thinking and creating their professional competence. The core functions of the university discipline usually represented by a cluster of study subjects are as follows : a) To provide students with possibilities of creating teacher's strategic knowledge; understanding of the essence and development of humans lead to pedagogical regularities for appropriate integrating teaching, learning and the subject matter/ content and initiating a congruent pedagogical process towards the learners' engagement in the highest quality of learning together;

58 NSOU ? CC-ED-06 b) To develop students' ability of selecting appropriate pedagogical tools adopted by learners; these address and challenge the learners' diverse and developing needs in changing situations, growing amount of knowledge and possibilities provided by the digital environment; c) To facilitate teacher's professional integrity and identity that manifest themselves in building relationships on the foundation of communication and collaboration with the learners by treating them as a whole developing person. Pedagogy as a science, practice and discipline has been developed as a holistic, personalized system to assist learners or work with children, young and even elderly people (also called Andragogy) in formal and non-formal educational settings in the majority of European countries ñ Germany, Austria, Poland, Greece, Scandinavian countries etc. A pedagogue's ability of generalizing and adjusting interventions is popular also for enterprises: the science of pedagogy provides an overarching system that could bring greater coherence to educational services. It provides a framework for discussing and adopting aims, activities and evaluation of achievements for learners at any age as it deals with general constant regularities of a pedagogical process. Qualifications and degrees in pedagogy are popular due to its clear structure and system of theories being in non-stop research-based development; the graduates report their acceptance of pedagogy in European countries in different spheres where relations among people dominate as a value for their pedagogical skills that make them well equipped, flexible and stable workforce across a wide range of services, as well as governmental and non-governmental institutions (mentors for novices or refugees, nurses, trainers, coaches etc.). Pedagogy has the potential for an inclusive, integrating and engaging approach due to its core functions and clear internal system of notions, which allows for coherent mutually related actions of teaching and learning based on communication, cooperation and mutual relations. Inner constant regularities of a pedagogical process provide congruence that is among the basic criteria for research, action-based and process-oriented educational provision; the background theories of humanities allow for value exchange.

2.6 Summary In this Unit you have learnt :

- Pedagogical process is a deliberate process of intentional teaching and learning is a process for living (Dewey, 1963). Pedagogy is interdisciplinary, it functions as the theory or science and teachers' professional philosophy, academic discipline and practice, meets the general requirements to achieve educational, developmental and educative goals in their integrated quality; and these are in compliance with the integrity of human's physical, mental and social nature.

59 NSOU ? CC-ED-06 • Furthermore, pedagogy is impoverished if it is disconnected from the capacity and responsibility to engage in curriculum development and to deploy a range of appropriate assessment methodologies. Pedagogy is generally regarded as the 'art and science of teaching'. Pedagogy encompasses the psychological, cultural, political and socio-emotional processes of teaching young children, and is not to be confused with curriculum (Ryan & Hornbeck, 2007). Craft (2005), defines pedagogy 'as encompassing appropriate and defensible professional judgments about how teaching is undertaken and learning nurtured', implying that pedagogy requires a sound theoretical basis. Pedagogy is influenced by classroom and school contexts.

- Pedagogic expertise can be thought of as a combination of science, craft and art (see diagram); this notion helps us to understand the complementary needs for collectively created knowledge, professional skills and personal capacities. It is also important to remember that all these are grounded in ethical principles and moral commitment - teaching is never simply an instrumental activity, a question just of technique.
- Didaktik is a curriculum tradition guided by the philosophy of Bildung and the idea of educating instruction, *erziehende Unterricht*, in educational institutions. In that tradition, the pedagogical relation between the teacher and students, the content relation of a teacher to the subject matter and the didactic relation of a teacher to students' learning are seen as core elements in the teaching-studying-learning process. The Didaktik curriculum tradition in which values and morals are emphasized in guiding the teaching-studying-learning process and in educating pupils as whole. This means that pedagogy is moral in nature, and the teacher's main task is to reflect the values underlying his / her teaching and the purposes she wants to advance in her teaching.
- Scope of Pedagogy as Art of Teaching: A. Designing lessons unit B. Teaching repertoire C. Creating effective learners D. Creating conditions for learning
- Science of Pedagogy indicates that learning and teaching as the central actions/ activities in pedagogy foster the learner's, as well as teacher's development by using the subject matter as a pedagogical tool, while teaching and learning being implemented in cooperation and communication open new possibilities for value and attitudinal exchange as an educative goal. Teachers, or even parents, can hardly influence the learners' views, values, and ideals in a direct way; rather the values coming from the external sphere can be facilitated and fostered through the learner's actions and

60 NSOU ? CC-ED-06 communication and by targeted and meaningful development of the learners' self- conducted action.

- Vygotsky's theories have been well-known since the 1930s and used to underpin the investigations towards understanding the practice and science of pedagogy. The theory of the zone of proximal development was especially productive for pedagogy as a teachers' philosophy-in-use: learning always precedes development and pulls along the learners' experience (Vygotsky, 1978). This concept highlights where the learner's autonomous learning slows down due to his/her limited possibilities and how assistance can speed it up, empowering further learning by addressing his/her experience, preserving its developmental and motivating value, and by doing so creating the dynamic links within a pedagogical process.
- In higher education, the core pedagogical functions supposed to ensure : a) To provide students with possibilities of creating teacher's strategic knowledge; understanding of the essence and development of humans lead to pedagogical regularities for appropriate integrating teaching, learning and the subject matter/ content and initiating a congruent pedagogical process towards the learners' engagement in the highest quality of learning together; b) To develop students' ability of selecting appropriate pedagogical tools adopted by learners; these address and challenge the learners' diverse and developing needs in changing situations, growing amount of knowledge and possibilities provided by the digital environment; c) To facilitate teacher's professional integrity and identity that manifest themselves in building relationships on the foundation of communication and collaboration with the learners by treating them as a whole developing person.

2.7 Self-Assessment Questions

1. What are the theoretical assumptions of Dewey about Pedagogy as a social process?
2. Pedagogy is not mere teaching strategy it's much more than that- justify the statement.
3. Explain that Pedagogy is the artistry of teaching and learning.
4. Explain 'Didactical Triangle'.
5. Mention the steps of learning design preparation.
6. Briefly illustrate Vygotsky's idea about the art of teaching.
7. What is meant by Science of Pedagogy?

61 NSOU ? CC-ED-06 8. Briefly explain the core functions of a teacher in pedagogic practice. 9. Discuss the Scope of Pedagogy as Art of Teaching. 10. Justify that pedagogy is neither exclusively arts nor exclusively science rather it's a combination of both. 2.8

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64 NSOU ? CC-ED-06 64 Unit-3 : Teaching Structure 3.1 Objectives 3.2 Introduction 3.3 Teaching : Concepts, Principles and Functions 3.3.1 Concept of teaching 3.3.2 Principles of teaching 3.3.3 Functions of teaching. 3.4 Teaching as a process: Pre-active, Interactive and Post-active 3.4.1 The Pre-active phase of Teaching 3.4.2 The Interactive phase of Teaching 3.4.3 The Post-active phase of Teaching 3.5 Pedagogy of Teaching-Learning : 3 R's, Verbal conditioning and Psychomotor skills 3.5.1 Pedagogy of Teaching Learning: 3 R's Concept 3.5.2 Verbal Conditioning in Teaching-learning 3.5.3 Inculcation of Psychomotor Skills through Teaching 3.6 Summary 3.7 Self-Assessment Questions 3.8 References

3.1 Objectives In this Unit, we have tried to introduce you to the basic concepts of Teaching. Apart from conceptual issues, the process of teaching is also being discussed with illustration with related factors and skills associated with teaching with examples. After the end of this unit you should be able to :

- Explain concepts and principles of teaching.
- Discuss teaching as a process with explanation and exemplification.
- Explain the distinct features of three different phases of Teaching.
- Justify the relevance of 3R issues in teaching.
- Explain verbal conditioning as a factor of teaching.
- Give reason how psychomotor skills can influence the process of teaching.

65 NSOU ? CC-ED-06 3.2 Introduction In this unit of course structure, the core concept of Teaching is being discussed. Teaching is a complex process, hence the need to understand it as a sequential step by step authentic series of activities designed by the teacher. As it has already been mentioned in the previous unit that teaching is a performing arts. And such performing arts follow a particular pattern of action guided by certain principles. Hence teaching is a process result of which is reflected in terms of the learning outcome of the learner. We will introduce you to the concept, principles and function of teaching as well as three different phases of teaching-respectively Pre-active, Interactive and Post-active. You will also be exposed to the concept of 3Rs and verbal conditioning and psychomotor skills as factors associated with teaching. 3.3 Teaching : Concepts, Principles and Functions 3.3.1. Concepts of Teaching Teaching as a concept is quite ambiguous and complex. There are several meanings attached to this concept traditionally. Researchers on teaching have recently advanced their own definitions of the term while philosophers of education and educational psychologists have emphasized quite different theoretical orientations from time to time. A non-professional interprets teaching to be a kind of coaching done systematically at a particular place at a particular time and through the agency of an appointed person. In much modern usage, the words 'teaching' and 'teacher' are wrapped up with schooling and schools. One way of approaching the question 'What is teaching?' is to look at what those called 'teachers' do - and then to draw out key qualities or activities that set them apart from others. The problem is that all sorts of things are bundled together in job descriptions or roles that may have little to do with what we can sensibly call teaching. Another way is to head for dictionaries and search for both the historical meanings of the term and how it is used in everyday language. This brings us to definitions like: Impart knowledge to or instruct (someone) as to how to do something; or Cause (someone) to learn or understand something by example or experience. As can be seen from these definitions we can say that we are all teachers in some way at some time. Further insight is offered by looking at the ancestries of the words. For example, the origin of the word 'teach' lies in the Old English *tæcan* meaning 'show, present, point out', which is of Germanic origin; and related to 'token', from an Indo-European root shared by Greek *deiknumi* 'show', *deigma* 'sample'.

66 NSOU ? CC-ED-06 Lexicographers define teaching as imparting knowledge or skills, giving instructions or lesson, inspiring, assisting another to learn, providing information of appropriate situations, conditions or activities designed to facilitate learning Flanders (1970) explains teaching as a transactional activity between the teacher and taught .He says that teaching behavior by its very nature exists in the context of social interaction. The act of teaching leads to reciprocal contacts between the teacher and the learners and the interchange itself is called teaching. Ronald T. Hyman observes that teaching involves a triad of elements (the teacher, the learner, the subject matter) and this triad is dynamic in quality. He rightly asserts that the nature of teaching cannot be understood properly by looking at only one or two of the elements of the teaching relationships or by thinking of teaching as dyadic. Thus, all the three elements must be considered together in order to understand the interaction recurring during teaching. In this frame of reference, a teacher needs not only to be aware of his aim of teaching but also of his relationship with his learners and the subject matter and the learner's relationship with the subject matter. Also, it prevents the teacher from trying to teach the 'syllabus' as handed out by the department as it constitutes a static and not a dynamic relationship between teacher and subject matter. B. F. Skinner (1968) defines teaching as 'the arrangement of contingencies of reinforcement'. K. Mitra in his national lecture at the Center of Advanced Study in Education, defined teaching 'as a series of acts carried out by a teacher and guided by the formulation of teaching tasks in a formalized instructional situation'. The aforementioned definitions of teaching bring out the following qualities about concept of teaching : 1. Teaching is a system of activities. In other words, it is a number of logically contrived sets of activities having a specific structure, form and orientation. 2. Teaching aims at changing others or causing learning in others. Without a suitable goal or objective, no worthwhile teaching can be arranged. 3. The core of the teaching act is increment between teacher, learners, and subject matter. Thus it is by its very nature a social enterprise involving dynamic interaction among a triad. 4. Teaching involves an influence orientation where the direction of focus of control is from the teacher to the learner. 5. Teaching does not just occur, rather it is a planned and an implemented set of activities in an interactional setting in terms of the prior thought about the learning goals, instructional strategies and the subject matter configuration.

67 NSOU ? CC-ED-06 6. As it is practiced, teaching implies an 'intentional' rather than 'success' act. In other words, when a teacher engages in the act of teaching, his intention is to cause learning but he may or may not succeed in the achievement of this goal. It is for this reason that we often debate the 'effectiveness' of teaching from one situation to the other. 7. The verbal action and use of language at various levels constitutes the predominant feature of teaching in any context. The analysis of teaching acts is therefore, quite frequently conducted with the help of data collected from the verbal behaviour of teachers. It may, however, be useful to remember that both verbal and non-verbal parts of teaching behaviour occur simultaneously and function in close juxtaposition to each other in order to accomplish the necessary effect. The critical attribute of teaching involves 'reasoning' and 'an enlightened analysis of facts'. It is not concerned with bare listing or relaying of facts in a mechanical fashion. The entire teaching act can be explained in terms of three definite phases within it - the introductory or orientation phase; the development and fixation phase; and the evaluation phase. The introductory or orientation phase involves the presentation of the new information and concept or behaviour. The development and fixation phase implies their establishment in the repertoire of the learner and the evaluation phase indicates the point where the designer of the instructional system checks the extent of learning having occurred. The teaching act by itself can also be prefixed and suffixed with two different stages. The prefix is now given a name of 'pre active' stage and the suffix is called the 'post active' stage of teaching. In the pre active stage, the goals of teaching are decided, the content of presentation is identified and the strategies and tactics for interaction setting are planned. In the post active stage of teaching, the events of the interactive stage are analyzed in retrospect and decisions for further interaction in a face to face set up are taken. The interactive stage is the actual teaching conducted by the teacher when he is before his learners. The understanding of above qualities of teaching would remain useful to understand the models of teaching, the frame of this investigation. 3.3.2. Principles of Teaching : What one person sees as good teaching can easily be seen as bad by another. Here we are going to look at what the Ofsted (2015) framework for inspection says. However, before we go there it is worth going back to what Paul Hirst argued back in 1975 and how we are defining teaching here. Our definition was: Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things.

68 NSOU ? CC-ED-06 We are looking at teaching as a specific process - part of what we do as educators, animators and pedagogues. Ofsted is looking at something rather different. They are grouping together teaching, learning and assessment - and adding in some other things around the sort of outcomes they want to see. That said, it is well worth looking at this list as the thinking behind it does impact a lot of the work we do. a judgment may be made with specific frame work of rubric on the effectiveness of teaching, learning and assessment by evaluating the extent to which: Teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged Teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners Assessment information is gathered from looking at what children and learners already know, understand and can do and is informed by their parents/previous providers as appropriate Assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well Except in the case of the very young, children and learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, caregivers and employers understand how learners should improve and how they can contribute to this Engagement with parents, caregivers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve. Equality of opportunity and recognition of diversity are promoted through teaching and learning. Where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning. We see some things that many will not disagree with like having high expectations of learners, knowing what the needs of the group may be, having expertise in the area being taught; recognizing diversity and having a concern for equality of opportunity; and so on. We may also see the role that assessment plays in reinforcing learning and helping to shape future learning. However, there are things we may disagree with. Perhaps more importantly there are all sorts of things missing here. For example, why is there an emphasis on economic activity as against social, religious and political participation? Another issue, for many of you reading this, is possibly the way in which little account is made of the extent to which learners take responsibility for their own learning. They are encouraged to contribute to learning but not own it.

69 NSOU ? CC-ED-06 Good teaching is rather more than technique according to Parker J. Palmer. Good teaching, he says, 'comes from the identity and integrity of the teacher' (Palmer 1998). It is the way we are experienced, our enthusiasm, our care, our knowledge, our interest in, and concern for, people that is the key to whether we are felt to be good teachers. As Beere (2012) and others have argued we need to be present as people in the classroom or learning environment. This is not to say that technique isn't important. It is. We need to be skilled at scaffolding learning; creating relationships and environments for learning; and catching teaching moments. It is just that these skills need to be employed by someone who can be respected, is experienced as real and is wise. Therefore, principles of teaching can be summarized as follows : • Principle of using previous knowledge • Principle of providing for individual difference • Principle of readiness • Principle of meaningfulness • Principle of defining specific objectives of the lesson • Principle of proceeding from simple to complex • Principle of proceeding from concrete to abstract • Principle of proceeding from general to specific • Principle of proceeding from known to unknown Guiding Principles in the Selection and Use of Teaching Strategies : The more senses that are involved in learning, the more and the better the learning. Approaching teaching as a process Some of the teaching we do can be planned in advance because the people involved know that they will be attending a session, event or lesson where learning particular skills, topics or feelings is the focus. Some teaching arises as a response to a question, issue or situation. However, both are dependent on us: • Recognizing and cultivating teachable moments. • Cultivating relationships for learning. • Scaffolding learning - providing people with temporary support so that they deepen and develop their understanding and skills and grow as independent learners. • Differentiating learning - adjusting the way we teach and approach subjects so that we can meet the needs of diverse learners.

70 NSOU ? CC-ED-06 • Accessing resources for learning. Adopting a growth mindset. • Adopting a growth mindset. 3.3.3. Functions of Teaching: The very core purpose of Teaching is Fostering learning. To make sense of this it is worth turning to what philosophers of education say. Interestingly, the question, 'What is teaching?' hasn't been a hotbed of activity in recent years in the UK and USA. This says something about the state of schooling and of university departments of education in these countries. A lot of attention has been given to what is good, great or effective 'teaching', and not much to what actually teaching is. However, as Paul Hirst (1975) concluded, 'being clear about what teaching matters vitally because how teachers understand teaching very much affects what they actually do in the classroom'. Hirst (1975) makes two very important points. For him teaching should involve: a. Setting out with the intention of someone learning something. b. Considering people's feelings, experiences and needs. Teaching is only teaching if people can take on what is taught. We can begin to weave these into a definition - and highlight some forms it takes. Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note taking, discussion, assignment writing, simulations and practice). Let us look at the key elements : 1. Attending to people's feelings, experiences and needs Considering what those we are supposed to be teaching need, and what might be going on for them, is one of the main things that makes 'education' different from indoctrination. Indoctrination involves knowingly encouraging people to believe something regardless of the evidence (Snook, 1972). It also entails a lack of respect for their human rights. Education can be described as the 'wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life' (Smith 2015). The process of education flows from a basic orientation of respect - respect for truth, others and themselves, and the world (op. cit.). For teachers to be educators they must, therefore: Take into account people's needs and wishes now and in the future. Consider what might be good for all and the world in which we live.

71 NSOU ? CC-ED-06 2. Plan their interventions accordingly. There are a couple of issues that immediately arise from this. First, how do we balance individual needs and wishes against what might be good for others? For most of us this is probably something that we should answer on a case-by-case basis - and it is also something that is likely to be a focus for conversation and reflection in our work with people. Second, what do we do when people do not see the point of learning particular things - for example, around grammar or safety requirements? The obvious response to this question is that we have to ask and listen - they may have a point. However, we also have to weigh this against what we know about the significance of these things in life, and any curriculum or health and safety or other requirements we have a duty to meet. In this case we have a responsibility to try to introduce them to people when the time is right, to explore their relevance and to encourage participation. Failing to attend to people's feelings and experiences is problematic - and not just because it reveals a basic lack of respect for them. It is also pointless and counter-productive to try to explore things when people are not ready to look at them. We need to consider their feelings and look to their experiences - both in our classroom or teaching environment, and around the issues or areas we want to explore. Recent developments in brain science has underlined the significance of learning from experience from the time in the womb (Lieberman 2013). Bringing people's experiences around the subjects or areas we are looking to teach about into the classroom or learning situation is, thus, important to the learning process. 3. Facilitating Learning particular things Three elements are emphasized - focus, knowledge and engaging people in learning. Focus. This may be a bit obvious - but it is probably worth saying - teaching has to have a focus. We should be clear about what we are trying to do. One of the findings that shines through research on teaching is that clear learning intentions help learners to see the point of a session or intervention, keep the process on track, and, when challenging, make a difference in what people learn (Hattie 2009). As educators, pedagogues and workers there are a lot of times when we are seeking to foster learning but there may not be great clarity about the specific goals of that learning (Jeffs and Smith. 2016). We journey with people, trying to build environments for learning and change, and, from time-to-time, creating teaching moments. It is in the teaching moments that we usually need an explicit focus. Subject knowledge. Equally obvious, is that we need expertise, we need to have content. As coaches we should know about our sport; as religious educators about belief, practice and teachings; and, as pedagogues, ethics, human growth and

72 NSOU ? CC-ED-06 development and social life. It is clear that good teachers 'have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning' (Coe et. al. 2014). That said, there are often times when we develop our understanding and capacities as we go. In the process of preparing for a session or lesson or group, we may read, listen to and watch YouTube items, look at other resources and learn. We build content and expertise as we teach. Luckily, we can draw on a range of things to support us in our efforts - video clips, web resources, textbooks, activities. Yes, it might be nice to be experts in all the areas we have to teach - but we can't be. It is inevitable that we will be called to teach in areas where we have limited knowledge. One of the fascinating and comforting things research shows is that what appears to count most for learning is our ability as educators and pedagogues. A good understanding of a subject area, good resources to draw upon and the capacity to engage people in learning yields good results. It is difficult to find evidence that great expertise in the subject matter makes a significant difference within a lot of schooling (Hattie 2009). Having a concern for learning - and in particular seeking to create environments where people develop as, and can be self-directed learners - is one of the key features here. Sometimes subject expertise can get in the way - it can serve to emphasize the gap between people's knowledge and capacities and that of the teacher. On the other hand, it can be used to generate enthusiasm and interest; to make links; and inform decisions about what to teach and when. Engaging people in learning. All this underlines our last key point - at the center of teaching lies enthusiasm and a commitment to, and expertise in, the process of engaging people in learning. This is how John Hattie (2009) put it: "It is teachers using particular teaching methods, teachers with high expectations for all students, and teachers who have created positive student-teacher relationships that are more likely to have the above average effects on student achievement".

4. Making specific interventions The final element - making specific interventions - concerns the process of taking defined and targeted action in a situation. In other words, as well as having a clear focus, we try to work in ways that facilitate that focus. Thinking about teaching as a process of making specific interventions is helpful, I think, because it:

- o Focuses on the different actions we take. As we saw in the definition, interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note taking, discussion, assignment writing, simulations and practice).

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- Makes us look at how we move from one way of working or communicating to another. Interventions often involve shifting a conversation or discussion onto a different track or changing the process or activity. It may well be accompanied by a change in mood and pace (e.g. moving from something that is quite relaxed into a period of more intense activity). The process of moving from one way of working - or way of communicating - to another is far from straightforward. It calls upon us to develop and deepen our practice.
- Highlights the more formal character of teaching. Interventions are planned, focused and tied to particular objectives or intentions. Teaching also often entails using quizzes and tests to see whether planned outcomes have been met. The feel and character of teaching moments are different to many other processes that informal educators, pedagogues and specialist educators use. Those processes, like conversation, playing a game and walking with people are usually more free-flowing and unpredictable. Teaching, however, is not a simple step-by-step process e.g. of attending, getting information and intervening. We may well start with an intervention which then provides us with data. In addition, things rarely go as planned - at least not if we attend to people's feelings, experiences and needs. In addition, learners might not always get the points straightaway or see what we are trying to help them learn. They may be able to take on what is being taught - but it might take time. As a result, how well we have done is often unlikely to show up in the results of any tests or in assessments made in the session or lesson. Teachers certainly those in most formal settings like schools - have to follow a curriculum. They have to teach specified areas in a particular sequence. As a result, there are always going to be individuals who are not ready for that learning. As teachers in these situations we need to look out for moments when students may be open to learning about different things; where we can, in the language of Quakers, 'speak to their condition'. Having a sense of their needs and capacities we can respond with the right things at the right time. Informal educators, animators and pedagogues work differently for a lot of the time. The direction they take is often not set by a syllabus or curriculum. Instead, they listen for, and observe what might be going on for the people they are working with. They have an idea of what might make for well-being and development and can apply it to the experiences and situations that are being revealed. They look out for moments when they can intervene to highlight an issue, give information, and encourage reflection and learning. Considering teaching as 'process based approach', Teaching may have further following functions :

74 NSOU ? CC-ED-06 A. Recognizing and cultivating teachable moments : In other words, all teaching involves recognizing and cultivating 'learning moments' or 'teaching moments'. It was Robert J Havinghurst who coined the term 'teachable moment'. One of his interests as an educationalist was the way in which certain things have to be learned in order for people to develop. When the timing is right, the ability to learn a particular task will be possible. This is referred to as a 'teachable moment'. It is important to keep in mind that unless the time is right, learning will not occur. Hence, it is important to repeat important points whenever possible so that when a student's teachable moment occurs, s/he can benefit from the knowledge. (Havinghurst 1953) There are times of special sensitivity when learning is possible. We have to look out for them, to help create environments that can create or stimulate such moments, be ready to respond, and draw on the right resources. B. Cultivating collaborative relationships for learning : The main thing here is that teaching, like other parts of our work, is about relationships. We have to think about our relationships with those we are supposed to be teaching and about the relationships they have with each other. Creating an environment where people can work with each other, cooperate and learn is essential. One of the things that has been confirmed by recent research in neuroscience is that 'our brains are wired to connect', we are wired to be social (Lieberman 2013). It is not surprising then, that on the whole cooperative learning is more effective than either competitive learning where students compete to meet a goal or individualistic learning (Hattie 2011). As teachers, we need to be appreciated as someone who can draw out learning; cares about what people are feeling, experiencing and need; and breathes life to situations. This entails what Carl Rogers, Kirschenbaum and Henderson 1990 talked about as the core conditions or personal qualities that allow us to facilitate learning in others : ● Realness or genuineness. Rogers argued that when we are experienced as real people-entering into relationships with learners 'without presenting a front or a façade', we are more likely to be effective. ● Prizing, acceptance, trust. This involves caring for learners, but in a non- possessive way and recognizing they have worth in their own right. It entails trusting in the capacity of others to learn, make judgements and change. ● Empathic understanding. 'When the teacher has the ability to understand the student's reactions from the inside, has a sensitive awareness of the way the process

75 NSOU ? CC-ED-06 of education and learning seems to the student, then again the likelihood of significant learning is increased'. In practical terms this means we talk to people, not at them. We listen. We seek to connect and understand. We trust in their capacity to learn and change. We know that how we say things is often more important than what we say. C. Scaffolding : Scaffolding entails providing people with temporary support so that they deepen and develop their understanding and skills - and develop as independent learners. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student. To do this well, educators and workers need to be doing what we have explored above - cultivating collaborative relationships for learning, and building on what people know and do and then working just beyond it. The term used for latter of these is taken from the work of Lev Vygotsky - is working in the learner's zone of proximal development. A third key aspect of scaffolding is that the support around the particular subject or skill is gradually removed as people develop their expertise and commitment to learning. Scaffolding can take different forms. It might simply involve 'showing learners what to do while talking them through the activity and linking new learning to old through questions, resources, activities and language' (Zwozdiak-Myers et al., 2013). The educational use of the term 'scaffolding' is linked to the work of Jerome Bruner -who believed that children (and adults) were active learners. They constructed their own knowledge. Scaffolding was originally used to describe how pedagogues interacted with pre-school children in a nursery (Woods et. al. 1976). Bruner defined scaffolding as 'the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring' (Bruner 1978). D. Differentiation : Differentiation involves adjusting the way we teach and approach subjects so that we can meet the needs of diverse learners. It entails changing content, processes and products so that people can better understand what is being taught and develop appropriate skills and the capacity to act. The basic idea is that the primary educational objectives-making sure all students master essential knowledge, concepts, and skills-remain the same for every student,

76 NSOU ? CC-ED-06 but teachers may use different instructional methods to help students meet those expectations. It is often used when working with groups that have within them people with different needs and starting knowledge and skills. E. Accessing resources for learning One of the key elements we require is the ability to access and make available resources for learning. The two obvious and central resources we have are our own knowledge, feelings and skills; and those of the people we are working with. Harnessing the experience, knowledge and feelings of learners is usually a good starting point. It focuses attention on the issue or subject; shares material; and can encourage joint working. When it is an area that we need to respond to immediately, it can also give us a little space to gather our thoughts and access the material we need. The third key resource is the internet - which we can either make a whole group activity by using search via a whiteboard or screen, or an individual or small group activity via phones and other devices. One of the good things about this is that it also gives us an opportunity not just to reflect on the subject of the search but also on the process. We can examine, for example, the validity of the source or the terms we are using to search for something. The fourth great resource is activities. Teachers need to build up a repertoire of different activities that can be used to explore issues and areas. Last, and certainly not least, there are the standard classroom resources - textbooks, handouts and study materials. As teachers we need to have a range of resources at our fingertips. This can be as simple as carrying around a file of activities, leaflets and handouts or having materials, relevant sites and e-books on our phones and devices. F. Adopting a growth mindset Last, we need to encourage people to adopt what Carol Dweck (2012) calls a growth mindset. Through researching the characteristics of children who succeed in education (and more generally flourish in life), Dweck found that some people have a fixed mindset and some a growth mindset. Believing that your qualities are carved in stone, the fixed mindset creates an urgency to prove yourself over and over. If you have only a certain amount of intelligence, a certain personality, and a certain moral character, then you'd better prove that you have a healthy dose of them. It simply wouldn't look or feel deficient in these most basic characteristics. There's another mindset in which these traits are not simply a hand you're dealt and have to live with, always trying to convince yourself and others that you have a royal flush when you're secretly worried it's a pair of tens. In this mindset, the hand you're dealt is just the starting point for development. This growth mindset is based on the

77 NSOU ? CC-ED-06 belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every way-in their initial talents and aptitudes, interests, or temperaments-everyone can change and grow through application and experience. (Dweck 2012). The fixed mindset is concerned with outcomes and performance; the growth mindset involves getting better at the task. In her research she found, for example, that students with a fixed mindset when making the transition from elementary school to junior high in the United States, declined - their grades immediately dropped and over the next two years continued to decline. Students with a growth mindset showed an increase in their grades. The significance of this for teaching is profound. Praising and valuing achievement tends to strengthen the fixed mindset; praising and valuing effort helps to strengthen a growth mindset. While it is possible to question elements of Dweck's research and the either/or way in which prescriptions are presented, there is particular merit when teaching of adopting a growth mindset (and encouraging it in others). It looks to change and develop rather than proving ourselves. Structuring interventions and making use of different methods One of the key things that research into the processes of teaching and educating tells us is that learners tend to like structure; they want to know the shape of a session or intervention and what it is about. They also seem to like variety, and changes in the pace of the work (e.g. moving from something quite intense to something free flowing). It is also worth going back to the dictionary definitions - and the origins of the word 'teach'. What we find here are some hints of what Geoff Petty (2009) has talked about as 'teacher-centered' methods (as against active methods and student-centered methods). Teacher-centered Active methods Student-centered methods methods Talking Supervised student practice Reading for learning Explaining Discussion Private study and homework Showing Group work Assignments and essays Questioning Games Projects and reports Note-making Role play, drama and Independent learning simulations Seminars Self-directed learning

78 NSOU ? CC-ED-06 If we ask learners about their experiences and judgements, one of things that comes strongly through the research in this area is that students overwhelmingly prefer group discussion, games and simulations and activities like drama, artwork and experiments. At the bottom of this list come analysis, theories, essays and lectures. However, there is not necessarily a connection between what people enjoy doing and what produces learning. Schoolteachers may use all of these methods - but so might sports workers and instructors, youth ministers, community development workers and social pedagogues. Unlike school teachers, informal educators like these are not having to follow a curriculum for much of their time, nor teach content to pass exams. As such they are able to think more holistically and to think of themselves as facilitators of learning. This means: Focusing on the active methods in the central column; Caring about people's needs, experiences and feeling; Looking for teachable moments when then can make inputs often along the lines of the first column (teacher-centered methods); and Encouraging people to learn for themselves i.e. take on projects, to read and study, and to learn independently and be self-directed (student-centered methods). Reflection and Feedback in Teaching : A major way that teachers improve their decision making is through reflection. Reflective teachers are thoughtful, analytical, and even self-critical about their teaching. After you have taught a lesson, you will want to reconsider your planning and the decisions you have made. Reflection, whether written or mental, is an effective tool for refining professional thoughts, ideas, and beliefs. Reflection enables us to evaluate our experiences, learn from mistakes, repeat successes, and revise and plan for the future. Reflective teaching is complex and multifaceted. It is a review of one's practices in an attempt to determine whether you accomplished what you set out to do and to gain insight on more effective ways of doing what you did. A reflective teacher willingly takes responsibility for considering personal actions; is committed to thinking through difficult issues in depth, persistently seeking more knowledge and better ways to teach and to manage classrooms; maintains a healthy skepticism about educational theories and practices; and gathers as much information as possible about any given problem, weighs the value of the evidence against suitable criteria, and then draws a conclusion and makes a judgment (Ely, 1994).

79 NSOU ? CC-ED-06 TEACHING AS A PROCESS Basically, reflection asks, how effective were the decisions I made? Specifically, reflection tries to answer questions such as the following : • how appropriate were the topics-that is, should they be taught again? • was the sequence of topics appropriate? If not, how should they be re-sequenced? • was my goal(s) appropriate for my students? • was my instruction aligned? Did my lesson plans facilitate my unit plan? Were the procedures and assessments I specified consistent with my goals? • were the procedures I used as effective as they might have been? If not, what procedures might have been better? • did the materials I used adequately represent the topic? • what representations or resources would have made the topic more understandable? • is there a way I could have made the overall environment more conducive to learning? Finally, much of what has been said to this point refers to reflection as a process of questioning our practice in a variety of rational ways, but reflection can also be viewed as creative problem solving. Being creative fosters the teachers' need to know or be sure they demonstrate in their teaching sensitivity to what will be most beneficial for their students. A growing body of research shows that experienced teachers reflect on many different dimensions of their lessons and can identify erroneous assumptions and

80 NSOU ? CC-ED-06 aspects of their teaching that can be improved (Berliner, 1994). Engaging in reflective thinking about teaching promotes a more thoughtful approach to planning, implementing, and assessing and potentially furthering the achievement of their students. Here we have made a plea to explore teaching as a process rather than something that is usually approached as the thinking and activity associated with a particular role - the school teacher. As has been argued elsewhere a significant amount of what those called school teachers do is difficult to classify as education. Even the most informal of educators will find themselves teaching. They may well work hard at building and facilitating environments where people can explore, relate and learn. However, extending or deepening that exploration often leads to short or not so short bursts of teaching or instructing. For example, as sports coaches or outdoor educators we may be both trying to develop teamwork and build particular skills or capacities. As a specialist or religious educator we might be seeking to give information, or introduce ideas that need some explanation. These involve moments of teaching or instructing. Once we accept this then we can hopefully begin to recognize that school teachers have a lot to learn from other teachers - and vice versa. We also need to unhook 'pedagogy' from school teaching within English language discussions - and to connect it with the tradition of didactics. One of the problems with the false link of school teaching to pedagogy is that it is impairing a proper discussion of pedagogy. However, that may change a little in the UK at least with the development of professional standards for social pedagogy and the emergence of graduate and post-graduate study in the area.

3.4 Teaching as a Process: Pre-active, Interactive and Post-active

We already understand from the above discussion of functions of teaching that teaching is a complex task. Therefore, effective teaching is • One that is well planned & where activities are interrelated to each other • Goes beyond recall of information • One that provide learning experiences or situation that will ensure understanding, application and critical thinking • One where the learner is stimulated to think and reason and apply Hence, we need to have

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systematic planning to perform this task. Teaching has to be done in steps. The different steps constituting the process are called the phases of teaching. Each phase has some operations of teaching which create the situation for learning. Teaching process can be divided into three phases/stages. 81 NSOU ? CC-ED-06 1. Pre-active phase - refers to planning 2. Interactive phase - refers to the

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conduct and management 3. Post-active phase - refers to the follow-up and consolidation Fig: Different phases involve different operations of teaching. 3.4.1. The pre-active phase of teaching :

The pre-active stage begins from the point of time when the teacher decides to teach a particular item to a particular group of students and ends when the teacher is face to face with his students. Philip. W. Jackson observes that 'behaviour relevant to the teaching task in this pre active stage includes many things, such as preparing lesson plans, arranging furniture and equipment within the room, studying test reports, reading sections of a textbook, and thinking about the aberrant behaviour of a particular student. Formulating objectives, identifying the important ingredients of the contexts, specifying entry behaviour of the learners, listing the available resources for learning, developing a criterion test, and writing a teaching unit or a lesson plan are significant operations in the pre active stage of teaching. K. P. Pandey (1997) says, "there are three types of statements of objectives: general, specific and behavioural". The general objectives are quite abstract and are derived from the social philosophy of the country, the psychology of learning and the nature of the content. These statements are made specific by reference to the specific learning outcomes to be achieved after the presentation of instructional situations. Without mentioning the specific objectives, no efficiency in the system of instruction can be vouched. For writing behavioral objectives Mager (1962) and Gronlund (1971) prescribed the observance of the following three step contingency :

82 NSOU ? CC-ED-06 1. Identifying the terminal or end behaviour by name. This will require specifying the kind of behaviour that will be accepted as evidence that the learner has achieved the objective. 2. Defining the desired behaviour further by describing the important conditions under which the behaviour will be expected to occur. 3. Specifying the criteria of acceptable performance by describing how well the learner must perform to be considered acceptable. The use of taxonomic principal categories - cognitive, affective and psychomotor domains is also found useful in indicating the goals for designing effective teaching- learning programmes. The taxonomy of educational objectives (Bloom,1956) consists of a set of general and specific categories that encompass all possible learning outcomes that might be expected from instruction. The objectives are of great use for curriculum development, teaching and testing. The cognitive domain refers to those objectives that emphasize intellectual outcomes such as knowledge, understanding and thinking skills. The affective domain deals with those objectives that lay stress on feeling and emotions such as interests, attitudes, appreciation and methods of adjustment. The psychomotor domain includes those objectives that emphasize motor skills such as handwriting, typing, swimming and operating machinery. Writing a teaching unit or lesson plan is also an important activity in the pre-active stage of teaching. Therefore, a. It is the phase of planning for teaching. b. Good planning makes the task of the

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teacher smooth, functional and successful. c. There one two major steps involved in this phase. • Establish some kind of goals or objectives. • Discovering ways and means to activate these objectives. Operation of teaching at pre-active phase Before classroom teaching, a teacher has to perform many tasks. This phase includes all these activities which a teacher performs before entering the classroom. This stage involves the following activities. (1) The formulation or fixing up of goal : • The teacher formulates in detail the instructional objectives in behavioral terms by using the taxonomy of educational objectives. • Objectives one determined according to

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student's psychology and needs of the society and the school. • Objectives are determined according to what changes

the teacher expects in students by achieving these objectives.

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Selection of content or subject matter to be taught : • After fixation of teaching objectives

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teacher decides about the content to be presented before learners. • For content selection following points should be kept in mind. a. The demand of syllabus/curriculum. b. The entry behavior of the accepted learners. c. Level of the motivation of learners. d. Teacher's preference for assessment related to the content. (3) The arrangement of ideas and style of teaching: After selecting the presentable content, the teacher arranges the elements of the content in a logical and psychological sequence. Sequencing should be able to assist in the transfer of learning. (4) Selecting Intuitional Methodology: The teacher has to select appropriate strategies and tactics of teaching, keeping in view the content and objectives of teaching. This operation is very important in

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teacher-education programme. (5) Development of teaching strategies: The teacher should decide beforehand about strategies and tricks, which he has to use during the course of his classroom teaching. He should decide about- • When and what device of teaching should be used. • When the teaching aids will be used. • When recapitulation or evaluation etc. will be done. (6) Deciding the duration, place, and management of classroom teaching. (7) A decision about evaluation tools and techniques. So, this stage is about working out the details of the teaching or activities a teacher wants to perform in the class. Here

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teacher hypothesizes about the possible outcome of his action. 3.4.2. The interactive phase of teaching :

The actual implementation phase of the planned instructional system is the Interactive stage. It arises from face to face encounters in a social situation in which the teacher communicates knowledge, information or skill to the pupils with references to a subject matter. The nature of interaction between these three elements are highly dynamic in quality and this aspect of teaching is normally emphasized in empirical studies. It is so crucial that without interaction, no teaching could be said to have occurred. The verbal as well as non-verbal behaviours of teacher and pupils are involved in this process. It may be undertaken at the cognitive, social and performance

84 NSOU ? CC-ED-06 levels. For the interaction at cognitive domain, the linguistic behaviour i.e. use of language serves as a powerful vehicle. For the interaction in the social domain, the mutual relationship of acceptance, rejection and neutrality between the teacher, and pupil is important. In the performance domain, the mobility and actions of the teacher and pupils in response or reaction to directions, requests and commands assume significance. In the nonverbal behaviour, the gestures, gesticulation, and facial expressions involving the movement of eyes, lips etc. play a dominant role. Both verbal and nonverbal behaviour get expressed committedly and function in complementation to each other. During the interaction phase, presenting, asking, responding, reading, structuring, evaluating, and providing feedback are some of the specific operations.

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This phase refers to the execution of the plan made during the pre-active phase. This is actual classroom teaching. In this phase, the teacher gives students the learning experiences through some suitable modes. In this phase, teachers give learners a predetermined environment. The teacher interacts with students so that desired changes can be brought in the learner. So learning is directed in predetermined directions to achieve predetermined goals. In this process, the teacher provides learners with verbal stimulation. This stimulation can be of various kinds. Few examples are:- • Asking questions • Listening to student's response • Providing guidance • Making explanations etc. Operations of teaching at interactive phase : This phase of teaching • Includes all those activities which a teacher uses after entering the classroom. • Includes actual teaching done in the classroom. In this face to face encounter with learners. Here the teacher uses some of the techniques, aids, and material planned in the first phase. This helps the teacher in achieving the relevant objectives that were already set. Here the following operations are undertaken by the teacher. (1) Setting up the class : It refers to the activity of perceiving the due size of the class, getting the feel of the mood of learners. Here teacher should be aware of • how many in the group are looking attentive 85

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how many are negligent and disinterested • who are sharper ones • who are troublemakers etc. (2) Knowing the learners : Knowing the learners means to know about the previous knowledge of the new learners. It is done after preserving the class size. For this teacher can start by knowing the abilities, interests, attitudes and academic backgrounds of the new learners. (3) Starting teaching : At this stage, the teacher starts teaching. This is done after diagnosing by questioning. Here, two types of activities are involved. 1. Initiation 2. Response The initiation and response are known as 'verbal interaction'. The interactive phase of teaching is the classroom interaction between teacher and students. The interaction may be verbal or non-verbal. Interaction is the most important at this stage. This is the interchange between teacher and student by initiation or response operations. In this phase, all the activities performed by a teacher when he enters the classroom are combined together. These activities one concerned with the presentation of content in the class. 3.4.3. The post-active phase of teaching :

Post Active stage appears as a suffix to the activity of teaching. The basic point of this stage is that the teacher is so overpowered by the events of the interactive setting that he continues to think about their meaning even after they have disappeared. Hence this gives a firm basis for correcting the mistakes and reorganizing the instructional system with suitable orientations on subsequent occasions. The important operations of this stage are recollecting, listing, extrapolating, formulating a guideline and weighing the evidence. All the three stages may be viewed as an interrelated set as the impact of the decision and action in one stage may be analyzed during the subsequent stage. The researches on teaching have concentrated on the study of interactive stages even to the exclusion of pre active and post active stages which are so integrally connected. Hence, the present investigator has been urged to make efforts to set right the imbalance through her scientific probe of the model of teaching.

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It is the evaluation phase of teaching. It arises when the teacher has left the class and tries to have a look back into what happened in the class. This phase is concerned with the following activities. a) Evaluation Activities : These activities are performed in various ways- • Tests or quizzes • Observing student's reactions to questions, • Instructional situations and comments etc. b) Summing up teaching tasks : To sum up, the teacher asks the questions from the learners, verbally or in written form. The behaviors of the students are also measured in order to evaluate their achievements. In absence of all these evaluative activities, the entire learning process could be incomplete. Activities/operations at the post-active phase (1) Determining the exact dimensions of behavior changes : Here the teacher compares the actual behavioral changes in students with their expected behavioral changes. If desired behavioral changes are observed in maximum students then it means that teaching strategies are very effective. (2) Selection of testing devices and techniques : For comparing desired and actual behavior changes, the teacher has to select appropriate, testing devices which are valid and reliable. For this criterion, tests are more preferred than the performance tests. (3) Changing strategies of testing : The student's testing result is also used for evaluating the effectiveness of instructions and teaching strategies. It should provide a base for improving the teaching and changing strategies of teaching. Importance of operations in different phases of teaching : 1. It focuses on bringing desired behavior changes in the students. 2. It provides the scientific basis for developing effective instructions of the teaching. 3. The classroom teaching and interaction can be made effective with this background. 4. Teaching operations ultimately create the appropriate conditions of learning for achieving the desired goals. 87 NSOU ? CC-ED-06 5. Teaching can be organized effectively at different levels by employing appropriate teaching activity. So we can say that the process of teaching starts even before the teacher enters the classroom. It continues even after class. It continues even after classroom interaction in the form of evaluation, feedback, and other activities. All three teaching phases are interrelated; each one helps to modify the other in order to make teaching more meaningful and significant. 3.5

Pedagogy of Teaching Learning: 3 R's, Verbal Conditioning and Psychomotor Skills 3.5.1 Pedagogy of Teaching Learning: 3 R's Concept : The three R's indicate the basic skills taught in the schools: Reading, Writing and Arithmetic. The phrase appeared in print as a space-filler in "The Lady's Magazine" for 1818; while it is sometimes attributed to a speech given by Sir William Curtis in 1975 about the publication of 'The Mirror of Literature, Amusement and Instruction casts doubt on this. The skills themselves allude to those first, where to read, and to write, and ciphering is being learned.' Ciphering translates differently and can be defined as transposing, arguing, reckoning, a secretive method of writing, or numerating. Since its original creation, many others have used the term to describe other triples. An extended modern version of the three R's consists of the "functional skills of literacy, numeracy and ICT. The phrase "the three R's" is used because each word in the phrase has a strong 'R phoneme' (sound) at the beginning. The term is ironic, since someone with rudimentary language education would know that two of the original words do not actually begin with the letter R. The third R was more probably Reckoning, not as is more usually stated 'Rithmetic. Reckoning was a Victorian term for mental arithmetic and had been in use as such since the 14th century. The educationalist L.P. Benezet preferred "to read", "to reason", "to recite", adding, "by reciting he did not mean giving back, verbatim, the words of the teacher or of the textbook. He meant speaking the English language." In the United States, during the 17th century, the curriculum in the common (elementary) schools of the New England colonies was summed up as the "four R's" - Reading, 'Riting, "Rithmetic", and Religion. In the early stage of institutional learning, teachers often focused on the "Three R's." These are reading, writing, and arithmetic. These three basics were the mainstay of education. However, as technology progresses, more and more schools are undermining these basic principles because students need to know more and be able

88 NSOU ? CC-ED-06 to work with computers, software, and other pieces of technology. The "three R's" can become discounted as basic and fundamental learning tools. But it is understandable that students were initially focused on reading, writing, and arithmetic while also learning science, art, and technology in the school system in the future. In fact, the school system drills down beyond these basic three tenets of learning to teach students how to both evaluate and use new information. We feel the point of education is not only to show a student how to gain more knowledge, but how to absorb and use that knowledge in a practical manner. The "Three R's" Are Relevant Today Education has always gone beyond the basics of "reading, writing, and arithmetic." However, the "Three R's" are tools with which a student can gain more knowledge in any subject. If a student can read and write, he or she can complete a research project and learn to type. If a student understands the basics of arithmetic, he or she can learn to program complex algorithms or study science. Role of Teacher : As a teacher, we can help your young learn the Three R's of education and improve his or her life. Here are a few things you can do to help your child learn these important educational basics : • Read to and/or with your child. • Write your children handwritten notes, and ask them to do so back. • Encourage your student to use a dictionary to help him or her spell words and look up the meanings of words. • Build something with your student, using a plan that defines the length and width of objects. • Encourage them to write holiday and birthday cards. • Ask your students to keep a journal of questions he or she has asked to which you do not know the answer. On the weekend, take them to the library to discover the answers. Alternatively, show them how to research the answer to such questions on the internet - while avoiding dubious websites. • Planning a trip or vacation, for children in calculating distances, mapping where you need to go, and writing the overall itinerary. All of these actions can help your youngster improve his or her skills in reading, writing, or arithmetic. Additionally, they teach your child how useful these skills are in a real-world setting.

89 NSOU ? CC-ED-06 The mission should be to give your children a strong educational foundation to reach his or her full potential. The Three R's coupled with our basic philosophy of helping students understand how to use their knowledge in a practical way keeps the young people we work with enthusiastic about growing their own education. Developing countries in the process of teaching and learning. Studies and authoritative information show different magnitudes to solve the problem by identifying factors influencing mastering of 3R's. Geske and Ozola, for instance, did research in Latvia Russia and established that there are many different and usually very complex causes for the difference in the pupils' achievement level. They also consider those factors to be beyond school influence, such as the income level and education, but there are quite many other factors that can influence students' learning achievements at school. The results of the research have also proved that there is a close coherence between the meaning of education to parents and students' learning achievements, i.e., if education is regarded as a value in the family, there is a big possibility that children will have high learning achievement. Socio-economic conditions are also significant for early achievements in reading. Morrow, Gambrell, Duke and Nero in his study advocate that during literacy teaching, teachers should break down the reading and writing into smaller parts that are easily learnable by pupils such as phonics, phonemic awareness and spelling. These could make it easy for learners to master reading and writing. Also he identified evidenced based best practices for literacy instruction such as, classrooms should reflect a culture that fosters literacy motivation as reading and writing for pleasure to be informed and performing tasks in the process of learning 3Rs. Promoting independent reading, time for self-selected reading and opportunities to use technologies accommodate the needs of individual students in mastering of 3Rs. found that different funding and grants were introduced to provide school management with resources to buy books, learning aids and school supplies, but have been marred by problems such as non-delivery and waste. The school administration must therefore make sure that resources and books provided are well kept and are used effectively to improve mastery of 3Rs. Management and funding have therefore been identified as important factors in ensuring pupils mastery of 3R. Texas Education Agency in their research found that teaching methodologies are among factors that closely influence mastering of 3Rs. They argue that pupils expand their speaking and listening skills, their background and vocabulary knowledge in formal and informal activities as they engage in story time discussions, journal keeping, wide reading, and purposeful writing. Teaching methodologies therefore, help pupils in mastering 3Rs. Such methods as the use of pictures, independent practice, numbers, figures and sound can easily help pupils in mastering 3Rs.

90 NSOU ? CC-ED-06 Mediation in the teaching and learning process is another thing of importance. To mediate is simply to "bridge". The teacher should therefore act as a bridge in the learning process by creating an environment which helps learners' interaction with both the teacher and the learners. Chuunga in his research shows that methodologies used in teaching reading and writing rely on the use of a combination of approaches such as language and phonic approaches to teaching literacy. Teachers should therefore incorporate various methodologies and strategies that facilitate interaction. Teaching methodologies are very essential in ensuring pupils' master 3Rs as they play a big role in ensuring pupils are able to read, write and to do arithmetic. Assessments used in teaching 3Rs can also influence mastering of 3Rs. Gough and Tunmer suggested that reading difficulties can be assessed cognitively and the assessment should look into the mental processes, e.g. the ability of the child to decode and recognize words and symbols. A concrete experience is to be found in Tanzania where classroom teaching is mainly through cramming, reciting singing and copying notes from chalkboards. Letters and sound naming, which are the most important skills in the development of literacy skills, are learned by memorization. Children are given charts of letters to recite and reproduce to teachers as a way to improve mastering of 3Rs. Matusevich in his research stated that the constructivism method of teaching children was most important. Children are not passive in knowledge, but active at making meaning, testing out theories, and trying to make sense out of the world and themselves. In mastering 3Rs as pupils learn through interaction with others in the groups as they construct their own understanding of the world they live in. Constructivist classrooms are diverse due to the fact that the teacher takes in the culture of the children. The teacher's role is to build an environment that allows children to make choices. The teacher is a facilitator and observer. Constructivist classrooms do more at promoting the children's social, cognitive, and moral development than teacher-centered programs and as a result, pupils' mastery of 3Rs can be realized. Teacher Related Factors Teachers should have time to work with and to consult each other, to visit each other's classrooms, and to make instructional decisions that improve coordination. A teacher is a guide in pupils' learning process of mastering 3R's. According to Tyson, teachers must take part in professional development that focuses on the implementation of 3Rs mastery. He further explains that teachers play a big role to guide pupils in mastering 3Rs. The ability, knowledge, methods of teaching and learning, assessment methods, professional development in 3Rs and instructional decisions of the teacher play a great role to ensure pupils in primary school are able to read, write and do arithmetic effectively.

91 NSOU ? CC-ED-06 Teachers must be respected and motivated by ensuring that they enjoy their work in terms of better salaries and a good working environment. In order for teachers to have morale in teaching 3Rs, their working environment must be conducive so that they can teach well. Having a very big number of pupils in a classroom makes it difficult for a teacher to assist each learner. Solving teachers' problems will therefore help pupils in primary schools in mastering 3R's as teachers will be comfortable with the working environment and as a result, they will teach well. Learner Related Factors : Individual effort made by learners can help them master 3R's in different ways including independent reading at home and at school. Many pupils in primary school try their level best to master 3R's but lack enough support from their teachers is also a fact. In Indian context some children supplement their studies by enrolling themselves in commercially-based tuition classes, but majority do not have access to these classes due to their high costs and end up dropping out of school probably due to the problems related to reading and writing. Selected learners should therefore be identified and worked upon to see to it that pupils do their part to master 3Rs. 3.5.2 Verbal Conditioning in Teaching-learning : A major concern of psychology is the control, modification, and prediction of behavior. Learning, as an area of behavior, is the focus of inquiry in both psychology and education. Today, a prime concern of educators is the study of the conditions which affect learning. Since most learning occurs in a verbal context, the relevance of verbal conditions that affect learning is self-evident. One approach to the examination of verbal conditions which affect learning is the application of operant conditioning techniques. In past years, researchers have been concerned with operant conditioning as a means of modifying verbal behavior. The technique of verbal conditioning has evolved from these concerns. Verbal conditioning may be defined as an increase in the rate of verbal response when the response is followed by a reinforcing stimulus. A common sense example of this definition might be "an experiment," the purpose of which was to condition subjects to make connections about safe driving. The response class included statements elicited from the subject such as "One should not exceed the posted speed," or "You should always slow down before approaching an intersection." Immediately after these comments were voiced, the experimenter said, "Good," or "That's a fine idea," attempting to reinforce and increase the number of statements from the subject about safe driving. Verbal conditioning as an end in itself has value in the laboratory situation. Its practical application, however, separate from or combined with other

92 NSOU ? CC-ED-06 techniques, may lie in the realm of behavior modification. It seems necessary, therefore, to explore verbal conditioning in terms of its effect on related behavior. Further, if an individual's verbal responses can be manipulated and if it can be demonstrated that the change is due to the reinforcing stimulus, still a question remains unsolved that "How reliably will this change generalize or transferable to other activities after verbal conditioning has occurred?" Mediating processes and intervening variables such as the affective loading of certain response classes and social and cultural connotations of response classes may affect overt behavioral responses. Other intervening factors have been reported by Matthews and Dixon (1968) who suggest that the subjects' reactions to the characteristics of the examiner's voice (in case of classroom learning setting learner may be subject and teacher may be examiner) may influence the reinforcing stimulus and the degree of rapport existing between the experimenter and subject has an interactive effect with reinforcement. It is also possible that the subject and experimenter may differ in their semantic interpretation (denotation and/or connotation) of the verbal response. The first factor which may contribute to this lack of conditioning is the nature of the response class, i.e., verbs depicting aggression. A larger response class, such as plural nouns, represents approximately twelve per cent of an individual's total verbal output. Plural nouns were more readily affected by reinforcement than were a smaller response class (modifiers) which represents approximately four per cent of the total verbal output. Aggressive verbs fall into the smaller response class of modifiers. Because of their lack of frequency or emission in the spoken language they may have less susceptibility to reinforcement. The operant level (natural tendency to emit without reinforcement) of malevolent words was slightly lower than benevolent or neutral words so that less of an increase was needed to show conditioning. It has found that negative cultural connotations affect conditioning. The second factor which may contribute to the lack of conditioning relates to the method of conditioning. In this study the experimenter had minimal physical contact with the subject except for the short initial greeting. To maintain even greater standardization of the procedure all directions were taped and the subject's view of the experimenter was cut off by screens during the actual experiment. Solley and Long (1958) reported that if the experimenter and subject "chit-chatted" prior to the experiment there was a higher probability that conditioning would occur than if there was no pre-experimental interaction. Systematically manipulated interactions between subject and guide might be fruitful. An initial task may be provided to the subject. He / she was then criticized, praised, or ignored. Subjects who had prior interaction with the experimenter evidenced greater

93 NSOU ? CC-ED-06 condition ability. These results suggest that pre-experimental interaction may have a facilitating effect on conditioning. The present experiment minimized pre-experimental interaction. Another factor which affects conditioning is the 'nature of the reinforcement' given the subject. Using a social approval form of reinforcement may produce better conditioning. Social reinforcement is viewed as attention to the child in the form of praise, approval, or adult verbalization of any kind. Social reinforcement is combined with the typical physical contacts with the child that are a part of the pre-school teacher's role. These include such behavior as picking the child up and brushing him off after a tumble, helping the child with clothing or giving him a friendly pat. The teacher frequently provides for the child in a direct physical sense by giving him snacks, special activities and extra materials. All, or any combination of these, are designated as adult social reinforcement. The combination of verbal and social reinforcement which accounts for conditioning and behavior change. An experimental situation in which behavior is carefully controlled and verbal reinforcement is a voice coming from behind a screen may be too impersonal or vague for the subject to associate with the desired behavior change. Implications of verbal conditioning procedures may be extended to 'influencing' processes other than psychotherapy: placebo effect, hypnosis, 'brainwashing', motor operant conditioning and soon. A theory of social motivation (more or less equivalent to physiological drive states) to account for enhancement of social influence following social deprivation. Potentially reinforcing stimuli must be studied in terms of the functional relatedness of reinforcements in the interaction between teacher or parent and child. In school children, who tend to be deprived of consistent adult contact and approval, should be more motivated to secure social reinforcement than non-institutionalized children. Generalization of a reinforced verbal response has been investigated but the results have not been conclusive. It has been found in research studies with psychiatric patients who were reinforced for emotional words in story-telling sessions prior to group therapy. The patients who received positive-personal reinforcement showed a significant increase in the adequacy of their interpersonal relationships in the group setting, thereby demonstrating a generalization effect. The manipulation of stimulus significance, by instructions from the experimenter, may be taken as an example of verbal conditioning. Consideration of such a mechanism suggested that personality effects previously found in conditioning studies should be apparent in instructional manipulations of significance in a study of the orienting response (OR) to words. Because of recent changes in dimensioning of the personality structure, some of the items originally used to define Eysenck's extraversion (E)

94 NSOU ? CC-ED-06 dimension are now used to assess the new dimension of psychoticism (P), suggesting that at least some of the established effects of E upon conditioning may be associated now with P. Majority research findings tend to support a behavioral view of verbal conditioning and are incompatible with a purely cognitive approach. It could be argued that the amount of learning which occurred was small, and that the use of cognitive processes must precede the occurrence of more complete learning. It could also be argued that regardless of what one might arrange in a particular verbal interaction, intelligent people tend to use cognitive processes in most of their learning. It is simply that learning without awareness can be made to occur, given suitable conditions. In typical classroom situations, verbal communication is a message or information expressed in words, either orally or in writing. Classrooms obviously have lots of verbal communication; it happens every time a teacher explains a bit of content, asks a question, or writes information or instructions on the chalkboard. Classrooms tend to rely heavily on explicit, verbal communication, while at the same time recognizing and allowing nonverbal communications to occur (Neill, 1991). This priority accounts for the characteristically businesslike style of teacher talk. A major reason for relying on an explicit, verbal style is that diversity among individuals increases the chances of their misinterpreting each other. Because of differences in background, the partners may differ in how they expect to structure conversation as well as other kinds of dialog. Misunderstandings may result sometimes without the partners being able to pinpoint the cause. Later in this chapter we suggest how to minimize these problems. Effective verbal communication Communicating effectively requires using all forms of classroom talk in combinations appropriate for particular utterances and interactions. In various places earlier in this book, we have suggested ways of doing so, though in those places we usually did not frame the discussion around the term communication as such. Effective content talk The ways of talking about content so that it is most likely to be understood clearly, and its need for instructional strategies. In explaining ideas, for example, whether briefly or as an extended lecture, it has been pointed out that it helps to offer, in advance, organizing ideas, to relate new content to prior knowledge, and to organize and elaborate on new information. It needs certain strategies about content talk intended for students, so that students understand their own thinking as well as possible. The following table as advocated by Kelvin Seifert (2009) summarizes instructional strategies both for students and for teachers, and indicates how they contribute to effective verbal communication about content.

95 NSOU ? CC-ED-06 Teacher Talk : Strategy Definition How it helps communication Using advance organizers Statements or ideas that Orients students' attention to give a concise overview of new ideas about to be learned; new material assists in understanding and remembering new material Relating new material to Explicit connections of Facilitates discussion of new prior knowledge new ideas to students' material by making it more existing knowledge meaningful to students Elaborating and extending Explanations of new ideas Avoids ambiguities and new information in full, complete terms misunderstandings about new ideas or concepts Organizing new information Providing and following a Assists in understanding and clear structure when remembering new material explaining new material Content talk by Student Strategy Definition How it helps communication Inquiry learning Students pursue problems To formulate and investigate a that they help to formulate problem, students need to express for themselves clearly what they wish to find out. Cooperative learning Students work in small To work together, students need to groups to solve a common explain ideas and questions to fellow problem or task students clearly. Effective procedural and control talk In addition to communicating about content, teachers need to communicate procedures and expectations about appropriate classroom behavior. Procedural talk is a method of classroom management, of creating a positive learning environment, and of resolving conflicts in the class. The following table summarizes several of the major strategies according to Kelvin Seifert (2009). By framing communication in these ways, we called attention to their importance as forms of communication. As we pointed out, procedural talk and control talk matter are used in teaching simply because clear procedures and appropriate classroom behavior are necessary for students to learn.

96 NSOU ? CC-ED-06 Procedural talk Control talk Creating and discussing procedures for Creating and discussing classroom rules of daily routines appropriate behavior Announcing transitions between activities Clarifying problem ownership Providing clear instructions and guidance Listening actively and empathetically for activities Reminding students periodically of Using I-messages procedures for completing a task It has been understood that all such verbal communications in the classroom is based on the principle of verbal conditioning which affects the learning. 3.5.3 Inculcation of Psychomotor Skills through Teaching : In general skill is defined as a stable and reliable link between perception of body and environment, and execution of goal-directed motor actions, which is both consistent across repeated performances of the action, and can be flexibly adapted to changes in task constraints. Skill in this sense is therefore considered primarily as a perceptual- motor function. Examples of perceptual-motor skills include instrumental music performance, driving a car etc. This category of skill might be contrasted with more cognitive or 'intellectual' skills, such as mathematical reasoning. It is worth noting, however, that both categories of skill (perceptual-motor and intellectual) may share processes in common, and much may be learnt by considering the acquisition of expertise across a broad range of academic achievement. In engineering and medical science along with all laboratory or field-based activities psychomotor skills are much more relevant. Hence, psychomotor skills represent those activities that are primarily movement-oriented. In teaching, emphasis is placed on this movement component, although ultimately in practice, performance requires an integration of related knowledge and values (Oermann, 1990). According to Psychomotor learning-, movement, coordination, manipulation, dexterity, grace, strength, speed; actions which demonstrate fine motor skills such as use of precision instruments or tools. Characteristics of skill acquisition : Over the previous century, many psychological theories of skill acquisition have been proposed, such as those of Fitts and Posner, Anderson and Gentile. There are differences in different psychological frameworks, the core concepts that may inform

97 NSOU ? CC-ED-06 the development of effective training structures to support skill learning may be discussed. Two common and related principles across different theories of skill acquisition are that : 1. Changes in performance due to training and practice proceed in a non-linear manner. 2. As the trainee advances in perceptual-motor learning, the way that they process the task and action will change through qualitatively different phases. The first principle is illustrated by the commonly observed learning curves, in which improvements in the performance outcomes (such as increased speed, reduced error) will be rapid during early trials, but then decelerate with increased practice. This slowing down of improvement rate as learning progresses may be due to a number of factors. The second principle - those learners come to process the task in qualitatively different ways with advanced skill acquisition - is often characterized by a stage-based account of learning. For example, learners in an early stage of skill acquisition will rely on explicit rules about the action and the information relevant to the task, whereas more advanced learners will have developed implicit associations between task-relevant information and appropriate motor responses. In perceptual - motor skill acquisition, many of the processes involved can be characterized as 'tuning' the goal directed nervous system to the constraints of the task. This tuning process applies to movement, perception and attention, each of which is discussed in turn. Movement A fundamental property of perceptual-motor learning is the improvement of precision and consistency of the spatial- temporal control of limbs. In learning to play a guitar, the practicing musician must come to get their fingers to the right place, at the right time, and to pluck the string with the correct force. These factors can become highly precise and consistently repeatable over many instances - indeed, this is the impressive aspect of skill. However, even in highly practiced movements, there is still variability in motor production. Practice might have a very crucial role, through practice, the learner's nervous system will tune into the space of outputs that maximize precision and invariance in the task-relevant dimensions. While there is much debate about exactly how the brain achieves this, one thing that seems clear is that the motor system needs to explore the space of movement possibilities in order to zone in on those that are most aligned

98 NSOU ? CC-ED-06 with task success. This may account for the finding that greater motor variability early on in skill learning is associated with accelerated learning later on. Hence, allowing the students / trainee to fully explore the possible movement space early in field or practical work may lead to improved motor control outcomes later. Perception As well as creating the correct movement output, essential to the achievement of skill is sensitivity to perceptual information about the changing position of the body in relation to the desired end point and also, task-relevant external factors. It can be seen that perception of the task is very different between novice and expert. Whereas novice chess players view the board in terms of the individual pieces and their current position, the expert player sees the board as a unified pattern, with particular opportunities for future moves. Moreover, such differences in perception are tuned into the task at hand. In football, more skilled goalkeepers visually sampled curved free kicks for longer than novices, with the result that their actions were not as susceptible to the deceptive motion in the early part of the ball trajectory. Experts are also more sensitive to the useful perceptual information available and can use this to anticipate future events. This may explain the benefits of 'implicit learning' : in the absence of explicit rules, the trainee has to abstract from the patterns in their sense the variables that directly specify the appropriate (successful) action. Attention Related to perception is the concept of attention in skill acquisition, that is, what information the learner focuses on. In sight-reading (playing music from a score that has never been seen before), more skilled piano players look further ahead, taking in a greater band width of information and attending to future events. This tuning of attention gives the skilled performer an advantage in maximizing the efficiency of cognitive resources, which is important as such resources may be reduced in stressful or unpredictable situations. It is also worth noting that expert performers generally have an external focus of attention, concentrating on the environment and the task goal. Simulation training and assessment Development of a curriculum for simulation training in applied science must consider the characteristics of the learner. The potential for learning will be strengthened if trainees are given the autonomy to decide what and when they practice. However, they should have defined goals and learning objectives relevant to their stage of training and, in parallel, a current training syllabus. Practice in the real field will improve technical skill; however, the use of virtual reality simulators reduces operation time

99 NSOU ? CC-ED-06 and improves performance when compared with no training. So online training through simulation is a growing option. Summative assessment The benefits of different forms of feedback at different stages of the learning curve need to be considered. However, in order to prove that certain proficiencies have been met, trainees will require some method of objective summative assessment of their skills. This may be deemed necessary to progress to the next stage of their curriculum or to allow operating privileges. Objective structured assessment of technical skills (OSATS) has been employed to evaluate performance in any applied course objectively for many years. However, the format is mainly considered to be valid as a measure of progress of training rather than examination or credentialing and has not been evaluated for assessment of simulation training. Taxonomy of progressive skills development (Dave, 1970) : 1. Imitation 2. Manipulation 3. Precision 4. Articulation 5. Naturalization The pedagogical framework proposed by Sawyer et. al. (2011) for psychomotor skill training is as follows : Pedagogical framework for procedural skills training 100 NSOU ? CC-ED-06 Mastery learning (Bloom, 1968) 'an instructional approach requiring learners to achieve a defined proficiency before proceeding to the next instructional objective, offers one approach to individualization.' "Basic principles of mastery learning are that educational excellence is expected and can be achieved by all learners and that little or no variation in measured outcomes will result." (McGaghie et al., 2015). The simulation-based mastery learning follow steps are important– 1. Baseline, or diagnostic testing 2. Clear learning objectives, sequenced 3. Engagement in educational activities 4. A set minimum passing standard (e.g., test score) 5. Formative testing to gauge unit completion at a preset minimum passing standard for mastery 6. Advancement to the next educational unit given measured achievement at or above the mastery standard 7. Continued practice or study on an educational unit until the mastery standard is reached. Verbal guidance also might be instrumental in instructional approach-as advocated by Sutkinet al, (2015)– 1. Didactic (descriptive about current step or anatomy) 2. Commanding (highly specific command) 3. Explanatory (offers rationale) 4. Deictic (context specific - here, there...) 5. Indirect ("I wish I could see") 6. Terse (laconic utterance) 7. Polite (prefix to a statement might imply discussion point) 8. Planning (talk about future steps) Such skill training may be designed with proper instructional steps for school level students too. But in tertiary education specially applied science learning this skill training is much more relevant.

101 NSOU ? CC-ED-06 3.6 Summary In this Unit you have learnt : • Teaching brings out the following qualities about concept of teaching : 1. Teaching is a system of activities. In other words, it is a number of logically contrived sets of activities having a specific structure, form and orientation. 2. Teaching aims at changing others or causing learning in others. Without a suitable goal or objective, no worthwhile teaching can be arranged. 3. The core of the teaching act is increment between teacher, learners, and subject matter. Thus it is by its very nature a social enterprise involving dynamic interaction among a triad. 4. Teaching involves an influence orientation where the direction of focus of control is from the teacher to the learner. 5. Teaching does not just occur, rather it is a planned and an implemented set of activities in an interactional setting in terms of the prior thought about the learning goals, instructional strategies and the subject matter configuration. • Principles of teaching can be summarized as follows : • Principle of using previous knowledge • Principle of providing for individual difference • Principle of readiness • Principle of meaningfulness • Principle of defining specific objectives of the lesson • Principle of proceeding from simple to complex • Principle of proceeding from concrete to abstract • Principle of proceeding from general to specific • Principle of proceeding from known to unknown • Functions of Teaching : 1. Attending to people's feelings, experiences and needs 2. Plan their interventions accordingly 3. Facilitating learning particular things 4. Making specific interventions : • Recognizing and cultivating teachable moments • Cultivating collaborative relationships for learning • Scaffolding • Differentiation • Accessing resources for learning • Adopting a growth mindset 102 NSOU ? CC-ED-06 •

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Teaching has to be done in steps. The different steps constituting the process are called the phases of teaching. Each phase has some operations of teaching which create the situation for learning. Teaching process can be divided into three phases/stages. 1. Pre-active phase - refers to planning 2. Interactive phase - refers to the conduct and management 3. Post-active phase - refers to the follow-up and consolidation

Pre-active phase : Writing a teaching unit or lesson plan is also an important activity in the

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pre-active stage of teaching. Therefore, a. It is the phase of planning for teaching. b. Good planning makes the task of the teacher smooth, functional and successful. c. There one two major steps involved in this phase. • Establish some kind of goals or objectives. • Discovering ways and means to activate these objectives.

Interactive phase : The actual implementation phase of the planned instructional system is the Interactive stage. It arises from face to face encounters in a social situation in which the teacher communicates knowledge, information or skill to the pupils with references to a subject matter. Operations of teaching at interactive phase are : • setting up the class • knowing the learners • starting teaching-initiation & response. Post Active Phase : It appears as a suffix to the activity of teaching. The basic point of this stage is that the teacher is so overpowered by the events of the interactive setting that he continues to think about their meaning even after they have disappeared. Hence this gives a firm basis for correcting the mistakes and reorganizing the instructional system with suitable orientations on subsequent occasions. The important operations of this stage are recollecting, listing, extrapolating, formulating a guideline and weighing the evidence. • The three Rs indicates the basic skills taught in the schools: Reading, Writing and Arithmetic. The phrase appeared in print as a space-filler in "The Lady's Magazine" for 1818. The educationalist L.P. Benezet preferred "to read", "to reason", "to recite", adding, "by reciting he did not mean giving back, verbatim, the words of the teacher or of the textbook. He meant speaking the English language." In the United States, during the 17th century, the curriculum in the common (elementary) schools of the New England colonies was summed up as the "four Rs" - Reading, 'Riting, 'Rithmetic", and Religion. Teachers should therefore incorporate various methodologies and

103 NSOU ? CC-ED-06 strategies that facilitate interaction. Teaching methodologies are very essential in ensuring pupils' master 3Rs as they play a big role in ensuring pupils are able to read, write and to do arithmetic. Assessments used in teaching 3Rs can also influence mastering of 3Rs. • Psychomotor skills represent those activities that are primarily movement-oriented. In teaching, emphasis is placed on this movement component, although ultimately in practice, performance requires an integration of related knowledge and values. According to Psychomotor learning -, movement, coordination, manipulation, dexterity, grace, strength, speed; actions which demonstrate fine motor skills such as use of precision instruments or tools. Two common and related principles across different theories of skill acquisition are that : 1. Changes in performance due to training and practice proceed in a non-linear manner. As the trainee advances in perceptual-motor learning, the way that they process the task and action will change through qualitatively different phases. Taxonomy of progressive skills development : 1. Imitation 2. Manipulation 3. Precision 4. Articulation 5. Naturalization Such skill training may be designed with proper instructional steps for school level student too. But in tertiary education specially applied science learning this skill training is much more relevant. 3.7 Self-Assessment Questions 1. What is meant by Teaching?

Elaborates the principles of Teaching. 2. What are the Functions of teaching? 3. Differentiates between the teacher centered and student-centered teaching. 4. Critically judge the pedagogical implications of the pre-active phase of teaching. 5. Explain the operations of the interactive phase 6. Mention the general significance of phases of teaching

104 NSOU ? CC-ED-06 7. Justify the role of the teacher in ensuring three R's factors of learning. Briefly explain the concept of Verbal conditioning. 8. What is meant by psychomotor skill? Mention the taxonomy of progressive skill development. 9. Explain teaching as a process with Reflection and Feedback in Teaching. 3.8 References Beere, J. (2012). The Perfect (Ofsted) Inspection. Crown House Publishing. Beere, J. (2015). The Perfect Lesson-: Revised and updated. Crown House Publishing.

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107 Unit-4 : Cognition Structure 4.1 Objectives: 4.2 Introduction 4.3 Neural basis of Sensation: Neuron-Structure, Electrical Potential, Synaptic Transmission, Structure and Function of Human Brain, Neuro-Endocrine System 4.3.1 Neuron-Structure, Electrical Potential, Synaptic Transmission 4.3.2 Structure and Function of Human Brain 4.3.3 Neuro-Endocrine System 4.4 Perception: Factors Influencing Perception 4.4.1 Concept of Perception 4.4.2 Factors affecting Perception 4.5 Cognition and Fundamental of Teaching 4.5.1 Concept of Cognition 4.5.2 Cognition and Teaching 4.6 Summary 4.7 Self-Assessment Questions 4.8 References 4.1 Objectives In this Unit, we have tried to introduce you to the neural basis of sensation and perception and cognitions as mental processes are related with neural structure. After the end of this unit you should be able to : • Explain Neural basis of Sensation • Illustrate the structure and function of neural components • Explain the structure and function of human brain • Identify and explain the factors influencing perception • Explain the relationship between cognition and teaching MODULE – 2

108 NSOU ? CC-ED-06 4.2 Introduction Learning is related to perception and cognition. Learning- teaching is an indisputably psychological phenomenon dependent on cognition. Perception and cognition are the mental processes that depend upon the central nervous system. We will try to present you here with a number of ideas to understand the Neuron-Structure, Electrical Potential, Synaptic Transmission, Structure and Function of Human Brain, Neuro-Endocrine System and apart from that we also introduce you to the concept of perception and cognition in relation to teaching. 4.3 Neural basis of Sensation: Neuron-Structure, Electrical Potential, Synaptic Transmission, Structure and Function of Human Brain, Neuro-Endocrine System 4.3.1 Neuron-Structure, Electrical Potential, Synaptic Transmission Everyday different stimuli around us will be stimulating our sense organs and are converted into sensations. Perception is the process by which an organism detects and interprets information from the external world by means of the sensory receptors. Cognition is

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the act or process of knowing in the broadest sense; specifically, an intellectual process by which knowledge is gained from perception or ideas.

Perception and cognition are the mental processes that depend upon the central nervous system. Thus, the understanding of structure and function of neural components are essential to understand learning-teaching. Nerve impulse A nerve impulse is the relaying of a coded signal from a nerve cell to an effector (a muscle cell, a gland cell or another nerve cell) in response to a stimulus. It is the means by which a nerve cell communicates with another cell. This signal is relayed along the axon of the nerve cell, bringing a message that instructs an effector to act. For instance, in neuromuscular junction, the nerve impulse moves along the axon of a nerve cell to instruct a muscle cell to contract. Neuron There are unique structural features present in neurons. There are also synapses, the specialized sites where neurons send and receive information from other cells, and some of the circuits that allow groups of neurons to coordinate complex processes.

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Neurons have three basic parts: Cell body or soma : This main part has all of the necessary components of the cell, such as the nucleus (which contains DNA), endoplasmic reticulum and ribosomes 109 NSOU ? CC-ED-06 (for building proteins) and mitochondria (for making energy). If the cell body dies, the neuron dies. Axon : This long, cable-like projection of the cell carries the electrochemical message (nerve impulse or action potential) along the length of the cell. Depending upon the type of neuron, axons can be covered with a thin layer of myelin sheath, like an insulated electrical wire. Myelin is made of fat and protein, and it helps to speed transmission of a nerve impulse down a long axon. Myelinated neurons are typically found in the peripheral nerves (sensory and motor neurons), while non- myelinated neurons are found in the brain and spinal cord. Dendrites or nerve endings : These small, branchlike projections of the cell make connections to other cells and allow the neuron to talk with other cells or perceive the environment. Dendrites can be located on one or both ends of a cell.

Classification of stimulus (a) Subliminal stimulus : Subliminal stimuli (the prefix sub- literally "below, or less than"), contrary to supraliminal stimuli or "above threshold", are any sensory stimuli below an individual's threshold for conscious perception. A 2012 review of functional magnetic resonance imaging (fMRI) studies shows that subliminal stimuli activate specific regions of the brain despite participants being unaware. Visual stimuli may be quickly flashed before an individual can process them, or flashed and then masked, thereby interrupting the processing. Audio stimuli may be played below audible volumes or masked by other stimuli. (b) Supraliminal stimuli : Which can produce the LES to action potential. Origin of Nerve impulse In resting nerve cells, the surface is positively charged and the interior is negatively charged. When the surface is stimulated the stimulated point becomes negative. The fluids both inside and outside the cell are electro-lytic solutions containing 150- 160m Eq/litre. Positive ions and negative ions are accumulated along the outer and inner surface of the cell membrane, respectively. This is achieved by Na^+ outside and K^+ inside the cell membrane, and because Na^+ is placed above the K^+ in the electrochemical series. 110 NSOU ? CC-ED-06 Transmission of Nerve Impulses The transmission of a nerve impulse along a neuron from one end to the other occurs as a result of electrical changes across the membrane of the neuron. The membrane of an unstimulated neuron is polarized-that is, there is a difference in electrical charge between the outside and inside of the membrane. The inside is negative with respect to the outside. Polarization is established by maintaining an excess of sodium ions (Na^+) on the outside and an excess of potassium ions (K^+) on the inside. A certain amount of Na^+ and K^+ is always leaking across the membrane through leakage channels, but Na^+/K^+ pumps in the membrane actively restore the ions to the appropriate side. The main contribution to the resting membrane potential (a polarized nerve) is the difference in permeability of the resting membrane to potassium ions versus sodium ions. The resting membrane is much more permeable to potassium ions than to sodium ions resulting in slightly more net potassium ion diffusion (from the inside of the neuron to the outside) than sodium ion diffusion (from the outside of the neuron to the inside) causing the slight difference in polarity right along the membrane of the axon. Other ions, such as large, negatively charged proteins and nucleic acids, reside within the cell. It is these large, negatively charged ions that contribute to the overall negative charge on the inside of the cell membrane as compared to the outside. In addition to crossing the membrane through leakage channels, ions may cross through gated channels. Gated channels open in response to neurotransmitters, changes in membrane potential, or other stimuli. The following events characterize the transmission of a nerve impulse (see Figure 1) :

111 NSOU ? CC-ED-06 Resting potential : The resting potential describes the unstimulated, polarized state of a neuron (at about -70 millivolts). Graded potential : A graded potential is a change in the resting potential of the plasma membrane in the response to a stimulus. A graded potential occurs when the stimulus causes Na⁺ or K⁺ gated channels to open. If Na⁺ channels open, positive sodium ions enter, and the membrane depolarizes (becomes more positive). If the stimulus opens K⁺ channels, then positive potassium ions exit across the membrane and the membrane hyperpolarizes (becomes more negative). A graded potential is a local event that does not travel far from its origin. Graded potentials occur in cell bodies and dendrites. Light, heat, mechanical pressure, and chemicals, such as neurotransmitters, are examples of stimuli that may generate a graded potential (depending upon the neuron). The following four steps describe the initiation of an impulse to the "resetting" of a neuron to prepare for a second stimulation: Action potential : Unlike a graded potential, an action potential is capable of traveling long distances. If a depolarizing graded potential is sufficiently large, Na⁺ channels in the trigger zone open. In response, Na⁺ on the outside of the membrane becomes depolarized (as in a graded potential). If the stimulus is strong enough—that is, if it is above a certain threshold level—additional Na⁺ gates open, increasing the flow of Na⁺ even more, causing an action potential, or complete depolarization (from -70 to about +30 millivolts). This in turn stimulates neighboring Na⁺ gates, farther down the axon, to open. In this manner, the action potential travels down the length of the axon as open Na⁺ gates stimulate neighboring Na⁺ gates to open. The action potential is an all-or-nothing event: When the stimulus fails to produce depolarization that exceeds the threshold value, no action potential results, but when threshold potential is exceeded, complete depolarization occurs. Repolarization : In response to the inflow of Na⁺, K⁺ channels open, this time allowing K⁺ on the inside to rush out of the cell. The movement of K⁺ out of the cell causes repolarization by restoring the original membrane polarization. Unlike the resting potential, however, in repolarization the K⁺ are on the outside and the Na⁺ are on the inside. Soon after the K⁺ gates open, the Na⁺ gates close. Hyperpolarization : By the time the K⁺ channels close, more K⁺ have moved out of the cell than is actually necessary to establish the original polarized potential. Thus, the membrane becomes hyperpolarized (about -80 millivolts). Refractory period : With the passage of the action potential, the cell membrane is in an unusual state of affairs. The membrane is polarized, but the Na⁺ and K⁺

112 NSOU ? CC-ED-06 are on the wrong sides of the membrane. During this refractory period, the axon will not respond to a new stimulus. To reestablish the original distribution of these ions, the Na⁺ and K⁺ are returned to their resting potential location by Na⁺/K⁺ pumps in the cell membrane. Once these ions are completely returned to their resting potential location, the neuron is ready for another stimulus. Propagation in non-medullated nerve fiber : According to membrane theory, nerve impulse is a propagated wave of depolarization. When the fibre is excited at a point, the polarity is reversed. This reversed polarity is due to increased permeability of Na⁺ to the membrane which develops depolarization. A local circuit current flows between the depolarised membrane and the resting membrane areas. Positive current flows inward through the de-polarised membrane and out-ward through the resting membrane and in this way the circuit is completed. The local de-polarisation current then exits the adjacent portion of the membrane progressively more and more de-polarisation. The depolarization wave travels in all directions along the entire length of the nerve fibre. Propagation in myelinated nerve fibre : Saltatory conduction The process of excitation and conduction in vertebrate myelinated nerve fibers is characterized by its discontinuous and saltatory features. The velocity at which an action potential propagates down an axon is limited by the speed at which ion channels open and close, and therefore, is slow compared to the physical conduction of electricity in a wire. In some neurons, action potentials must travel significant distances (>1 meter) to reach the effector junction. Given that rapid, coordinated function is dependent

113 NSOU ? CC-ED-06 on signals reaching the target quickly, vertebrates accelerate action potential propagation by employing saltatory conduction. In myelinated neurons, ion channels are located at the Nodes of Ranvier, and it is only at these sites where action potentials are regenerated. The myelin sheath provides an insulation that increases membrane capacitance and, thus, significantly diminishes decremental conduction. Therefore, current propagates from node to node in a manner more closely resembling a wire. Synapse

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Synapse, also called neuronal junction, is the site of transmission of electric nerve impulses between two nerve cells (neurons) or between a neuron and a gland or muscle cell (effector). A synaptic connection between a neuron and a muscle cell is called a neuromuscular junction.

It is the junctional region where one neuron ends and the other begins. Between the presynaptic and post-synaptic membranes a cleft of several nanometers is present. The transfer of information across a synaptic junction is called synaptic transmission. These transmissions are brought about either by chemical or by electrical or by both processes. Classification of Synapse : (a) According to structure : On the basis of nature of connections between neurons, synapses have been classified into three types :

114 NSOU ? CC-ED-06 • Axodendritic synapse : Pertaining to the synaptic relationship of an axon with a dendrite of another neuron. • Axosomatic synapse : The synaptic junction of an axon terminal of one nerve cell to the cell body of another nerve cell. • Axoaxonic synapse : one between the axon of one neuron and the axon of another neuron is termed as axoaxonic synapse. (c) According to function : On the basis of how one impulse transverse the synapse a) Electrical synapse : Some synapses of mammals transmit stimuli by current flow across adjacent membranes. In this case the neurons are generally in much closer proximity and even in some instances pre-synaptic and postsynaptic membranes fused together. b) Chemical synapse : A chemical synapse between a motor

neuron and a muscle cell is called a neuromuscular junction.

Chemical synapses allow the neurons of the central nervous system to form interconnected neural circuits. They are thus crucial to the biological

115 NSOU ? CC-ED-06 computations that underlie perception and thought. They also provide the means through which the nervous system connects to and controls the other systems of the body. The human brain contains a huge number of chemical synapses, with young children having about 10,000 trillion synapses. c) Electrochemical synapse : In this synapse stimulus is transmitted both with the aid of electrons and neurotransmitter. Structure of a Synapse Electron microscopic studies have revealed that the axons of the presynaptic neurons end in the expanded terminals - the synaptic or terminal knobs or buttons. The membrane of the synaptic knob is the presynaptic membrane while that of the cell body is the postsynaptic membrane. Though there is intimate contact between the two membranes, they are separated by a gap-the synaptic cleft, measuring about 10-20 nm.

116 NSOU ? CC-ED-06 Thus, there is no physical continuity in the cytoplasm of the presynaptic and postsynaptic neurons at the synapses. However, at some synapses, the two membranes show areas of closer proximity and the outer layers of the unit membranes of the pre- and postsynaptic membranes even fuse, forming gap junctions. In some synapses, the filaments form a web-like network on the postsynaptic membrane extending even into the cytoplasm of the postsynaptic neuron. This network is known as the post-synaptic web. The cytoplasm of the terminal knobs contains mitochondria and synaptic vesicles. The synaptic vesicles are spherical or ovoid shaped with diameters ranging between 20-65 nm. A 4-5 nm thick unit membrane binds the vesicles. These vesicles are more concentrated towards the synaptic cleft. Process of Transmission of Nerve Impulse through Synapse : The process can be described in two headings.

117 NSOU ? CC-ED-06 a. Releasing of chemicals from pre-synaptic knob : The transfer of nerve impulse across a synaptic junction is known as synaptic transmission. It is believed that the process is brought about by the release of chemical substances at the synapse. The neurotransmitter substances synthesized in the synaptic vesicles contain the excitatory neurotransmitter substances that mediate transmission of nerve impulses from the presynaptic to postsynaptic neurons. The vesicles may be found on both sides of the synaptic junction, and in electrically transmitting neurons also terminal processes of the axons and stored in the synaptic vesicles. On arrival of nerve action potential through the axon into the terminal knobs, the vesicles release the neurotransmitter substance. Calcium ions are required for the release, and magnesium ions inhibit the process. After the release of the transmitter the vesicular membrane moves into the cell cytoplasm and is used to package new transmitter substances synthesized. b. Transmission of neurotransmitter from presynaptic ending to a postsynaptic membrane : The neurotransmitter substances released by the presynaptic terminal diffuse across the synaptic cleft and bind to specific receptor sites on the postsynaptic membrane. In the vertebrate neuromuscular junction acetylcholine is released from 100 - 300 pre-synaptic sites and diffuses across a distance of less than 1mm.

118 NSOU ? CC-ED-06 Nature of neurotransmitter : Acetylcholine is one of the major neurotransmitter substances released at the synapse. Among other neurotransmitters, sympathin (norepinephrine) in the post-ganglionic fibres of the sympathetic nervous system is important. Dopamine, 5- hydroxytryptamine, -amino butyric acid (GABA), amino acids like alanine, glycine, aspartic acid and glutamic acid, peptides, histamine and prostaglandin are known to act as neurotransmitters. Generation of EPSP and IPSP : The binding of the neurotransmitter to the receptor molecules is accompanied by alteration of the permeability of the post-synaptic membrane. Two types of alterations in the permeability are observed. The first is a general type in which the permeability of postsynaptic membrane to all types of ions brings about a depolarization of the membrane and excitatory postsynaptic potential (EPSP) is produced. The second type increases the permeability of the membrane to K⁺ and chloride ions causing hyper-polarization of the membrane and inhibitory postsynaptic potential (IPSP) is produced. If the synaptic potentials are great enough to produce sufficiently strong local currents, a spike is generated in the appropriate region of the post-synaptic neuron. Destruction of neurotransmitter substances : The neurotransmitter substances are destroyed quickly so that normal post-synaptic resting potentials are restored and the neuron may respond again to a new stimulus. Acetylcholine is destroyed by the enzyme acetylcholinesterase at the synaptic junction and produces acetic acid and choline. 4.3.2. Structure and Function of Human Brain The brain is an amazing three-pound organ that controls all functions of the body, interprets information from the outside world, and embodies the essence of the mind and soul. Intelligence, creativity, emotion, and memory are a few of the many things governed by the brain. Protected within the skull, the brain is composed of the cerebrum, cerebellum, and brainstem. The brain receives information through our five senses: sight, smell, touch, taste, and hearing - often many at one time. It assembles the messages in a way that has meaning for us, and can store that information in our memory. The brain controls our thoughts, memory and speech, movement of the arms and legs, and the function of many organs within our body.

119 NSOU ? CC-ED-06 The central nervous system (CNS) is composed of the brain and spinal cord. The peripheral nervous system (PNS) is composed of spinal nerves that branch from the spinal cord and cranial nerves that branch from the brain. Brain The brain is composed of the cerebrum, cerebellum, and brainstem (Fig. 1). Figure: The brain has three main parts: the cerebrum, cerebellum and brainstem. Cerebrum : is the largest part of the brain and is composed of right and left hemispheres. It performs higher functions like interpreting touch, vision and hearing, as well as speech, reasoning, emotions, learning, and fine control of movement. Cerebellum : is located under the cerebrum. Its function is to coordinate muscle movements, maintain posture, and balance. Brainstem : acts as a relay center connecting the cerebrum and cerebellum to the spinal cord. It performs many automatic functions such as breathing, heart rate, body temperature, wake and sleep cycles, digestion, sneezing, coughing, vomiting, and swallowing.

120 NSOU ? CC-ED-06 Right brain – left brain The cerebrum is divided into two halves: the right and left hemispheres. They are joined by a bundle of fibers called the corpus callosum that transmits messages from one side to the other. Each hemisphere controls the opposite side of the body. If a stroke occurs on the right side of the brain, your left arm or leg may be weak or paralyzed. Not all functions of the hemispheres are shared. In general, the left hemisphere controls speech, comprehension, arithmetic, and writing. The right hemisphere controls creativity, spatial ability, artistic, and musical skills. The left hemisphere is dominant in hand use and language in about 92% of people. Figure: The cerebrum is divided into left and right hemispheres. The two sides are connected by the nerve fibers corpus callosum. Lobes of the brain The cerebral hemispheres have distinct fissures, which divide the brain into lobes. Each hemisphere has 4 lobes: frontal, temporal, parietal, and occipital. Each lobe may be divided, once again, into areas that serve very specific functions. It's important to understand that each lobe of the brain does not function alone. There are very complex relationships between the lobes of the brain and between the right and left hemispheres.

121 NSOU ? CC-ED-06 Figurure : The cerebrum is divided into four lobes: frontal, parietal, occipital and temporal. Frontal lobe • Personality, behavior, emotions • Judgment, planning, problem solving • Speech: speaking and writing (Broca's area) • Body movement (motor strip) • Intelligence, concentration, self-awareness Parietal lobe • Interprets language, words • Sense of touch, pain, temperature (sensory strip) • Interprets signals from vision, hearing, motor, sensory and memory • Spatial and visual perception 122 NSOU ? CC-ED-06 Occipital lobe • Interprets vision (color, light, movement) Temporal lobe • Understanding language (Wernicke's area) • Memory • Hearing • Sequencing and organization Language In general, the left hemisphere of the brain is responsible for language and speech and is called the "dominant" hemisphere. The right hemisphere plays a large part in interpreting visual information and spatial processing. In about one third of people who are left-handed, speech function may be located on the right side of the brain. Left-handed people may need special testing to determine if their speech center is on the left or right side prior to any surgery in that area. Aphasia is a disturbance of language affecting speech production, comprehension, reading or writing, due to brain injury - most commonly from stroke or trauma. The type of aphasia depends on the brain area damaged. Broca's area: lies in the left frontal lobe. If this area is damaged, one may have difficulty moving the tongue or facial muscles to produce the sounds of speech. The person can still read and understand spoken language but has difficulty in speaking and writing (i.e. forming letters and words, doesn't write within lines) - called Broca's aphasia. Wernicke's area: lies in the left temporal lobe. Damage to this area causes Wernicke's aphasia. The individual may speak in long sentences that have no meaning, add unnecessary words, and even create new words. They can make speech sounds, however they have difficulty understanding speech and are therefore unaware of their mistakes. Cortex The surface of the cerebrum is called the cortex. It has a folded appearance with hills and valleys. The cortex contains 16 billion neurons (the cerebellum has 70 billion = 86 billion total) that are arranged in specific layers. The nerve cell bodies color the cortex grey-brown giving it its name - gray matter (Fig. 4). Beneath the cortex are long nerve fibers (axons) that connect brain areas to each other - called white matter.

123 NSOU ? CC-ED-06 Figure: The cortex contains neurons (grey matter), which are interconnected to other brain areas by axons (white matter). The cortex has a folded appearance. A fold is called a gyrus and the valley between is a sulcus. The folding of the cortex increases the brain's surface area allowing more neurons to fit inside the skull and enabling higher functions. Each fold is called a gyrus, and each groove between folds is called a sulcus. There are names for the folds and grooves that help define specific brain regions. Deep structures Pathways called white matter tracts connect areas of the cortex to each other. Messages can travel from one gyrus to another, from one lobe to another, from one side of the brain to the other, and to structures deep in the brain. Hypothalamus : is located in the floor of the third ventricle and is the master control of the autonomic system. It plays a role in controlling behaviors such as hunger, thirst, sleep, and sexual response. It also regulates body temperature, blood pressure, emotions, and secretion of hormones. Pituitary gland : lies in a small pocket of bone at the skull base called the sella turcica. The pituitary gland is connected to the hypothalamus of the brain by the pituitary stalk. Known as the "master gland," it controls other endocrine glands in the body. It secretes hormones that control sexual development, promote bone and muscle growth, and respond to stress. Pineal gland : is located behind the third ventricle. It helps regulate the body's internal clock and circadian rhythms by secreting melatonin. It has some role in sexual development. Thalamus : serves as a relay station for almost all information that comes and goes to the cortex. It plays a role in pain sensation, attention, alertness and memory.

124 NSOU ? CC-ED-06 Basal ganglia : includes the caudate, putamen and globus pallidus. These nuclei work with the cerebellum to coordinate fine motions, such as fingertip movements. Limbic system : is the center of our emotions, learning, and memory. Included in this system are the cingulate gyri, hypothalamus, amygdala (emotional reactions) and hippocampus (memory). Memory Memory is a complex process that includes three phases: encoding (deciding what information is important), storing, and recalling. Different areas of the brain are involved in different types of memory (Fig. 6). Your brain has to pay attention and rehearse in order for an event to move from short-term to long-term memory - called encoding. Figure : Structures of the limbic system involved in memory formation. The prefrontal cortex holds recent events briefly in short-term memory. The hippocampus is responsible for encoding long-term memory. • Short-term memory, also called working memory, occurs in the prefrontal cortex. It stores information for about one minute and its capacity is limited to about 7 items. For example, it enables you to dial a phone number someone just told you. It also intervenes during reading, to memorize the sentence you have just read, so that the next one makes sense. • Long-term memory is processed in the hippocampus of the temporal lobe and

125 NSOU ? CC-ED-06 is activated when you want to memorize something for a longer time. This memory has unlimited content and duration capacity. It contains personal memories as well as facts and figures. • Skill memory is processed in the cerebellum, which relays information to the basal ganglia. It stores automatic learned memories like tying a shoe, playing an instrument, or riding a bike. Ventricles and cerebrospinal fluid The brain has hollow fluid-filled cavities called ventricles. Inside the ventricles is a ribbon-like structure called the choroid plexus that makes clear colorless cerebrospinal fluid (CSF). CSF flows within and around the brain and spinal cord to help cushion it from injury. This circulating fluid is constantly being absorbed and replenished. Figure: CSF is produced inside the ventricles deep within the brain. CSF fluid circulates inside the brain and spinal cord and then outside to the subarachnoid space. Common sites of obstruction : 1) foramen of Monro, 2) aqueduct of Sylvius, and 3) obex. There are two ventricles deep within the cerebral hemispheres called the lateral ventricles. They both connect with the third ventricle through a separate opening called the foramen of Monro. The third ventricle connects with the fourth ventricle through a long narrow tube called the aqueduct of Sylvius. From the fourth ventricle, CSF flows into the subarachnoid space where it bathes and cushions the brain. CSF is recycled (or absorbed) by special structures in the superior sagittal sinus called arachnoid villi.

126 NSOU ? CC-ED-06 A balance is maintained between the amount of CSF that is absorbed and the amount that is produced. A disruption or blockage in the system can cause a buildup of CSF, which can cause enlargement of the ventricles (hydrocephalus) or cause a collection of fluid in the spinal cord (syringomyelia). Cranial nerves The brain communicates with the body through the spinal cord and twelve pairs of cranial nerves. Ten of the twelve pairs of cranial nerves that control hearing, eye movement, facial sensations, taste, swallowing and movement of the face, neck, shoulder and tongue muscles originate in the brainstem. The cranial nerves for smell and vision originate in the cerebrum. The Roman numeral, name, and main function of the twelve cranial nerves :
 Number Name Function
 I Olfactory Smell
 II Optic Sight
 III oculomotor moves eye, pupil
 IV trochlear moves eye
 V trigeminal face sensation
 VI abducens moves eye
 VII Facial moves face, salivate
 VIII vestibulocochlear hearing, balance
 IX glossopharyngeal taste, swallow
 X Vagus heart rate, digestion
 XI accessory moves head
 XII hypoglossal moves tongue
 Meninges The brain and spinal cord are covered and protected by three layers of tissue called meninges. From the outermost layer inward they are: the dura mater, arachnoid mater, and pia mater. Dura mater : is a strong, thick membrane that closely lines the inside of the skull; its two layers, the periosteal and meningeal dura, are fused and separate only to form venous sinuses. The dura creates little folds or compartments. There are two special

127 NSOU ? CC-ED-06 dural folds, the falx and the tentorium. The falx separates the right and left hemispheres of the brain and the tentorium separates the cerebrum from the cerebellum. Arachnoid mater : is a thin, web-like membrane that covers the entire brain. The arachnoid is made of elastic tissue. The space between the dura and arachnoid membranes is called the subdural space. Pia mater : hugs the surface of the brain following its folds and grooves. The pia mater has many blood vessels that reach deep into the brain. The space between the arachnoid and pia is called the subarachnoid space. It is here where the cerebrospinal fluid bathes and cushions the brain. 4.3.3. Neuro-Endocrine System The central neuroendocrine systems serve as an interface between the brain and many of the peripheral endocrine systems. This chapter discusses the hypothalamic control of anterior pituitary systems regulating stress, basal metabolism, growth, reproduction, and lactation. Each of these systems involves one or more hypothalamic releasing or inhibiting hormones, released from hypothalamic neurons that terminate in the portal capillary vasculature that projects from the median eminence at the base of the hypothalamus to the anterior pituitary gland. There, the hypothalamic hormones act upon subsets of anterior pituitary cells to regulate pituitary hormone release and downstream physiological functions. Other hypothalamic neuroendocrine cells control water/salt balance, and lactation/parturition, through the release of vasopressin and oxytocin from nerve terminals that arise in hypothalamus and project to the posterior pituitary gland. Together, these hypothalamic neuroendocrine functions enable the central nervous system to respond rapidly to internal or external environmental change, and to maintain a response through endocrine hormonal transducers. The neuroendocrine system is composed of the hypothalamus and pituitary gland and is under the influence of neurotransmitters and neuropeptides that regulate hypothalamic releasing and hypothalamic release inhibiting hormones secreted into the blood vessels that connect the hypothalamus and pituitary gland. The release of these hypothalamic hormones influences the secretion of anterior pituitary hormones that subsequently regulate tissue function. The hypothalamus and pituitary gland have the capacity to detect humoral secretions (hormones secreted) from target tissues and adjust hormone production to maintain an optimal internal "milieu" appropriate for normal function. It is well-established that the neuroendocrine system has a critical role in integrating biological responses and influencing : (1) cellular protein synthesis and general metabolism through the release of growth hormone and thyroid-stimulating hormone (TSH), respectively, (2) reproductive function through the release of luteinizing

128 NSOU ? CC-ED-06 hormone (LH), follicle-stimulating hormone (FSH), prolactin, and oxytocin, and (3) plasma electrolytes and responses to stress through regulation of the hormones vasopressin (antidiuretic hormone, or ADH) and adrenocorticotrophic (ACTH). In addition, the hypothalamus also has an important role in the integration of parasympathetic and sympathetic nervous system activity, and can thereby influence a wide variety of functions, including heart rate, blood pressure, vascular responses, and glucose metabolism. The hypothalamus has been implicated in the regulation of biological rhythms by its interactions with hypothalamic nuclei. More recently, the regulation of fat metabolism and food intake has been shown to be regulated through the hypothalamus by its response to the protein, leptin, and its synthesis of neuropeptide Y. It should be noted that the classification of hormones and their primary function presented here is an overly simplistic view of the neuroendocrine system, since critical interactions occur among these hormones that contribute to the coordinated regulation of cellular and tissue function. Although the specific etiology of age-related changes in the neuroendocrine system is unknown, it has been proposed that cellular and molecular alterations in specific subpopulations of neurons within the hypothalamus and pituitary, and/or supporting structures within the brain, contribute to the decrease in tissue function. Some of the alterations may be related to loss of neurons or synapses, genetic errors, and/ or the production of free radicals, all of which lead to progressive aberrations in neurons and contribute to neuroendocrine aging. As a result, the neuroendocrine theory of aging is unique when compared to other theories of aging in that the neuroendocrine alterations are, in many cases, not considered the primary causative factors of biological aging, but rather are considered to be mediators of aging that are initiated by cellular changes in specific subpopulations of neurons or systems that closely interact with hypothalamic neurons. Three classic examples of age-associated changes in neuroendocrine regulation, and the resulting consequences for tissue function, help emphasize the importance of this system in the development of the aging phenotype. First, with increasing age there is a decline in growth-hormone secretion that results in a decrease in insulin-like growth factor-1 (IGF-1) production in the liver and other tissues. The loss of these anabolic hormones contributes to the general decline in cellular protein synthesis, skeletal muscle mass, immune function, and cognitive ability in rodents, nonhuman primates, and humans. The decrease in growth-hormone release from the pituitary gland results from impaired release of growth-hormone-releasing hormone and increased release of somatostatin (an inhibitor of growth hormone) from hypothalamic neurons. Second, decreased secretion of gonadotropin-releasing hormone (GnRH) from hypothalamic neurons results in a decline in luteinizing hormone. This is the primary

129 NSOU ? CC-ED-06 factor in the loss of reproductive cycles in the female rodent, and, in conjunction with the loss of ovarian follicles, contributes to the decline in estrogen levels in women. These latter changes result in atrophy of secondary reproductive tissues and have been implicated in the post-menopausal loss of bone and cognitive function. Decreased GnRH secretion in the male also contributes to a decrease in LH and androgen levels and to the corresponding loss of skeletal muscle mass and reproductive function. Finally, increased secretion of ACTH and the adrenal hormone, cortisol, in response to stress have been reported to contribute to atrophy and/or loss of neurons, as well as age-related decline in cognitive function. These latter findings have contributed to the hypothesis that increased levels of glucocorticoids contribute to brain aging. Although other mechanisms are possible, the alterations in the secretion of hypothalamic hormones with age have been traced to deficiencies in the secretion of brain neurotransmitters. For example, the activity of dopamine and norepinephrine decreases with age, and both acute and chronic procedures used to increase levels of these neurotransmitters in aged animals have been shown to restore some aspects of neuroendocrine function. Studies have shown an increase in growth hormone release and a restoration of some aspects of reproductive function in older animals in response to the L-Dopa, dopamine and norepinephrine precursor. These findings have led investigators to conclude that a decline in neurotransmitter activity is a contributing factor in the neuroendocrine decline that accompanies aging. Nevertheless, the possibility that interactions with other hypothalamic peptides, the loss of neurons, or intracellular changes within hypothalamic neurons contribute to the loss of function cannot be excluded. In fact, the inability of hypothalamic neurons to compensate for the age-related alterations in circulating levels of hormones supports the concept that the normal feedback mechanisms that occur within the hypothalamus are impaired in aged animals. Whether these altered feedback mechanisms are related to the deficiencies in neurotransmitters or result from other aberrations within the aging neuroendocrine system remain to be established. Nevertheless, deficits in the regulation of these critical hormonal systems contribute to deterioration of tissue function and undoubtedly are an important factor in age-related disease and disability.

4.4 Perception : Factors influencing Perception

4.4.1. Concept of Perception : Everyday different stimuli around us will be stimulating our sense organs. Many of these stimuli are received by our sense organs and are converted into sensations.

130 NSOU ? CC-ED-06 These sensations are transmitted to the concerned parts of the brain. In turn the brain will interpret these sensations. It is only after such interpretation we understand what the stimulus is. Hence in understanding the world around us, attention occurs first, followed by sensation and finally interpretation by the brain. In other words, Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. All perception involves signals in the nervous system, which in turn result from physical or chemical stimulation of the sense organs. It is not the passive receipt of these signals but is shaped by learning, memory, expectation, and attention. According to Joseph Reitz; "Perception includes all those processes by which an individual receives information about his environment-seeing, hearing, feeling, tasting and smelling." According to B. V. H. Gilmer, "Perception is the process of becoming aware of situations, of adding meaningful associations to sensations." According to S. P. Robbins, perception can be defined as "the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environments." Perception includes the 5 senses; touch, sight, taste, smell and sound. It also includes what is known as perception, a set of senses involving the ability to detect changes in body positions and movements. It also involves the- cognitive processes required to process information, such as recognizing the face of a friend or detecting a familiar perfume. Principles of Perceptual Organization : William James, an American psychologist has said if we understand the world as it appears to us, it will be a big blooming- buzzing confusion. Hence, we do not see the things as they appear, but we see them as we want, i.e. more meaningfully. In the perceptual process we select a particular stimulus with our attention and interpret it. In the same way whenever it is necessary many discrete stimuli in our visual field are organized into a form and perceived more meaningfully than they appear. This phenomenon was well explained by Gestalt psychologists. They believed that the brain creates a coherent perceptual experience by perceiving a stimulus as a whole rather than perceiving discrete entities. This is more meaningfully stated in the gestalt principle as 'the whole is better than the sum total of its parts'. This is explained under many sub-principles of perception. Figure-ground Relationship : According to this principle any figure can be perceived more meaningfully in a background and that figure cannot be separated from that background. For example,

131 NSOU ? CC-ED-06 letters written with a white chalk piece are perceived clearly in the background of a blackboard. In the above figure, two faces can be seen in the background of a white colour. So also the white background can be perceived as a vessel in the background of two faces. 4.4.2. Factors Affecting Perception : There are individual differences in perceptual abilities. Two people may perceive the same stimulus differently. The factors affecting the perceptions of people are : a. Perceptual learning : Based on past experiences or any special training that we get, every one of us learns to emphasize some sensory inputs and to ignore others. For example, a person who has got training in some occupation like artistry or other skilled jobs can perform better than other untrained people. Experience is the best teacher for such perceptual skills. For example, blind people identify the people by their voice or by sounds of their footsteps. b. Mental set : Set refers to preparedness or readiness to receive some sensory input. Such expectancy keeps the individual prepared with good attention and concentration. For example, when we are expecting the arrival of a train, we listen to its horn or sound even if there is a lot of noise disturbance.

132 NSOU ? CC-ED-06 c. Motives and needs : Our motives and needs will definitely influence our perception. For example, a hungry person is motivated to recognize only the food items among other articles. His attention cannot be directed towards other things until his motive is satisfied. d. Cognitive styles : People are said to differ in the ways they characteristically process the information. Every individual will have his or her own way of understanding the situation. It is said that the people who are flexible will have good attention and they are less affected by interfering influences and to be less dominated by internal needs and motives than or people at the constricted end. Importance of Perception Learning is intrinsically related with perception. Learning- teaching is an indisputably psychological phenomenon dependent on perception. Perception is the process by which an organism detects and interprets information from the external world by means of the sensory receptors. It is our sensory experience of the world around us and involves both the recognition of environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about the properties and elements of the environment that are critical to our survival. The relevant importance may be list below as : 1. Perception is very important in understanding human behavior because every person perceives the world and approaches life problems differently. Whatever we see or feel is not necessarily the same as it really is. When we buy something, it is not because it is the best, but because we take it to be the best. 2. If people behave on the basis of their perception, we can predict their behavior in the changed circumstances by understanding their present perception of the environment. One person may be viewing the facts in one way which may be different from the facts as seen by another viewer. 3. With the help of perception, the needs of various people can be determined, because people's perception is influenced by their needs. 4. Perception is very important for the manager who wants to avoid making errors when dealing with people and events in the work setting. This problem is made more complicated by the fact that different people perceive the same situation differently. In order to deal with the subordinates effectively, the managers must understand their perceptions properly. 5. Perception can be important because it offers more than objective output; it ingests an observation and manufactures an altered reality enriched with previous experiences.

133 NSOU ? CC-ED-06 6. Perception builds character (not necessarily good or bad character) that defines different roles individuals fall into: the clown, the hypocrite, the self-righteous, the victim, etc. 7. It is vitally important if we want to get along with others to try to see things from their perspective or walk in their shoes for a while. If we walk in their shoes we will gain a new perspective about things and understand the other and also can love and help the other more appropriately. Thus, for understanding human behavior, it is very important to understand their perception, that is, how they perceive the different situations. People's behavior is based on their perceptions of what reality is, not on reality itself. The world as it is perceived is the world that is important for understanding human behavior. 4.5 Cognition and Fundamental of Teaching 4.5.1. Concept of Cognition :

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Cognition can be defined as "the act or process of knowing in the broadest sense; specifically, an intellectual process by which knowledge is gained from perception or ideas" (Webster's Dictionary). Cognition is central to the development of psychology as a scientific discipline. The establishment of Wilhelm Wundt's laboratory in 1879 to study human thought processes is often used as the beginning of modern psychology. Cognitive psychology is one of the major approaches within psychology and can be contrasted with the behavioral view (a focus on observable behavior), a psychoanalytic view (a focus on the unconscious), a humanistic view (a focus on personal growth and interpersonal relationships) and a social cognitive view (a focus on the social environment as it impacts personal qualities such as thinking and feeling.) An important distinction between the behavioral and cognitive or humanistic views is the importance of feedback. For behaviorists, the most important feedback comes in the form of the application of consequences from the environment. The cognitive, as well humanistic, would focus on the importance of internal feedback. The social cognitive view considers both types. Cunia (2005) provides an excellent overview of the cognitive theory applied to learning. There are a variety of perspectives and emphases within cognitive psychology (Winn & Snyder, 1996) that are currently impacting educators' thinking about how to improve the teaching-learning process. The Information Processing approach focuses on the study of the structure and function of mental processing within specific contexts, environments, or ecologies. Benjamin Bloom and his colleagues developed the Taxonomy of the Cognitive Domain as a way to classify the variety of educational 134

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objectives related to what and how human beings know. Researchers in the area of intelligence study how human beings learn from experience, reason well, remember important information, and adapt to the environment. Jean Piaget's theory of cognitive development describes the process and stages by which human beings develop the capacity to engage in abstract symbolic thought, one of the distinguishing features of human activity. Piaget's theory is often contrasted with the views of Jerome Bruner and Lev Vygotsky. Several different areas of inquiry provide an opportunity to test out these different theories. For example, in the area of critical thinking researchers study how human beings apply cognitive processes to evaluating arguments (propositions) and making decisions. On the other hand, in the area of creative thinking researchers study how human beings generate ideas and alternatives that do not fit the "norm." These two areas are often contrasted as the difference between convergent thinking (thinking pattern used when

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end result is to narrow and evaluate ideas) and divergent thinking (thinking pattern used to expand or develop new ideas). A similar comparison is between left-brain and right-brain orientations (i.e., brain lateralization dominance). Metacognition is another area in cognition that draws from a number of different perspectives and is the study of how individuals develop knowledge about one's own cognitive system. Different study methods, such as SQ4R, provide information about how individuals can be most effective and efficient during the process of learning. The materials available in this section provide a brief overview of these different approaches to the study of cognition. Joanne Ruttan provides an overview of some of the terminology used in the cognitive approach. 4.5.2.

Cognition and teaching : Cognition refers to mental activity including thinking, remembering, learning and using language. When we apply a cognitive approach to learning and teaching, we focus on the understanding of information and concepts. If we are able to understand the connections between concepts, break down information and rebuild with logical connections, then our intention of material and understanding will increase. Since one of the main aims of education concerns student learning - which is an indisputably psychological phenomenon - it is a fact that the emerging research agenda of embodied cognition has much to offer educational practitioners, researchers, and policy-makers. Most would agree that in a broad sense education involves learning, comprises learners, is associated with the intentional activity of teaching, and is closely linked with clearly demarcated spatiotemporal educational settings, such as schools and universities. Taking into consideration some psychologists' interest in

135 NSOU ? CC-ED-06 learners and learning from the early twentieth-century onward, particularly within educational contexts (Thorndike, 1910), it is not too hard to see how cognitivist or behavioral schools of thought have in turn influenced theories of learning in educational discourse and practice. In the former case, cognitivist views of learning are basically concerned with internal mental factors that influence cognition, such as how we organize and reorganize our thinking as a result of our experiences in the world (Piaget, 1960), whereas in the latter case, behavioral accounts of learning are generally concerned with external factors, such as the identification of positive and negative reinforcements for certain types of behaviors (Skinner, 1968). The strengths and limitations of both these accounts are various; however, our intention at this juncture is to elucidate how each has failed to understand the role our embodiment (mind and body) plays in cognition. Indeed, recent findings from research literature on learning and cognition from a diverse array of discipline areas, such as philosophy, psychology, linguistics, neuroscience, and computer science, have contributed to the view that traditional cognitivist accounts of the mind should be challenged because they exclude the close relationship that exists between mind and body that is more profound than initially considered (Shapiro, 2012). However, the most important point here is to highlight how concrete experience can enhance and positively influence students' learning of scientific concepts (Kontra et al., 2015). Understandably, some teachers may want to know the reason or reasons why physical experience can enhance learning through instructional manipulatives. Indeed, embodied cognition is concerned with the interaction of the mind, body, and environment in explaining how knowledge is grounded in sensorimotor routines and experiences (Barsalou, 2008; Lakoff and Johnson, 1999). It is necessary to turn our attention to the educational implications of embodied cognition through some specific examples relevant to education. An interesting starting point is a popular view of teaching and learning that argues mastery of discipline-specific knowledge should take place first, before it can be applied (Nathan, 2012). Such a view has been found to be deeply questionable because it tends to reinforce a formalisms-only mind-set toward learning and teaching that is rooted in dualistic views of knowledge that fallaciously associate intellectual work with the 'mind' and practical work with the 'body' - precisely the distinction that embodied cognition denies. When teachers are aware of gestures, they pick up information about their students' cognitive state that was not available in their speech (Novack and Goldin-Meadow, 2015). Observation of teachers revealed that they adopt different teaching strategies for students who display either discordance or concordance, relying more on mismatches of their own when explaining principles of certain phenomena to students who

136 NSOU ? CC-ED-06 mismatch. Similarly, Goldin-Meadow and Singer (2003) showed that teachers who display discordance benefit student learners because they expose them to a range of strategies in the gestural modality, thus teaching them how to 'think with gestures' about certain problems. Additional work on gesture reveals its importance in the acquisition of mathematical concepts. We can hereby further discuss with a more detailed of the implication of cognition in learning teaching : 1. Teachers could and should look for concrete cues such as gestures-speech mismatches in order to identify students who have not fully comprehended the concept being taught. In response to these mismatches, teachers could increase the proportion of gesture-speech matches they use in teacher instruction, particularly when instructing students who are in transitional knowledge states. 2. The use of gestures in teacher instruction encourages learners to produce gestures of their own, or imitate the gestures that their teachers produce, which can enhance learning. In addition, encouraging students to gesture allows knowledge to be conveyed through their bodies that cannot verbally be communicated, but most importantly it demonstrates that the student is ready to learn. 3. Gestures can be classified into different categories, with each category defined by a particular function. For instance, gesturing is known to either alter the learners' responses and thoughts or lighten the cognitive load of the teacher or learner because it shifts the cognitive load from verbal to visuospatial stores, thus permitting the individual to work harder on the task and/or change their representation of the task in a manner that facilitates learning. Teachers who acquaint themselves with the distinct purposes of different kinds of gestures will be able 'read' and communicate more effectively with their students. 4. Embodiment offers either a causal route to more effective learning or a diagnostic tool for measuring conceptual understanding, and thus, educational 'best practice or practices' require that instructors keep abreast of current research in embodied education. Education has turned to psychology to understand human learning and to guide best pedagogical practices. In this case, we argue that the emerging research agenda of embodied cognition has much to offer educational practitioners, researchers, and policymakers. Although embodied cognition is still in its infancy, the multidisciplinary and interdisciplinary nature of the literature provides some thought-provoking recommendations to enhance educational practices, which in turn can maximize the effectiveness of the teacher in bringing about student learning.

137 NSOU ? CC-ED-06 When we are aware of these mental actions, monitor the students and control our learning processes it is called metacognition, which varies from situation to situation, will greatly affect how individuals behave in a given situation. Understanding of language, or psycholinguistics. Is essential to our understanding of print and oral acquisition of knowledge. Comprehension and perception will allow individuals to interpret information. Lastly, the overall motivation. In the context of education it has been shown that there is a significant, but rather modest positive relationship between Need for Cognition and academic achievement of students, evident especially in the later grades, with a lack of such a relationship in earlier grades (Luong et al., 2017). On the other hand, Need for Cognition strongly predicts the tendency to seek optional education programs which allow for enriched, deep learning (Meier et al., 2014). The choice of such programs is predicted by NC, while controlling for intelligence, academic self-concept, mastery or performance goals. Teachers differ in the degree to which they put emphasis on content comprehension and deep learning. It has been shown that promotion of comprehension prevents intellectual helplessness of students. Promotion of comprehension is visible in requests of teachers for students to justify their answers, but in such a way that those requests allow for students' individual interpretations. Therefore these justifications are not just elaborate memorizations, but actually reflect student comprehension and mistakes inherent in early phases of learning. Promotion of comprehension is therefore similar to mastery-approach learning, oriented toward developing new skills and understanding. Positive correlation between mastery goals and Need for Cognition is very likely as well as a positive relationship between NC and deep learning (Cazan and Indreica, 2014). Therefore we can expect that teachers who place emphasis on deep learning, will also be likely to exert more effort in information search, as well as engage in mastery of new technological tools. 4.6 Summary Learning is related to perception and cognition. Learning- teaching is an indisputably psychological phenomenon dependent on cognition. Perception and cognition are the mental processes that depend upon the central nervous system. A nerve impulse is the relaying of a coded signal from a nerve cell to an effector (a muscle cell, a gland cell or another nerve cell) in response to a stimulus. Neurons are the structural and functional units of the nervous system which carry impulse. It majorly consists of cell body axons and dendrites. Propagation of nerve impulse slightly differs through myelinated and non-medullated nerves, though it follows a

138 NSOU ? CC-ED-06 typical neuro-chemical process while passing through the synapse by specific neurotransmitter. The brain is an amazing three-pound organ that controls all functions of the body, interprets information from the outside world, and embodies the essence of the mind and soul. Intelligence, creativity, emotion, and memory are a few of the many things governed by the brain. Protected within the skull, the brain is composed of the cerebrum, cerebellum, and brainstem. The brain receives information through our five senses: sight, smell, touch, taste, and hearing - often many at one time. The central nervous system (CNS) is composed of the brain and spinal cord. The peripheral nervous system (PNS) is composed of spinal nerves that branch from the spinal cord and cranial nerves that branch from the brain. There are twelve cranial nerves that work in coordination with the brain. The central neuroendocrine systems serve as an interface between the brain and many of the peripheral endocrine systems. The neuroendocrine system is composed of the hypothalamus and pituitary gland and is under the influence of neurotransmitters and neuropeptides that regulate hypothalamic releasing and hypothalamic release inhibiting hormones secreted into the blood vessels that connect the hypothalamus and pituitary gland. Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. All perception involves signals in the nervous system, which in turn result from physical or chemical stimulation of the sense organs. It is not the passive receipt of these signals but is shaped by learning, memory, expectation, and attention. Perceptual learning, mental set, Motives and needs and Cognitive styles influence perception. Learning- teaching is an indisputably psychological phenomenon dependent on perception.

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Cognition can be defined as "the act or process of knowing in the broadest sense; specifically, an intellectual process by which knowledge is gained from perception or ideas".

Cognition refers to mental activity including thinking, remembering, learning and using language. When we apply a cognitive approach to learning and teaching, we focus on the understanding of information and concepts. In the context of education, it has been shown that there is a significant, but rather modest positive relationship between Need for Cognition and academic achievement of students. 4.7 Self-Assessment Questions 1. Briefly describe the structure of Neuron. Mention the functions of neurons. 2. Explain the process of transmission of nerve impulse through synapse 3. Briefly describe the structure of human brain

139 NSOU ? CC-ED-06 4. Explain why the system is called a Neuro-endocrine system. 5. Define Synapse. Make a list of cranial nerves with name number & functions. 6. What is meant by perception? Analyze the Principles of Perceptual Organization: 7. Briefly explain the factors that influence perception. 8. How perception may be correlated with teaching and classroom management. 9. What is meant by Cognition? Give reason with how cognition is related to teaching. 10. Explain the implication of cognition in learning-teaching. 4.8 References Barsalou, L. W. (2008). Grounded cognition. *Annu. Rev. Psychol.*, 59, 617-645.; Brooks, S.J.; Savov V; Allzén E; Benedict C; Fredriksson R; Schiöth HB. (February 2012). "Exposure to subliminal arousing stimuli induces robust activation in the amygdala, hippocampus, anterior cingulate, insular cortex and primary visual cortex: a systematic meta-analysis of fMRI studies". *NeuroImage*. 59 (3): 2962- 2973. doi:10.1016/j.neuroimage.2011.09.077. PMID 22001789. Cazan, A. M., &Indreica, S. E. (2014). Need for cognition and approaches to learning among university students. *Procedia-Social and Behavioral Sciences*, 127, 134- 138. Charlton T. Lewis, Charles Short, A Latin Dictionary, subl?mis". *perseus.tufts.edu* Accessed on...

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142 NSOU ? CC-ED-06 142 Unit-5 : Pedagogy in Practice Structure 5.1 Objectives: 5.2 Introduction 5.3 Pedagogy and its application: Developing Concepts and Principles, Problem solving ability and Knowledge Construction ability 5.3.1 Pedagogy : Developing Concepts and Principles 5.3.2 Pedagogy : Inculcation of Problem-solving ability 5.3.3 Pedagogy : Inculcation of knowledge construction solving ability 5.4 Observation of Classroom Behaviour: Flanders' Interaction Analysis System 5.5 Teaching and Instruction, Instructional Design 5.5.1 Teaching & Instruction 5.5.2 Teaching Strategy: Direct instruction 5.5.3 Teaching Strategies: Indirect Instruction 5.5.4 Effective Instructional Strategies 5.6 Summary 5.7 Self-Assessment Questions 5.8 References 5.1 Objectives In this Unit, we have tried to introduce you to the concepts and principles of Pedagogy from the perspective of problem-solving skill and knowledge construction. Flanders' Interaction Analysis System one of the major approaches of observing classroom behavior of learners addressed in this unit. Apart from behavioral issues in classroom situations the concept of teaching-instruction and their relationship is dealt with in this unit. After the end of this unit, you should be able to ● Comprehend the perspective of application of Pedagogy in learning teaching ● Explain how to inculcate the concept and principles about natural phenomena ● Innovate and justify the pedagogical model and strategy to develop problem solving ability ● Evolve pedagogical strategy to ensure knowledge construction ● Explain Flanders' Interaction Analysis System

143 NSOU ? CC-ED-06 ● Differentiate Teaching and Instruction ● Differentiate direct and indirect instruction 5.2 Introduction Pedagogy encompasses how teachers think and how teachers act, that is teacher thinking and teacher doing, the one impacting on the other, and with the third dimension of the visible, observable and measurable impact of the teachers' pedagogy on the learners. Therefore, these three aspects of teacher thinking, doing and their impact on student learning outcomes make up 'effective pedagogy'. The pedagogy impacted learning that is being reflected in terms of learner's behavior, hence analysis of learners' behavior is crucial in taking academic decisions. Furthermore, the instructional design is being governed by pedagogical principles. So in this unit we will introduce you with the concepts and principles of application of pedagogy, methodical approach of classroom observation and the different approach of instructional design. 5.3 Pedagogy and its application : Developing Concepts and Principles, Problem solving ability and Knowledge Construction ability. 5.3.1 Pedagogy : Developing Concepts and Principles Quality teaching is defined as pedagogical practices that facilitate for diverse children their access to knowledge, activities and opportunities to advance their skills in ways that build on previous learning, assist in learning how to learn and provide a strong foundation for further learning in relation to the goals of the early childhood curriculum. Developmental Pedagogical Continuum Pedagogy naturally embeds all of the key values and philosophy in a developmentally and culturally appropriate way. The following figure illustrates the Developmental Pedagogical Continuum (Walker and Bass 2012) that demonstrates the changes in pedagogy to suit the developing child while maintaining the inclusion of all key values and practices consistent with the educational philosophy from child development perspectives(This is also influenced by children's contexts, environments and communities). In the early childhood years children are engaged in exploratory play with no formal teaching, in the Prep-Year 2 children are engaged in investigative concrete hands-on experiences that are balanced and integrated with formal teaching. In the

144 NSOU ? CC-ED-06 Years 3 to 8 children are engaged in project-based learning that is child-centered and integrated with formal teaching. Pedagogy is the act of teaching together with its attendant discourse. It is what one needs to know, and the skills one needs to command in order to make and justify the many different kinds of decisions of which teaching is constituted. For their pedagogy to fully reflect the research findings it is important for educators to: Understand that intentional teaching/intentionality can occur in child initiated and educator directed learning experiences and intentional teaching can be planned or spontaneous (Mangione et al., 2011); Understand that intentional teaching/intentionality is based in knowledge of children's cultural contexts gained through interactions with children and their families and children's skills, knowledge and understandings gained through interactions and assessment of children's learning and development (OECD, 2006); Develop a range of teaching techniques including modelling, facilitating, questioning, telling and instruction, scaffolding and co-construction as described in McNaughton and Williams (2004). The skill of the educator lies in using these strategies, ensuring a balance of child and adult initiated experiences and in using assessment of children's learning in all types of experiences to plan for children's future learning; Draw on their content knowledge to extend children's thinking and inquiry and to

145 NSOU ? CC-ED-06 support children's cultural identity and sense of contribution and belonging. When they do not have the necessary content knowledge to support children's learning educators need to access information with children, for example, through books, the internet and by asking community and family specialists (Farquhar, 2003); How to ensure learning of Principles and Concepts : A concept is the sum total of what we know about the object. It refers to a generalized idea about the objects, persons, events. It stands for a general class and not for a particular object, person, and event. It is a common name given on the basis of similarities or commonness found in different objects, persons, events. There are concepts of objects such as cat, tree, chair etc., and concepts of persons such as mother, Indian, Negro etc., and concepts of qualities such as honesty, goodness, and obedience. It is a mental disposition that helps in understanding the meaning of the objects or perceived earlier. In one sense, it is a general mental image of the objects / persons / events experienced or perceived earlier. Concepts are very useful in recognizing, naming and identifying the objects / persons / events. Concept is the process of discrimination of the common features. Concept formation is the association of certain stimuli and responses. Concepts can be formed without the use of language. Concept is a part of the thought process. The concept is not common for all, different persons may have different concepts about the same object / events. A concept is not static, it is always changing. For example, first a child considers even the walls and doors to be living things. Then it understands they are nonliving, considers cars, buses and running objects to be alive. Later, it learns that only animals and plants are living. Types of Concept Formation : Direct Experience : It is the first type of concept formation, in which the learner develops concepts through direct experience with the particular objects / persons / events. It is developed from early childhood onwards. For example, the concept about cows. Indirect Experience : Here the learner develops concepts through pictures, photos and reading descriptions, hearing from others. For example, the concept about Kangaroo. Faulty Concepts: The concepts or the general ideas we have about the objects, persons or events, are not always adequate and accurate. Small children have so many concepts that are quite erroneous and inadequate. For example, one's anxiety over the crossing of his way by a cat or one's feeling of hatred towards the person belonging to other caste or religion is the result of faulty concepts.

146 NSOU ? CC-ED-06 Process of Concept Formation: The process of concept formation has three important phases : 1. Perception : Experiences or learning in any form is the starting point of the process of concept formation. Our perceptions or imaginary experiences, formal or informal learning, provide opportunities for getting mental images of the objects, persons or events. 2. Abstraction : The mind analyses the perceived images and synthesizes what is common to all, neglecting what is particular. This process of observing similarities and commonness is named as abstraction. 3. Generalization : After making such observation in the form of abstraction for a number of times the child is able to generalize or form a general idea about the common properties of some objects or events. On account of this generalization, he will develop a concept about these things or events. Later on, when he perceives a white or red cow he does not immediately call it a cow. He again makes an enquiry and comes to that these are cow For example, the child perceives a black cow at the first time and is told that it is a cow, he tries to form an idea about it. In the beginning the idea is very particular in nature. Concept Formation: In this way he compares and contrasts the similarities or dissimilarities of his mental images related to all perceived cows. In spite of the differences in colour, appearance etc., they are found to possess so many common properties or characteristics. He tries to compare the particular mental image of the previously perceived cow with the images he is having, at present, by perceiving white and red cows. Students are challenged and supported to develop deep levels of thinking and application. Students are challenged to explore, question and engage with significant ideas and practices, so that they move beyond superficial understandings to develop higher order, flexible thinking. To support this, teaching sequences should be sustained and responsive, and explore ideas and practices. The following pedagogically appropriate sequence may be adopted with localization and improvisation. A. Teaching sequences promote sustained learning that builds over time and emphasizes connections between ideas : This component involves running with ideas for sufficient time to examine and use them in depth. This applies to the way key ideas are built across a learning sequence, but might also mean having sufficient time in teaching sessions to properly examine ideas. Links are made across learning. Link areas to demonstrate relevance and connectedness with what is being taught and how key ideas can apply to a range of situations.

147 NSOU ? CC-ED-06 B. Examples to illustrate the component A teaching session on the conditions on the Western Front during World War I is followed by students reading extracts from soldiers' diary entries and letters and matching the 'first-hand' information found there with the main ideas from the previous teaching session. Students then record the main ideas from these two teaching sessions on an ongoing 'mind map' on World War I and make any links with previous subtopics. C. The teacher promotes substantive discussion of ideas : This component involves the teacher providing opportunities for students to talk together, discuss, argue and express opinions and alternative points of view. 'Substantive' refers to a focus on significant ideas, practices or issues that are meaningful to students, and that occur over a sufficient period of time to be effectively explored. D. The teacher emphasizes the quality of learning with high expectations of achievement. Teachers need to clearly signal an expectation that students will achieve at a high level and put in effort to produce quality work. This also involves teachers expressing and demonstrating confidence that students are capable of significant achievement. There is structured support to help students learn effectively so that this expectation does not occur in a vacuum. E. The teacher uses strategies that challenge and support students to question and reflect : This component involves the development of learning tasks designed to encourage and support students to move beyond their current understanding and think more deeply about ideas and practice. to promote depth and breadth of knowledge and understanding. Teachers emphasize engagement with ideas and practice through exploration. F. The teacher uses strategies to develop investigating and problem solving skills This component refers to higher order thinking skills that may be described in various ways, but encompass such things as interpretation, analysis, and application. It refers to the development of knowledge of ways of reasoning with evidence, particular to the learning area. These skills and knowledge are needed to successfully solve problems. G. The teacher uses strategies to foster imagination and creativity There has been considerable recent attention paid to lateral and creative thinking, as part of 'higher order' thinking and a 'thinking oriented curriculum'. Many schools have made this a major focus of learning and teaching policy. There are a number of

148 NSOU ? CC-ED-06 elements of 'creativity', including flexible and unusual thinking, and facility with generating ideas. Developmentally appropriate pedagogy and instruction Based on Vygotsky's zone of proximal development (ZPD) framework, the level of scaffolding from the teacher needs to accommodate the constraints set by a certain developmental stage. Guided participation in culturally valued activities can be applied effectively at lower grade levels (Rogoff et al 1995). Two major concepts are incorporated in guided participation: children's behaviour is guided by skilled members, and the children participate in activities that are culturally valued. Continuous informal assessment and diagnosis of individuals' ZPD are needed to provide adaptive instruction. An illustration about adaptive instruction to improve self-regulated skills is given below. Self-regulation skills development is one of the essential expected learning outcomes. Following the ZPD notion, a metaphor of self-regulation skills acquisition is "transition of other-regulation voices to self-regulation voices" in the reciprocal social interaction (Karasavvidis, Pieters and Plomp 2000). For example, at the beginning, the teacher may help students set goals for a task, provide strategies for the students to use, and prompt questions at every step triggering reflection. Gradually, the teacher leaves more space for the students to practice setting goals by asking questions like "How would you approach this problem?" which are also an informal assessment of students' self-regulated behavior. Instead of directly giving students the options of strategies, the teachers may ask the students to discuss and figure out strategies to use. The scaffolding from the teacher is gradually phased out as the students become more familiar with the task format. The teacher needs to have some standards in mind, and continuously measure students' ability in self-regulation skills, for example, with checklists. This helps the teacher measure the ZPD for providing adaptive instruction. This also provides implications for the alignment of pedagogy across grade levels. The interaction among different grade-level teachers may involve discussion about their experiences in providing scaffolding, students' ability in certain types of tasks, and so on. In this way, teachers may have a better idea of how these self-regulated skills develop and how to provide the appropriate amount of scaffolding. For example, the teacher may stop more often to ask the students to think reflectively and set goals for younger students. Due to the different level of development on cognitive, social-cognitive and affective aspects, different age groups may differ in their self-regulation skills (Zimmerman 2002), which may be manifested in various contexts. In pre-school, children are able

149 NSOU ? CC-ED-06 to learn to control their actions and pay attention; at elementary school level, they may be required to control behaviours in various environments, learn to achieve goals, seek help, keep track of their work, and so on. After they get to the secondary level, more self-initiation and goal-oriented planning and monitoring are expected. A smooth transition across levels requires the teachers to have a clear idea of the ZPD at each level. Some questions the teachers can ask include: "what is the level of the Approaches to learning : Literature review 5.3.2. Pedagogy: Incultation of Problem solving ability : Problem-based learning Problem-based learning (PBL) takes a student-centered approach, usually conducted within small groups. The teacher acts as a facilitator in problem-based learning. The required knowledge and skills are achieved in the process of solving authentic problems (Barrows 1996). Problem-based learning and inquiry-based learning are not mutually exclusive; rather, problem-based learning involves inquiry strategies. Some objectives of PBL are: (1) helping students develop cognitive flexibility; (2) practicing problem-solving skills as generic skills; (3) self-directed learning which requires high metacognitive ability; (4) practicing collaborative skills and communication skills; (5) increasing intrinsic motivation (Hmelo-Silver 2004). Kolodner et al (2003) list a sequence of PBL classroom practices: (1) analyzing a problem scenario and facts in groups; (2) hypothesizing and explaining how to solve the problem; (3) dividing up the learning issues within the group, learning new knowledge which is needed to solve the problem; (4) returning to the problem; evaluating the hypotheses and learning issues; (5) repeating the learning cycle until the problem is successfully solved; (6) reflection and abstraction. A meta-analysis study done by Dochy et al (2003) generates some interesting results showing the general effects of PBL on knowledge and skills, and factors moderating the effect of PBL. 1. The effect of PBL on skills could be positive across students' expertise levels; however, the effects of PBL on content knowledge might differ significantly based on students' expertise levels and knowledge base. Age-related characteristics such as students' metacognitive skills, social-cognitive and affective ability need to be addressed. For example, students with a low level of prior knowledge may be overwhelmed when asked to apply the newly encountered knowledge. 2. Although students might learn slightly fewer facts and less content knowledge in a PBL environment, the knowledge they acquire is much more elaborate; thus, students in PBL might perform better in retention and transfer of the knowledge in larger contexts.

150 NSOU ? CC-ED-06 3. Different forms of assessment might yield different results due to the complex structure of achievement; thus, a range of diversified assessment strategies are needed to gain a clear picture of students' knowledge and skills achievement in PBL. The implementation of PBL is difficult especially in educational systems where transmissive instructional models are pervasive. For example, the teacher's role change, training model transitions, the constriction set by the classroom resources (for example, technology, students' experience in using technology) are major challenges in applying the PBL learning model in China (Tang and Shen 2005). Some practical examples of implementation for two different age groups are given here. 1st and 2nd graders : Mathematics and language arts materials are embedded in a virtual environment with animated characters and interesting stories. Students are assigned roles in playing the game in which the mathematics and language questions are embedded. The scenario can be a practical problem which is age-appropriate. For example, a problem scenario could be: the password to a door is the total number of apples on two trees; a piggy needs to open the door in order to save his friend. To help them analyze the problem, the teacher can ask questions such as "If you want to get the password, what should you do?" Teacher-student reciprocal interaction with hints and support can help students reflect on their own learning state, set further goals and think reflectively after solving the problem. The progression of problems can gradually get more difficult. In a curriculum teaching the respiratory system to middle school students, problem scenarios could be "diagnose various respiratory diseases" or "design an artificial respiratory system". Students can be divided into groups and each group assigned a problem such as "how is asthma caused?", "what happens to the respiration if the chest muscles are injured?" Each group is assigned a worksheet, which provides basic problem-solving sequences and guidelines. The students will be learning the mechanism of the respiratory system from the textbook, online resources, computer simulations, and will discuss how the knowledge can be used to solve the problems. The groups then present their work to the whole class. The whole class can work together to design an artificial respiratory system.

5.3.3. Pedagogy: Inculcation of knowledge construction solving ability : Critical Thinking and Knowledge construction : Critical thinking is a complex mental process involving paying attention to details, selecting relevant information, analyzing carefully and skeptically, making judgments, and metacognitive thinking such as reflection and higher-order planning (Cottrell 151 NSOU ? CC-ED-06 2005). It is an essential skill for both academic achievement and for dealing with various real-life problems. Critical thinking, as a generic thinking skill, is emphasized in a variety of content areas of curriculum planning documents across cultures, for example, the US (National Commission of Excellence in Education 1983), Hong Kong , Singapore (Sale, Leong and Lim 2001), Taiwan and Japan (Li 2010). Critical- thinking curriculums are relatively more difficult to implement in Asian classrooms because the teachers and students are more accustomed to the passive, trans missive, and knowledge-based model of learning; thus, more clear practice guidelines and more transitional time are needed for Asian learners to practice and acquire this essential skill (Van Der Mensbrughe 2004). Creative-thinking skills Creative thinking refers to the ability to look at problems and situations in new ways, be able to generate new ideas and provide original, elaborative, and appropriate solutions (Sternberg 1999). Creative-thinking skills, as an essential ability for success, have been emphasized in the curriculum across cultures likewise, it is more difficult to implement in examination-driven and teacher-centred educational cultures. Instructional and learning models following the constructivist and student-centred approaches are more likely to help learners acquire and practice creative thinking. For example, in an e-learning setting in Malaysian schools (Sultan, Woods and Koo 2011), constructivist environments were found to reinforce creative thinking in addition to knowledge acquisition. Cognitive apprenticeship model A traditional definition of "apprenticeship" is that an expert transmits knowledge or skills to the learner by showing the process of the work. The expert shows a learner how to perform a task, and the learner may take a small portion of the work and gradually practice to take over all the steps. In a cognitive apprenticeship model, the cognitive and learning processes are explicitly demonstrated by the teacher for the students to practice various cognitive, metacognitive and socio-cultural skills (Collins 2006). In a cognitive apprenticeship model, students can be well scaffolded to tackle complex problems. Collins, Brown and Holum (1991) list some general guidelines for applying the cognitive apprenticeship model in the classroom: (1) identify the processes of a task and explicitly demonstrate how the task can be accomplished; (2) ensure the abstract tasks are situated in authentic contexts; (3) diversify the contexts and articulate common underlying concepts to scaffold transfer. Some practical methods for applying the cognitive apprenticeship model (Collins

152 NSOU ? CC-ED-06 2006) are: (1) the modelling method means the teacher explicitly showing how a task can be performed, for example, a science teacher can demonstrate and explain the steps for constructing an electric circuit in a science lab; (2) coaching refers to the teacher observing students perform a task and facilitating by providing hints, challenges and feedback, for example, the teacher can observe how the students edit a video and provide feedback and hints at key points; (3) articulation refers to the teacher encouraging students to verbalize their thinking process, which facilitates students' reflective thinking; (4) scaffolding refers to the teacher providing specific support for students' task accomplishment; (5) reflection refers to the teacher guiding students to compare their problem-solving steps to that of an expert's or their peers' to foster reflective thinking; (6) exploration refers to the teacher encouraging students to ask questions and solve their own problems. For example, the teacher can set general goals for a task and invite students to come up with sub-goals and questions regarding particular issues in the task. Based on the specific requirements of a discipline and students' age-related characteristics such as prior knowledge, metacognitive ability and communicating skills, the teacher may choose different methods. The development of social cognitive skills and affective skills. Social cognition development refers to the developing conceptions of the self, social reality, and relationships between people such as friendship, love, power, influence, and other related phenomena. Selman's five stages of perspective taking⁶ can demonstrate some age-related constraints of social cognitive skills. Knowledge about feelings and emotions, and the ability to make inferences about another person's emotional state develops with age. Age-related identity development may influence the effectiveness of certain instructional methods (Renninger 2009). The development of social cognitive skills and affective skills needs to be emphasized in all levels of education. Brain research evidence suggests that during childhood, children gradually become more self-conscious, attend to other people's thoughts and perspectives, and the adolescent years (middle school and high school years) are an especially sensitive and critical period of social cognitive and affective development (for example, Steinberg 2005; Choudhury, Blakemore and Charman 2006). For example, compared to adults, adolescents are more susceptible to peer influence, and compared to younger kids, adolescents are more likely to compare their own skills and competencies with their peers to form their identity. Competition and feedback from peers may affect their self-efficacy for the ones who haven't developed an individual interest in the learning content (Renninger 2009). To provide adaptive intervention, it is critical for middle school and high school teachers to understand how social relations direct students' motivation and academic goals, and affect academic outcomes. Increased self-awareness

153 NSOU ? CC-ED-06 and schools' emphasis on competition and social comparison is one of the major difficulties young adolescents face in the PYP-MYP transition. Interventions such as academic tracking to adapt to individual needs, and educational support initiatives to ensure the social emotional well-being of students may facilitate programme transition (Cowie de Arroyo 2011). Group work for middle school students and elementary school students may need to be organized differently. At the lower elementary level, without sufficient guidance from the teachers it is difficult for children to conduct effective collaborative discussion since they may fail to consider others' perspectives. Middle school students are more likely to compare their own skills and competencies with their peers to form a self-representation; thus, group work that singles anyone out for peer assessment may have negative consequences, as students may be too engaged in comparing themselves to others (Renninger et al 2007). The interaction between students' perceived identities and the sociocultural environment contributes to students' motivation and affects school performance (also see section 2.2). At different developmental stages, individuals may have different social identities, which are defined as one's knowledge of how he or she belongs to the social group. The process of social identity construction takes place by interacting with the members in that social group (Duveen 2007). According to Winther-Lindqvist (2012), the objectives, central activities and leading motives of a social environment establish students' perception of their membership in that group. School transition and a change of sociocultural environment usually involve major changes of objectives, cultures and values, and may involve the construction of new social identities. For example, when pre-school children transition to the elementary school, a sudden change of leading school activities and objectives (learning becomes the major objective) may cause a social identity crisis. Elementary students may form social identities in play-based participatory environments, and internalize the values and motives; in transition to middle school, they may face many changes and may need to form new social identities (for example, additional school responsibilities, and more self-regulated activities). The sudden change of learning cultures when students enter high school may also cause negative emotional consequences. This social identity concept can also help us understand why students might have identity crises when coming to a new culture. For example, for Asian students, solitary work and effort, good self-control and good academic performance are believed to be appreciated by the teacher and peers. When they are in a culture where collaborative interaction and inquiry are the central activities, they may not be accepted by their peers and they may then have a negative social identity (Chen, French and Schneider 2006), which could negatively affect their learning performance.

154 NSOU ? CC-ED-06 Adult guidance and negotiation on the central motives and activities are very important to help students construct new social identities (Winther-Lindqvist 2012). To create a sense of belonging requires the teacher to understand students' perception of self and social values through teacher-student conversation. The teacher needs to explicitly clarify the expectations and negotiate with the students about the desirable behaviours and actions to help them form positive social identities (Osterman 2000). Teachers need to understand students' social identities and corresponding learning behaviours. During staff meetings, teachers can share their experience to get a better image of students' potential identity crises in the context, especially when they newly transition to a higher grade level. Transitional support to clarify the expectations, objectives and central learning activities of a new programme may help the students form new identities much faster. Learning how to learn Self-regulated learning (SRL) is emphasized in all three IB programmes. SRL is a relatively domain-general skill. Key components of SRL include the ability to : A. effectively choose and coordinate various cognitive strategies B. set learning goals and direct one's own learning C. commit to and engage in reaching the self-set goals (Boekaerts 1999). At different developmental stages, students have different self-regulated learning skills. Teachers need to measure students' self-regulation abilities effectively in various contexts and provide adaptive intervention. Criterion-referenced informal assessment is very important to measure SRL skills since it is a complex construct with many dimensions and manifestations. The learning objectives, contextualized outcomes (SRL behaviours in specific contexts) and teachers' experience in providing intervention in the ZDP in each programme can be written in the articulation documents and shared with other programmes. Although the exhibition project in PYP, personal project in the MYP and extended essay and reflective theory of knowledge course in the DP are argued to practice students' research skills, metacognitive ability and learning skills, self-regulated learning needs to be emphasized beyond the small project level and needs to be developed consistently and continuously at the classroom and school levels. This could be an important issue for the IB worth further exploration.

5.4 Observation of Classroom Behaviour: Flanders' Interaction Analysis System

Classroom communication is a vital ingredient in the instructional and learning process in the school environment. It is as necessary as food is a prerequisite for

155 NSOU ? CC-ED-06 healthy growth. The quality and quantity of teacher-student interaction is a critical dimension of effective classroom teaching. The term 'interaction' implies an action - reaction or a mutual or reciprocal influence which may be between individuals, e.g. pupil - pupil; teacher-pupil in classroom setting or between materials and individuals or groups. An interaction is usually inferred from the behaviour of persons in the environment being studied. This behaviour may be verbal or non-verbal and can be classified as being predominantly cognitive, affective or controlling in nature. Interaction Analysis (IA) is an analytical observation scheme that gives an insight into what a teacher does while teaching. It is a systematic observation that represents a useful means of identifying, studying, classifying and measuring specific variables as the teacher and his/her students interact within instructional learning situations. It uses a system of categories to encode and quantify classroom behaviour of teachers and students.. The purpose of developing the observational system is that a teacher can be trained to use it for analyzing classroom behaviour; for planning, and studying his/her teaching activities in order to create more effective classroom learning. Interaction Analysis as an observational system captures the verbal behaviour of teachers and pupils that is directly related to the social-emotional climate of the classroom. Interaction Analysis is a process of encoding and decoding the study pattern of teaching and learning. In the coding process, categories of classifying statements are established, a code symbol is assigned to each category and a trained analyst interprets the display of coded data and reconstructs the original events on the basis of the encoded data even though he may not have been present when data were collected. Interaction Analysis is used as a technique capturing qualitative and quantitative dimensions of teacher's verbal behaviour in the classroom. The Basic Theoretical Assumptions of Interaction Analysis The various theoretical assumptions, which are basic to every idea of interaction analysis, are as follows :

- In a normal classroom situation, it is verbal communication, which is predominant.
- Even though the use of spoken language might resort to non-verbal gestures in the classroom, verbal behaviour can be observed with higher reliability than most non- verbal behaviour and also it can reasonably serve as an adequate sample of the total behaviour in the classroom.
- We can normally assume that verbal statements of a teacher are consistent with his non-verbal gestures and, in fact, his total behaviour.
- The teacher exerts a great deal of influence on the pupils. Pupil's behaviour is affected to great extent by this type of teacher behaviour exhibited.

156 NSOU ? CC-ED-06 • The relation between students and teacher is a crucial factor in the teaching process and must be considered an important aspect of methodology. • It has been established that social climate is related to productivity and to the quality of interpersonal relations. It has been proven that democratic atmosphere tends to keep work at a relatively high level even in the absence of the teacher. • Children tend to be conscious of a warm acceptance of the teacher and to express greatest fondness for the democratic teacher. • The role of classroom climate is crucial for the learning process. • The teacher-classroom verbal behavior can be observed objectively by the use of observational technique designed to 'catch' the natural modes of behaviour, which will also permit the process of measurement with a minimum disturbance of normal activities of the group of individuals. • Modification of teacher classroom behaviour through feedback is possible, though how much change can occur and more knowledge relating to the permanence of these changes will require further research. • Teacher influence is expressed primarily through verbal statements. Non-verbal acts of influence do occur, but are not recorded through interaction analysis. The reasonableness of this assumption rests upon the assertion that the quality of the non-verbal acts is similar to the verbal acts; to assess verbal influence, therefore it is adequately a sample of all influences. (Niki, 2011) Flanders Interaction Analysis Categories (FIAC) The development of the original system of interaction analysis was primarily the work of Ned Flanders. Indeed, the system is often referred to as the Flanders System of Interaction Analysis (FIA) - an innovation which made possible significant insights into the analysis and improvement of instruction. Flanders' interaction analysis system is an observational tool used to classify the verbal behaviour of teachers and pupils as they interact in the classroom. Flanders' instrument was designed for observing only the verbal communication in the classroom and non-verbal gestures are not taken into account. Flanders Interaction Analysis is a system of classroom interaction analysis which is concerned with verbal behaviour only, primarily because it can be observed with higher reliability than can non-verbal behaviour and more also, the assumption made that the verbal behaviour of an individual is an adequate sample of his total behaviour. Flanders Interaction Analysis Categories (FIAC) is a Ten Category System of communication which is said to be inclusive of all communication possibilities. There are seven categories used when the teacher is talking (Teacher talk) and two when the pupil is talking (Pupil talk) and tenth category is that of silence or confusion.

157 NSOU ? CC-ED-06 Accepts feelings : Accepts or clarifies an attitude of feeling tone of a pupil in a nonthreatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included. Praise or Encourage : Praise or Encourage action or behavior. Jokes that release tension, but not at the expense of other individuals; nodding head saying or Umm...Hmm are included. Accepts or uses ideas of pupils. Clarifying building or developing ideas suggested by pupils. Teacher's extension of ideas of pupils are included, but the teacher can integrate more of his/ her own ideas into it. Ask question : Asking a question about content or procedure; based on the teacher idea with the intent that the pupil will answer. Lecturing : giving facts about opinion of content or procedures; expressing his / her own ideas' giving his / her own explanations or citing an authority other than the pupil. TEACHER Indirect Influence TALK (response) Giving direction : Direction order or commands to which pupils are expected to comply. Criticizing or Justifying authority : Statement intended to change pupil behavior from unacceptable to acceptable pattern. Bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference. Direct Influence (initiation) Pupil-talk-response : Talk by pupil in response to teacher. Teacher initiates the contact or solicits the pupil's response or structures the situation. Freedom to express one's own ideas is limited. PUPIL Response TALK Pupil-talk-initiation : Talk by pupil that they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinion and a line of thought, like asking thoughts, like asking thoughtful questions; going beyond the existing structure. Initiation Silence or Confusions : Pause; short periods of silence or confusion in which communication cannot be understood. SILENCE

158 NSOU ? CC-ED-06 In this system, all teachers' statements are either indirect or direct. This classification gives central attention to the amount of freedom the teacher grants to the student. In a given situation therefore, a teacher has a choice. He can be direct, that is minimizing the freedom of the student to respond. His choice, consciously or unconsciously depends upon many factors among which are his perceptions of the situations and the goals of the particular learning situation. In order to make the total behaviour or total interaction in the classroom meaningful, the Flanders system also provides for the categorizing of students' talk. A third major section, that of silence or confusion is included in order to account for the time spent in behaviour other than that which can be classified as neither teacher nor student talk. The Coding System Flanders Interaction Analysis is a system for coding spontaneous verbal communication. Interaction could either be observed in a live classroom or in a tape recording. Whichever, the coding system is applied to analyze and improve the teacher - student interaction pattern. For every 3 seconds, the observer writes down the category number of the interaction he has observed. He records these numbers in sequence in a column. He will write approximately 20 numbers per minute and at the end of a period of time, he will have several long columns of numbers. It is best for the observer to spend five to ten minutes getting oriented to the situation before he/she actually begins to categorize. This enables him to have a feeling for the total atmosphere in which the teacher and pupils are working. The observer stops classifying whenever the classroom activity is changed to avoid inappropriate coding. For example, when children are working on workbooks or doing silent reading. He will usually draw a line under the recorded numbers, make a note of the new activity and resume categorizing when the total class discussion continues. At all times, the observer notes the kind of class activity he is observing. Information is plotted on a matrix for easy analysis and interpretation. The method of recording the sequences of events consists of entering the sequences of numbers into a 10-row by 10-column table. The generalized sequence of the teacher-pupil interaction can be examined readily in this matrix. Adopting the guidelines for coding the verbal interactions of FIAC as expatiate in the preceding paragraph, the following observations are recorded and coded in 2.1; decoded in sequence of numbers in figure 1; the sequence of numbers entered into a 10-row by 10-column matrix in table 2; and patterns of interaction analyzed in table 3.

159 NSOU ? CC-ED-06 Precautions in the Use of Flanders Interaction Analysis • The classroom encoding work should be done by an observer, who is familiar with the entire process and knows its limitations. • It is an exploratory device therefore value judgments about good and bad teaching behaviors are to be avoided. This technique is not an evaluator device of classroom teaching. • The questions regarding classroom teaching can only be answered by inspecting the matrix table. The observer cannot answer the question relating to teacher behaviour. • A comparison between the two matrices can be reliable in terms of behaviour ratios, interaction variables and percentage of frequencies in each category and calls for frequency but value judgment is not possible. • The accuracy of the observation depends upon the reliability of the observer. The classroom recording should be done after estimating the reliability of observers. • At least two observers should code the classroom interaction for analyzing teaching and teacher behaviour

Limitations of Flanders Interaction Analysis The system does not describe the totality of the classroom activity. Some behaviour is always overlooked and who is to say that the unrecorded aspects of the teaching act are more important than those recorded. • Efforts to describe teaching are often interpreted as evaluation of the teaching act and of the teacher. While descriptions may be used as a basis of evaluation, judgment can be made only after additional value assumptions are identified and applied to data • The system of interaction analysis is content-free. It is concerned primarily, with social skills of classroom management as expressed through verbal communication. • It is costly and cumbersome and requires some form of automation in collecting and analyzing the raw data. It is not a finished research tool. • Much of the inferential power of this system of interaction analysis comes from tabulating the data as a sequence of pairs in a 10 x 10 matrix. This is a time- consuming process. • Once the high cost of tedious tabulation (electric computers) is under control

160 NSOU ? CC-ED-06 but the problem of training reliable observers and maintaining their reliability will still remain. • Its potential as a research tool for a wide application to problems is to be explored. Flanders Interaction Analysis as a technique for capturing the qualitative and quantitative dimensions of a teacher's verbal behavior. This technique can be adopted in the teaching learning process in our primary and secondary schools. Its adoption will impact positively on the social climate of learning that is actually lacking in most of the public primary and secondary schools. It has been established that social climate is related to productivity and to the quality of interpersonal relations. The improvement of pupils' interaction and social skills is an important aim of education and this juxtaposes Flanders' technique of Interaction Analysis as

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a bold step in the right direction to improve the quality of education.

Research using FIAC has suggested that the proportion of teacher statements that make use of ideas and opinions expressed by the pupils (sometimes called 'indirectness') is directly related to average class scores on constructive attitudes towards the teacher and the class work; and also, scores higher on achievement tests (Newman, 2001). Therefore, the appropriateness to train and retrain our teachers in Interaction Analysis (IA), a technique that gives insight into student-teacher exchanges, putting teachers in a better position to analyze and improve their teaching and enhance the social abilities of the students cannot be overemphasized. Interaction Analysis as a technique should be applied to teacher education in a fashion that is consistent with a philosophy of personal inquiry. Inquiry in teacher education means translating understanding into action as part of the teaching process. It means experimenting with one's own behaviour, obtaining objective information about one's own behaviour, evaluating this information in terms of the teacher's role; in other words, attaining self-insight while acting like a teacher. Flanders argued that established norms in schools are 80% teacher talk, 20% pupil talk and 11 - 12% silence. This is indeed, the prevalent scenario in our present educational system across the three levels of the primary, secondary and tertiary. There is an earnest need to reverse this scenario. In the traditional teaching situation, it is expected that the teacher shows more initiating behaviour than the pupils. The Pupil Initiation Ratio (PIR) measures the proportion of pupil talk that is an act of initiation. A high PIR indicates that students show a lot of initiative introducing their own ideas into the classroom discourse. Interaction Analysis is linked to the personal relationship between teachers and pupils. There is an obvious interplay between the pedagogical authority of the teacher and his way to manage classroom interaction. The quality of

161 NSOU ? CC-ED-06 verbal interaction is establishing a rapport between the teacher and pupils wherein, the students could easily confide in the teacher their emotions, secrets, ideas and teething problems concerning learning. When a 'free talk' atmosphere is established within the school system, negative influences are the bane in our present educational system. 5.5 Teaching and Instruction, Instructional Design 5.5.1. Teaching and Instruction : Since the inception of formal, classroom-based instruction, a fundamental aspect of teaching has been the way teachers arrange the classroom environment so students can interact and learn. The instructional strategies teachers use help shape learning environments and represent professional conceptions of learning and of the learner. Some strategies consider students empty vessels to be filled under the firm direction of the teacher; other strategies regard them as active participants learning through inquiry and problem solving-still others tell children they are social organisms learning through dialogue and interaction with others. In the early twenty-first century there were many instructional strategies. Similarly, there are tactics used by teachers to support particular strategies. The following provides a framework for thinking about instructional strategies, and then provides descriptions of seven strategies used frequently by teachers. A number of educators over the years, such as Barrie Bennett and Carol Rolheiser, have developed conceptual frameworks for thinking about instructional strategies. The frameworks most often include instructional organizers, instructional strategies, and tactics. Instructional organizers are at one end of a complexity continuum, and provide the "big ideas" that allow us to think about instructional practices. Examples of instructional organizers would be Howard Gardner's multiple intelligences or Benjamin Bloom's taxonomy for organizing instructional objectives. On the other end of the continuum are what are often labeled instructional tactics. These are specific, and for the most part, simple actions taken by teachers within the confines of particular teaching strategies. Asking questions, checking for student understanding, providing examples or visual representations, or examining both sides of an argument are examples of instructional tactics. Many tactics have grown out of the practices of experienced teachers. In the middle of the continuum are instructional strategies that involve a series of steps, are supported by theory and research, and have been designed to produce certain types of student learning. Examples of instructional strategies would include direct instruction, cooperative learning, and the others described later in this article.

162 NSOU ? CC-ED-06 Finally, some teaching strategies are tightly tied to the content of particular lessons. Pedagogical content knowledge is a term coined by Lee Shulman in 1987 to describe the relationship between content and strategy and to illustrate how what is being taught influences the way it is taught. For example, an English teacher teaching a Shakespearian tragedy would use different strategies than the biology teacher who is trying to help students understand photosynthesis. Similarly, a fourth-grade teacher would use different methods to teach reading, fractions, or the concept of scarcity. An instructional strategy is intricately related to the learning environment. Classrooms are places where teachers and students interact within a highly interdependent environment. At particular times, some types of learning environments have been deemed more appropriate than others. Both formal and informal learning emanates from the particular environments that teachers create, and these are highly influenced by the strategies being used. For instance, lecturing creates a tightly structured learning environment where students are expected to listen, observe, and take notes. On the other hand, if the teacher divides students into cooperative learning groups, an environment is created where students are actively engaged and in charge of their own interactions. Instruction was defined previously as "the purposeful direction of the learning process" and is one of the major teacher class activities (along with planning and management). Professional educators have developed a variety of models of instruction, each designed to produce classroom learning. Joyce, Weil, and Calhoun (2003) describe four categories of models of teaching/instruction (behavioral systems, information processing, personal development, and social interaction) that summarize the vast majority of instructional methods. Each model differs in the specific type or measure of learning that is targeted. Therefore, as we make decisions about "best educational practices" we must be certain that we connect recommended practices with specific desired outcomes. This point is often omitted; discussion of best practices then becomes a debate about desired outcomes rather than a discussion of how to achieve them. Evolution of Concept of Instruction : The instructional strategies used in the early twenty-first century began in antiquity. In ancient Greece, Socrates illustrated a questioning strategy intended to facilitate the learner's independent discovery of important truths. An instructional strategy similar to direct instruction was reported by Samuel Griswold Goodrich's account of teaching in a rural Connecticut school during the early eighteenth century. As education extended beyond society's elite, educators became interested in instructional strategies that would accommodate large numbers of students in efficient

163 NSOU ? CC-ED-06 ways. One example, the Lancaster Method, popular in the early nineteenth century, consisted of gathering as many as a hundred students in one large room, sorting them into groups of similar abilities, and having monitors (teacher aides) guide pupil recitations from scripted lesson plans. Nineteenth-century instructional strategies were teacher centered, intended mainly to transmit basic information clearly. In the early part of the twentieth century, however, this emphasis started to shift. John Dewey and his disciples of Progressive education left a legacy of student-centered instructional methods aimed at helping students acquire higher-level thinking and problem-solving skills. Of particular importance was the project method that provided the intellectual heritage for such contemporary methods as cooperative learning, problem-based instruction and other approaches emphasizing active student learning and group interaction. The early work of the Progressives, fueled later by new theories and research about learning by such eminent theorists as European psychologists Lev Vygotsky and Jean Piaget and Americans Jerome Bruner and Albert Bandura extended thinking in the profession about instructional strategies in the post-Sputnik reforms of the 1950s and 1960s. Cognitive psychology and constructivist perspectives produced instructional strategies such as discovery learning and inquiry teaching that were at the center of the curriculum reforms of that era, and the cooperative learning and problem-based strategies popular today became more widely known and used. In the late 1960s Bruce Joyce began describing the various approaches to teaching that had been developed over the years. He developed a classification system to analyze each approach according to its theoretical basis, the learner outcomes it was designed to accomplish, and the teacher and student behaviors required to make the approach work. Joyce used the term model rather than teaching strategy to refer to a particular approach to instruction. In his initial work (Joyce and Weil, 1972) more than twenty models were identified. Joyce's conceptualization of the field was a significant contribution and has influenced greatly how educators have thought about instructional strategies worldwide. Theoretical Paradigm : Contemporary conceptions of instructional strategies acknowledge that the goals of schooling are complex and multifaceted, and that teachers need many approaches to meet varied learner outcomes for diverse populations of students. A single method is no longer adequate. Effective teachers select varied instructional strategies that accomplish varied learner outcomes that are both behavioral and cognitive.

164 NSOU ? CC-ED-06 Taxonomies for Categorizing Instructional Methods Several taxonomies have been developed that categorize instructional strategies based on the strategy's theoretical underpinnings and on the type of learner outcomes that result from using the strategy. Joyce's taxonomy divided instructional models into four major families: information processing, behavioral, personal, and social. Behavioral strategies are designed to help students acquire basic information and skills. Information processing strategies help the learner process and use information and data. Social strategies help develop a sense of community and facilitate the learning of social skills. Personal methods emphasize the development of personal growth and awareness. Others have made distinctions among strategies based on achieving learning outcomes most closely associated with behavioral theory as compared to those outcomes that stem from information processing, cognitive, and constructivist theories of learning. Still others have found the student-centered and teacher-centered categorization scheme useful for thinking about the relationship between student learning and instructional strategies. The seven strategies are categorized according to the degree of student versus teacher centeredness and the theoretical basis for the strategy. Frequently Used Instructional Strategies The rationale and theoretical background for each strategy is described in the table, along with the learner outcomes the strategy is intended to produce and the syntax and learning environment required to make the strategy effective. Syntax refers to the steps or phases through which a lesson progresses. Learning environment refers to the classroom context and required teacher and student behaviors. Each strategy described has been subjected to substantial research and evaluation and has been deemed highly effective. Positive effects, however, are sizable only if the strategy is implemented faithfully. 5.5.2. Teaching Strategy: Direct instruction Direct instruction is a method for imparting basic knowledge or developing skills in a goal-directed, teacher-controlled environment. The teacher identifies clearly defined learning outcomes, transmits new information or demonstrates a skill, and provides guided practice. Direct instruction is designed to maximize academic learning time through a highly structured environment in which students are "on task" and experience high degrees of success. Direct instruction has its roots in behaviorism. Behavioral theorists emphasize breaking behaviors and skills into component tasks and mastering each subcomponent. They emphasize the importance of modeling desired behavior and using feedback and reinforcement to guide students toward desired goals. The clearest empirical support

165 NSOU ? CC-ED-06 for direct instruction came from the teacher effectiveness research of the 1970s and 1980s. By studying the relationship between teaching behaviors and student achievement in classrooms, researchers concluded that direct instruction produced greater time-on-task and higher student achievement, particularly for the acquisition of basic information and skills. Direct instruction can be used effectively to promote acquisition of knowledge that is well structured and that can be taught in a step-by-step fashion, such as parts of speech, the multiplication tables, or the capitals of the fifty states. It is also effective in teaching how to perform simple and complex skills such as how to subtract, read a map, or swing a golf club. Although direct instruction is widely used, it is not appropriate for teaching concepts and generalizations, higher-level thinking, inquiry, problem solving, group processes, or independent learning. In general, a direct instruction lesson proceeds through five phases. Teachers begin the lesson with an orientation phase. The teacher clarifies the goals of the lesson, explains why the lesson is important, ties the lesson to previous lessons and students' prior knowledge, and motivates students. This establishes the students' mental set and prepares them for the lesson. This initial phase is followed by phase 2, presentation or demonstration. The teacher demonstrates the skill or presents new information. If a skill is being taught, each step must be identified and demonstrated accurately. If new information is being taught, the information must be well organized and logically presented. Effective teachers give multiple examples, provide accurate demonstrations, restate the information often, and use visual models or illustrations. The third phase is guided practice. The teacher structures the initial practice by walking the students through, step-by-step, and giving feedback on correct and incorrect responses. When students understand, the teacher moves to guided practice in which students work independently while the teacher monitors student work and gives individual feedback. Guided practice is most effective in short increments repeated over time. At the end of guided practice, phase 4 checks for understanding and provides feedback, informally or formally, verbally or in writing. The most common tactic in this phase of the lesson is teacher questioning, but assessing independent work, giving a quiz, or observing a live or taped performance may also be appropriate. Feedback must be given as soon as possible after practice and be specific and focused on behavior. The final phase of a direct instruction lesson is extended practice. Extended practice reinforces the knowledge or skill. It can be accomplished through seatwork or homework, but should only be given when students are at or near mastery and timely feedback can be given. Extended practice over time increases retention, transfer, and

166 NSOU ? CC-ED-06 automaticity. The learning environment in a direct instruction lesson is highly structured by the teacher. Students are expected to be careful listeners and keen observers. Teaching strategies unit objective is to : 1. Create or select teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals for the lesson. Direct Instruction lesson objectives are to : 1. Describe and explain the features and purposes of direct instruction. 2. Describe and be able to follow guidelines for the effective use of different methods of direct instruction (such as presentations, questions, practice, drills, reviews, guided practice, and homework) Direct Instruction Have students explain the difference between direct and indirect teaching strategies Teaching strategy continuum 1. Use continuum, with direct on one end, indirect on other. Have students draw 3 continuums: (1) enjoy most as a learner (2) learn best (3) might prefer teaching using. Have them put "x" on each continuum, committing to which category of strategy they enjoy most as a student; then repeat, but ask them from which category of strategies that think they learn best. Now, have them stand on a continuum in the room, and see what the spread is. 2. Discussion: of where they place themselves on each continuum, why, and if there were differences, why. Specific questions: 3. For those of you who enjoy learning most from direct instruction, why? From indirect? Why? 4. How many had differences between the category they enjoy most and the category from which they learn best? Why these differences? For others, why not different? 5. How many had differences between the category they enjoy most and the category from which they might prefer teaching most? Why? 6. What are the implications of this discussion for you as a teacher? (discuss in small groups) Key steps in teacher directed lesson : Barak Rosenshine's Explicit Teaching model : 1. daily review

167 NSOU ? CC-ED-06 2. present new material 3. conduct guided practice 4. provide feedback and correctives 5. conduct independent practice 6. weekly and monthly review Madeline Hunter's Instructional Theory into Practice (ITIP) or Elements of Lesson Design : 1. anticipatory set 2. objective and purpose 3. instructional input 4. modeling 5. monitoring to check for student understanding 6. guided practice 7. independent practice Homework : For Monday : Review the different direct teaching strategies described in Chapter 7 and consider ways in which you might use each to teach your subject. Read chapter 8, Indirect Instructional Strategies, and also consider ways to use it in your area. Begin developing a matrix of teaching strategies, with the first section being on Direct Strategies and the second on Indirect. Under each section, list as many strategies that you can find, and for each give examples of when and how you might use these for teaching middle and secondary students. Peer teaching strategies : Lecture/presentation, Demonstration using deductive strategies and questioning, Recitation, Concept attainment; Inquiry problem solving, whole class discussion. 5.5.3. Teaching Strategies: Indirect Instruction Consider indirect instruction for teaching concepts, inquiry, and problem solving. An old adage says: "Tell me and I forget, show me and I remember, involve me and I understand." The teaching of concepts, inquiry, and problem solving are different forms of indirect instruction that actively involve your learners in seeking resolutions to questions and issues while they construct new knowledge. Indirect instruction is an approach to teaching and learning in which (1) the process is inquiry, (2) the content involves concepts, and (3) the context is a problem. These three ideas are brought together in special ways in the indirect instruction

168 NSOU ? CC-ED-06 model. This chapter presents teaching strategies you can use to compose your own indirect teaching approach that asks your learners to share the excitement of becoming actively involved in their own learning and contributing new knowledge to solve real- world problems. We begin by looking into two classrooms, one in which Tim Robbins is teaching a lesson with the direct instruction model and the other in which Kay Greer is teaching the same lesson with the indirect instruction model. Examples of Problem Solving, Inquiry, and Concept Attainment Strategies Generalization is a process by which the learner responds in a similar manner to different stimuli, thereby increasing the range of instances to which particular facts, rules, and sequences apply. Discrimination is a process by which the learner selectively restricts the acceptable range of instances by eliminating things that may look like the concept but differ from it on critical dimensions. The processes of generalization and discrimination together help students classify different-appearing stimuli into the same categories on the basis of essential attributes. Essential attributes act as magnets, drawing together all instances of a concept without the learner having to see or memorize all instances of it. The following are instructional strategies of the indirect model: • Use of advance organizers • Conceptual movement-inductive and deductive • Use of examples and non-examples • Use of questions to guide search and discovery • Use of student ideas • Student self-evaluation • Use of group discussion Content Organization An advanced organizer gives learners a conceptual preview of what is to come and helps them store, label, and package content for retention and later use. Three approaches to organizing content and composing advanced organizers are the concept learning, inquiry, and problem-solving approaches. Conceptual Movement : Induction and Deduction Induction starts with a specific observation of a limited set of data and ends with a generalization about a much broader context.

169 NSOU ? CC-ED-06 Deduction proceeds from principles or generalizations to their application in specific contexts. Using Examples and Non-examples Providing examples and non-examples helps define the essential and nonessential attributes needed for making accurate generalizations. Using examples and non-examples includes the following steps : • Providing more than a single example • Using examples that vary in ways that are irrelevant to the concept being defined • Using non-examples that also include relevant dimensions of the concept • Explaining why non-examples have some of the same characteristics as examples The Use of Questions to Guide Search and Discovery In indirect instruction, the role of questions is to guide students into discovering new dimensions of a problem or new ways of resolving a dilemma. Some uses of questions during indirect instruction include the following: • Refocusing • Presenting contradictions to be resolved • Probing for deeper, more thorough responses • Extending the discussion to new areas • Passing responsibility to the class Learner Experience and Use of Student Ideas Student ideas can be used to heighten student interest, to organize subject content around student problems, to tailor feedback to fit individual students, and to encourage positive attitudes toward the subject. Because these goals should not become ends unto themselves, there should be a plan and structure for using student ideas in the context of strategies to promote problem solving, inquiry, and concept learning. Student-centered learning, sometimes called unguided discovery learning, allows the student to select both the form and substance of the learning experience. This is appropriate in the context of independently conducted experiments, research projects, science fair projects, and demonstrations. However, the preorganization of content is always necessary to ensure that the use of student ideas promotes the goals of the curriculum.

170 NSOU ? CC-ED-06 Student Self-Evaluation Self-evaluation of student responses occurs during indirect instruction when you give students the opportunity to reason out their answers so you and other students can suggest needed changes. Students can most easily conduct self-evaluation in the context of student-to-student-to-teacher exchanges, wherein you encourage students to comment on and consider the accuracy of their own and each other's responses. Use of Group Discussion A group discussion involves student exchanges with successive interactions among large numbers of students. During these exchanges, you may intervene only occasionally to review and summarize, or you may schedule periodic interaction to evaluate each group's progress and to redirect the discussion when necessary. The best topics for discussion include those that are not formally structured by texts and workbooks and for which a high degree of consensus among your students does not yet exist. Moderating functions during discussion include the following : • Orient students to the objective of the discussion. • Provide new or more accurate information that may be needed. • Review, summarize, and relate opinions and facts. • Redirect the flow of information and ideas back to the objective of the discussion. Comment : Direct and indirect instruction is often used together, even within the same lesson, and you should not adopt one model to the exclusion of the other. Each contains a set of strategies that can compose an efficient and effective method for the teaching of facts, rules, and sequences and to solve problems, inquire, and learn concepts. Comparing Direct and Indirect Instruction Indirect instruction is an approach to teaching and learning in which concepts, patterns, and abstractions are taught in the context of strategies that emphasize concept learning, inquiry, and problem solving. In indirect instruction, the learner acquires information by transforming stimulus material into a response that requires the learner to rearrange and elaborate on the stimulus material.

171 NSOU ? CC-ED-06 Direct Instruction • Teachers tell the students the concept or skill to be learned and then lead them through instructional activities designed to result in student learning. • Based on behavioristic learning principles (e.g. getting students' attention, reinforcing correct responses, providing corrective feedback, practicing correct responses) • Higher use of academic learning time (time on task) • Teacher structured lessons, following a clear, sequential approach, with the teacher in control of the content, activities, and lesson pacing. • Usually used to teach new skills or concepts (often use deductive methods). • Academically focused, with the teacher stating the goals for the lesson. • Teacher monitors student understanding and provides feedback. • 4 components : • clearly articulated goals • teacher-directed instruction • careful monitoring of student outcomes • use of clear classroom organization and management strategies • Key models : Rosenshine's Explicit Teaching & Hunter's Instructional Theory Into Practice (ITIP) or Elements of Lesson Design Indirect Instruction • Limited teacher direction, with emphasis on students co-creating their learning with the teacher as a facilitator of their learning. • May use social instructional approaches (learning with other students) or students working independently. • Often based on constructivist principles where students create meaning through active engagement and investigation. Constructivism promotes (a) the student point-of-view (b) teacher-student or student-student interaction (c) questioning to promote student thought (d) nurturing of student reflection rather than emphasis on a single correct answer. • Tends to use more inductive methods (leading students to discover concepts). 5.5.4. Effective Instructional Strategies : Simulation : Simulation involves students playing roles in simulated situations in order to learn skills and concepts transferable to "real life." Students make decisions and learn from successes and failures. Simulations enable the learning of complex concepts or mastery of dangerous tasks in more simple and safe environments.

172 NSOU ? CC-ED-06 Simulations include hands-on games such as Monopoly (real estate), social-political- economic role-playing or problem solving, software games and experiments (chemical changes), and simulators (driving a car or landing a plane). Although some simulations are done individually (such as driving), others occur in groups. Simulation is grounded in a branch of behavioral psychology called cybernetics, which holds the perspective that learning occurs in an environment in which the learner receives immediate feedback, experiences the consequences of behavior, and continually self-corrects until mastery occurs. When learning to land a plane in a flight simulator, for example, the "pilot" receives feedback on the speed, height, and angle of descent, and corrects (or under-or over-corrects) until the plane "lands" or "crashes." With continued practice, corrective behaviors become automatic until the "pilot" lands the plane safely each time. Simulations are effective for teaching complex skills or concepts. Simulations can be used to practice skills such as driving, to teach concepts such as how political, social, and economic systems work, or to discern scientific principles through simulated experiments. Additional outcomes include problem solving, decision making, cause- effect relationships, cooperation or competition, and independent learning. Simulations are not effective for teaching large amounts of fact-based information. Presentation using advance organizers : Presentation (or lecture) is among the most commonly used strategies for knowledge acquisition and retention. But presentation is more than teachers talking. An effective presentation requires a highly structured environment in which the teacher is an active presenter and students are active listeners and thinkers. Teachers use advanced organizers-powerful concepts to which subordinate ideas and facts can be linked-to provide structure and then involve students in processing the new information. The presentation strategy is grounded in information processing theory, which describes how learning occurs and how the mind organizes knowledge. The brain utilizes short-term memory for complex thought processes and long-term memory for information storage. Stored information is organized according to hierarchically ordered concepts and categories called cognitive structures. New information must be processed actively in short-term memory and tied to students' existing cognitive structures in long-term memory. Just as the mind has cognitive structures, every discipline has an organizational structure. Presentations should be organized around key ideas and structures and these structures should be made explicit to students. Presentation enables teachers to organize and convey large amounts of information efficiently. It is an appropriate strategy for instructing students about the key ideas in a subject, for acquisition and retention of factual information linked to these ideas,

173 NSOU ? CC-ED-06 and for comparing similarities and differences among ideas. Presentation is less appropriate for higher-level thinking, problem solving, and inquiry, although it may be used prior to such activities to ensure that students have the necessary foundational information. Concept teaching : Concept teaching helps students learn concepts and develop higher level thinking skills. Concepts (such as round and integer in mathematics, scarcity and freedom in social studies, energy and motion in science, and comedy and tragedy in literature) serve as the foundation for knowledge, increase complex conceptual understanding, and facilitate social communication. There are several different approaches to concept teaching. The approach described here is called concept attainment and is an inductive process in which students construct, refine, and apply concepts through teacher-directed activities using examples and non-examples and in which students learn to classify, recognize members of a class, identify critical and noncritical attributes, and define and label particular concepts. Cognitive theorists such as Jean Piaget and Jerome Bruner and information processing psychologists such as Robert Gagne emphasized that thinking is organized around conceptual structures. Children begin learning concepts very early through interaction with concrete objects. Conceptual structures continue to develop with increasing complexity and abstraction throughout life. Concept formation requires students to build categories (an island is land surrounded by water; a noun is a name for a person, place or thing). Concept attainment requires students to figure out the attributes of a category (e.g., a triangle has three sides and three angles; an adjective describes a noun). Young children can categorize using one rule or attribute (a bird has feathers), but students gradually develop the ability to use multiple rules or attributes (birds have feathers, lay eggs, have feet, and are warm-blooded) and to distinguish noncritical attributes (some birds fly, but not all birds). Examples and non- examples are used to help students construct new concepts (a diary is a primary source, but a novel is not). The primary purpose of concept teaching is to learn new concepts. It is also effective for teaching higher-level thinking, including inductive reasoning, hypothesis formation, logical reasoning, concept building strategies, and taking multiple perspectives (Is a slave's concept of slavery different from a master's concept?). Although not designed to convey large amounts of information, students must process information as they formulate new concepts. Concept teaching has four phases. In phase 1 the teacher explains the purposes of the lesson, describes why concepts are important, and gets students ready to learn. The second phase consists of presentation of examples and non-examples of the concept.

174 NSOU ? CC-ED-06 The teacher gives examples and non-examples, and the students strive to discover the concept and its attributes through inductive reasoning. After the concept has been discovered, the teacher gives more examples and non- examples, then asks students to provide examples and non-examples. The purpose of this tactic is to test student understanding of the concept and its attributes. A concept lesson concludes with the teacher asking students to analyze their thinking patterns, strategies, and decisions in order to develop more effective thinking skills and to help students integrate the new concepts into existing knowledge. The learning environment for concept teaching has a moderate degree of structure in that the teacher controls the first three phases of the lesson rather tightly. The fourth phase is more open and student interaction is encouraged. As students gain more experience with concept learning, they can assume increasing responsibility for how the lesson proceeds. Discussion is central to all aspects of teaching. Classroom discussion may serve as a strategy in itself or as part of another strategy. Teachers and students talking about academic content and students displaying their ideas and thinking processes to the teacher and to each other characterize discussions. Effective discussions go beyond question-and-answer recitations. The more involved students are in the discussion, the more effective the learning. Discussion is an appropriate strategy for improving student thinking; promoting engagement in academic content; and learning communication and thinking skills in a social environment. Discussion is particularly appropriate for topics that are subjective or controversial and that involve several points of view, such as the causes of World War I or funding of stem-cell research. Classroom discussion proceeds through five phases. The teacher introduces the discussion by providing a clear purpose for the discussion and engaging students so they will become involved. This is followed by phase 2 where the teacher sets the ground rules, then poses a question, raises an issue, or presents a puzzling situation. Cooperative learning : In cooperative learning students work together in small groups on a common learning task, coordinate their efforts to complete the task, and depend on each other for the outcome. Cooperative learning groups are characterized by student teams (of 2-6) working to master academic goals. Teams are normally composed of learners of mixed ability, ethnicity, and gender. Rewards systems (grades) are designed for the group as well as individuals. Cooperative learning is rooted in two theoretical traditions. First, it is based on the progressivism of John Dewey, particularly his idea that the school should mirror the values of the society and that classrooms should be laboratories for learning democratic values and behaviors. Students are prepared for civic and social responsibilities by

175 NSOU ? CC-ED-06 participating in democratic classrooms and small problem-solving groups. Cooperative learning also has roots in constructivist theory and the perspective that cognitive change takes place as students actively work on problems and discover their own solutions. Particularly important is Lev Vygotsky's theories that students learn through language-based interactions with more capable peers and adults. Cooperative learning has three distinct goals: academic achievement, acceptance of diversity through interdependent work, and development of cooperative social skills. There are numerous approaches to cooperative learning and each proceeds in slightly different ways. However, in general, a cooperative learning lesson has six phases. The teacher begins the lesson by presenting the goals of the lesson, motivating students, and connecting the forthcoming lesson to previous learning. Procedures, timelines, roles and rewards are described. Required group processes or social skills may also be taught at the beginning of a cooperative learning lesson. In phase 2 the teacher facilitates the acquisition of the academic content that is the focus of the lesson. This may be done verbally, graphically, or with text. The teacher during phase 3 explains how the teams are formed and helps students make transitions into their groups. Phase 4 is teamwork. Students work together on cooperative tasks and the teacher assists students and groups, while reminding them of their interdependence. The final phases of a cooperative learning lesson consist of phase 5 (assessment) and phase 6 (recognition). The teacher tests student knowledge or groups present their work. Individual students and groups are assessed on cooperation as well as academic achievement. The effort of individuals and groups are recognized through displays, newsletters, presentations, or other public forums. The learning environment for cooperative learning differs markedly from the traditional individualistic classroom environment. Students assume active roles and take responsibility for their own learning. The social atmosphere is collaborative and respectful of differences. Students learn group processes and problem-solving skills and become increasingly independent in using them. Students construct their own learning through active engagement with materials, problems, and other students. The teacher forms the teams, structures the group work, provides materials, and determines the reward structure, but the students direct their own work and learning.

Instructional Materials : They allow teachers to make the learning experience more fun and practical and can also encourage students to take more of an active role in their education. The

176 NSOU ? CC-ED-06 objective of using instructional strategies beyond subject comprehension is to create students who are independent strategic learners. Instructional material takes the pupil to formulate or generate ideas in order that learning would be faster and easier. These certain characteristics; first on the online, it should be on the level of the learner. Second, it should be related and relevant to the subject matter. It should be clearly understood. Some characteristics of a good IM's that will help you in your teaching process; The size, it is the must that the material is big enough to be seen by the farthest students in the classroom.; The color, the students are more interested to those materials w/c are colorful and beautiful.; The durability, Instructional materials are not made for one session only they must last if possible until lifetime so that it can be reuse; The economy, consider also the salary of the teacher his expenses in making that instructional material. Its portability, your material must be easy to handle and carry so that it is more convenient for your part wherever you will teach. The instructional material should arouse the interest of the pupil. The materials used give opportunities for enrichment and remediation to ensure effectiveness in the creation of IM's, a teacher must be resourceful and creative. The importance of characteristics of IM's it helps the teacher to facilitate the teaching-learning process. These visual aids are important in motivating and arousing your student's interest. More important instructional software, if used effectively, instructional software is beneficial to students because it cultivates engagement, motivation, interest in learning and personalized learning.

Characteristics of Good Teaching Learning Resources / TLM / Teaching Aids A few characteristics of good teaching aids are as follows :

- 1) Teaching aids are large enough to be seen by the students for whom they are used.
- 2) Teaching aids are meaningful and they always stand to serve a useful purpose.
- 3) Teaching aids are up to the mark and up to date in every respect.
- 4) Teaching aids are simple, cheap and may be improvised.
- 5) Teaching aids are accurate and realistic.
- 6) Teaching aids are according to the mental level of the learners.
- 7) Their purpose may be informative but it is not just entertainment.
- 8) Teaching aids help in realization of stipulated learning objects.
- 9) Teaching aids are really very useful and can be used in many lessons and at different class levels.

177 NSOU ? CC-ED-06 10) Teaching aids are useful for supplementing the teaching process but they cannot replace the teacher.

Advantages of Instructional Resources / Teaching Aids

- 1) Supplement in verbal instructions.
- 2) Teaching aids makes learning permanent.
- 3) Teaching aids provide variety.
- 4) Teaching aids are helpful in attracting attention of the students.
- 5) Teaching aids saves time and energy.
- 6) Teaching aids encourages the healthy classroom interaction.
- 7) Teaching aids helps the teacher to create situations for teaching the beginners.
- 8) Teaching aids are helpful in creating positive environment for discipline.
- 9) Teaching aids are helpful in meeting individual differences.
- 10) Teaching aids helps in providing speech training to the pupils.
- 11) Teaching aids enable the children to retain language items for a longer time.
- 12) Teaching aids gives vividness to the learning situation.
- 13) Teaching aids makes the abstract ideas concrete and thus help in making learning more effective.
- 14) Teaching aids provide good substitutes for the real objects as they make learning equally meaningful.
- 15) Teaching aids help in the development of various skills such as, how to draw a diagram of the topic among the students.

How to Use Instructional Resources / Teaching Learning Materials / Teaching Aids

- 1) Teaching aids should be simple and brief.
- 2) Teaching aids should be related to the objectives of teaching.
- 3) Teaching aids should be big door to be seen by all the students.
- 4) Teacher must use proper teaching aids according to the interest of the student.
- 5) Teaching aids should be prepared and planned in advance.
- 6) Teaching aids should be properly selected according to the physical and mental level of the student.
- 7) Teaching aids should be colorful and should have direct impact on the lesson.

178 NSOU ? CC-ED-06 8) Teaching aids should be meaningful and interesting. Where to Use Instructional Resources / Teaching Learning Materials/ Teaching Aids ? 1) When the subject is far away in time. 2) Where the subject is too far, distance to be actually seen. 3) Where the subject is too small to be seen by the whole class. 4) Where the subject is too big to be brought in the class. 5) Where the growth of the process is slow. Criteria for evaluating instructional materials : Criteria for evaluating instructional materials is very important to make teaching effective and meaningful, here are some criteria: Content Aligns with curriculum and standards, and is current, valid and reliable, with real world examples. Design to meet the interest of the individual learners from various skills levels. Enhances conceptual understanding and engages higher order thinking skills. Free from bias. Equity and Accessibility Materials are durable, easily stored, transported and are universally accessible. Materials are easily updated and are adaptable and customizable to match the resources of the school. Appropriateness : Materials are appropriate for the subject matter, and also appropriate for the learner's capacity or levels of learning. Presentation : Comprehensiveness of student and teacher resources; alignment of instructional components; organization of instructional materials; readability of instructional materials; pacing of content; ease of use and durability of materials. Learning : Motivational strategies; teaching a few "Big Ideas;" explicit instruction; guidance and support; active participation of students; targeted instructional strategies; targeted assessment strategies. Cost : The materials used for teaching should not be expensive, as long as it is eye captivating and catches the attention of the students then it is an effective instructional materials. 5.6 Summary Pedagogy encompasses how teachers think and how teachers act, that is teacher thinking and teacher doing, the one impacting on the other, and with the third dimension of the visible, observable and measurable impact of the teachers' pedagogy on the learners. Pedagogy naturally embeds all of the key values and philosophy in a

179 NSOU ? CC-ED-06 developmentally and culturally appropriate way. The following figure illustrates the Developmental Pedagogical Continuum. A concept is the sum total of what we know about the object. It refers to a generalized idea about the objects, persons, events. Concept can be formed by direct experience or by indirect experience. Concept formation involves perception and abstraction. Students are challenged and supported to develop deep levels of thinking and application. Students are challenged to explore, question and engage with significant ideas and practices, so that they move beyond superficial understandings to develop higher order, flexible thinking that is conceptual learning. Teaching sequences promote sustained learning that builds over time and emphasizes connections between ideas. Teachers have a very crucial role in promoting engagement that leads to concept formation. In concept learning, Problem-based learning (PBL) is a very useful method that takes a student-centered approach, usually conducted within small groups. The teacher acts as a facilitator in problem-based learning. Problem-based learning and inquiry-based learning are not mutually exclusive; rather, problem-based learning involves inquiry strategies. Some objectives of PBL are: (1) helping students develop cognitive flexibility; (2) practicing problem-solving skills as generic skills; (3) self-directed learning which requires high metacognitive ability; (4) practicing collaborative skills and communication skills; (5) increasing intrinsic motivation. Critical thinking is a complex mental process involving paying attention to details, selecting relevant information, analyzing carefully and skeptically, making judgments, and metacognitive thinking such as reflection and higher-order planning. Critical thinking and creative thinking both as a generic thinking skill, is emphasized in a variety of content areas of curriculum planning documents across cultures. There are different pedagogical models in use for inculcation of such skills. Classroom communication is a vital ingredient in the instructional and learning process in the school environment. The quality and quantity of teacher-student interaction is a critical dimension of effective classroom teaching. The term 'interaction' implies an action - reaction or a mutual or reciprocal influence which may be between individuals. Interaction Analysis (IA) is an analytical observation scheme that gives an insight into what a teacher does while teaching. It is a systematic observation that represents a useful means of identifying, studying, classifying and measuring specific variables as the teacher and his/her students interact within instructional learning situations. Flanders' interaction analysis system is an observational tool used to classify the verbal behaviour of teachers and pupils as they interact in the classroom. Flanders' instrument was designed for observing only the verbal communication in the classroom and non-verbal gestures are not taken into account.

180 NSOU ? CC-ED-06 Since the inception of formal, classroom-based instruction, a fundamental aspect of teaching has been the way teachers arrange the classroom environment so students can interact and learn. The instructional strategies teachers use help shape learning environments and represent professional conceptions of learning and of the learner. "The purposeful direction of the learning process" and is one of the major teacher class activities is instruction. Instructions may be of different kinds. Direct instruction is a method for imparting basic knowledge or developing skills in a goal-directed, teacher-controlled environment while indirect instruction for teaching concepts is based on inquiry, and problem solving that is learner-centered in nature. Teachers need to develop mastery of using instruments on the basis of the nature of learners and subject. Preparing best instructional materials and their purposive use is also the responsibility of the teachers. 5.7 Self-Assessment Questions 1. What is meant by the Developmental Pedagogical Continuum? Illustrate through a model 2. What is problem-based learning? Explain the principles of problem-based learning. 3. Developmentally appropriate pedagogy and instruction after Vygotsky. 4. Explain how Critical Thinking and Knowledge construction are related. 5. Explain how to develop the development of social cognitive skills and affective skills. 6. Mention the basic theoretical assumptions of Flanders Interaction Analysis 7. What are the advisable Precautions in the Use of Flanders Interaction Analysis? What is the limitation of such a classroom observation method? 8. Explain the relation of teaching and Instruction 9. What is meant by instruction? Differentiate between direct and indirect instruction with exemplification. 10. What is meant by Instructional Materials? Mention the characteristics of good instructional materials and explain how to use instructional material. 5.8 References Amatori, V. O. (2015). The instructional process: a review of Flanders' interaction analysis in a classroom setting. *Int J Second Educ*, 3(3), 43-49.

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183 Unit-6 : Teacher and Teaching Structure 6.1 Objectives 6.2 Introduction 6.3 Levels of Teaching : Memory Understanding and Reflective 6.3.1 Memory Level of Teaching 6.3.2 Understanding Level of Teaching 6.3.3 Reflective Level of Teaching 6.4 Teaching Methods : Lecture, Demonstration, Problem Solving and Programme Instruction 6.4.1 Lecture Method of Teaching 6.4.2 Demonstration Method of Teaching 6.4.3 Problem Solving Method of Teaching 6.4.4 Teaching Method : Programme Instruction 6.5 Function of a Teacher as Planner, Facilitator, Counselor and Action Researcher 6.5.1 Function of Teacher as Planner 6.5.2 Role of teacher as Facilitator 6.5.3 Function of Teacher as Counselor 6.5.4 Function of Teacher as Researcher 6.6 Summary 6.7 Self-Assessment Questions 6.8 References 6.1 Objectives In this Unit, we have tried to introduce you to the more fundamental issues relating to the process of teaching. More clearly speaking the memory, understanding and reflective levels of teaching. Apart from such dimensions of teaching, the basic methods of teaching learning transactions like Lecture, Demonstration, Problem Solving and Programme Instruction are also explained with examples. And finally, the more broader role of teacher as facilitator, counselor and researcher are also discussed. After the end of this unit, you should be able to : • Understand and apply Memory Understanding and Reflective phase of Teaching

184 NSOU ? CC-ED-06 • Explain and demonstrate different teaching methods with example • Differentiate between the different methods of teaching • Explain why reflective Phase is crucial in quality development of teaching • Explain Function of a Teacher as Planner, Facilitator, Counselor • Explain how Teacher Research matters in innovation and problem-solving in teaching learning challenges. 6.2 Introduction Pedagogy, curriculum and culture provides an overview of the key issues and dominant theories of teaching and learning as they impact upon the practice of classroom teachers; punctuated by questions, points for consideration and ideas for further reading and research. Every teacher operates according to a theory or theories of learning and within the context of a philosophy of what education should be fundamentally about. The only difference is that sometimes these theories are very consciously held and operated upon by the teacher, perhaps carefully referenced to published theory in the field, while others are held and operated upon rather less consciously, with perhaps little or no reference to published theory. Despite content process debate or behaviorist or cognitivist or constructivist, as teaching is performing hence it has specific sequence which essentially follow memory level, understanding level and finally reflective level. It is really not possible to single out any pedagogical approach but teaching is a combination of lecture demonstration, authentic engagement for problem solving and the learner may be exposed to programme instruction based on certain pedagogical principles. Role of teacher cannot be confined only with the formal task of learning teaching. Rather, teachers need to play the role of planner, facilitator, counselor and action researcher that could contribute in qualitative upscaling of teaching and all- around development of learners. This unit has dealt with these issues. 6.3 Levels of Teaching: Memory, Understanding and Reflective Levels of Teaching We all know that teaching is a purposeful activity. Through teaching the teacher brings a desirable change in the learner. Both

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the concepts teaching and learning are interrelated to each other. Development of the all-round personality of the learner is the final goal of teaching and learning. During teaching an interaction takes place between an experienced person (

teacher) and an inexperienced person (student). Here the main aim is to bring change in the behavior of the student. 185 NSOU ? CC-ED-06 Teachers teach students at three levels. They have to keep

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in mind the developmental stage of the learners so that desired educational objectives can be achieved. These three levels are 1. Memory level : Thoughtless teaching 2. Understanding level : Thoughtful teaching 3. Reflective level : Upper thoughtful

level Here you will get the idea of all these three levels of teachings along with their advantages and disadvantages. 6.3.1. Memory Level of Teaching It is the first and thoughtless level of teaching. It is concerned with memory or mental ability that exists

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in all living beings. Teaching at memory level is considered to be the lowest level of teaching. At this level, • The thinking ability does not play any role. • Students only cram the facts, information, formulas and laws that are taught to them. •

The teaching is nothing but learning the subject matter by rote.(Bigge, Morris L(1967) • The role of the teacher is prominent and that of the student is secondary. • The study material is organized and pre-planned.

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The teacher presents the study material in a sequential order. Memory level teaching lacks insight. Psychologically, it is cognitive level

teaching Herbart's Model of Memory Level Teaching Herbart was the exponent of memory - level teaching. Herbart described the following steps for presenting the model of memory level of teaching. 1. Focus 2. Syntax 3. Social System. 4. Support System. Focus– Emphasis on cramming of facts & development of the following capacities. 1. Training of mental aspects. 2. Providing knowledge of facts. 3. Retaining the learnt facts. 4. Recalling & Re-presenting the learnt facts.

186 NSOU ? CC-ED-06 Syntax Herbert's five steps- 1. A) Preparation– The pupils are prepared to acquire new knowledge by testing their previous knowledge B) Statement of aim– Topic clear to the pupils & teacher writes the topic on the black - board. 2. Presentation– Stimulating the students' mental activity, the pupils are provided with opportunities for self - learning. 3. Comparison of association– Herbert named this step as association. Teacher establish a relationship between two subjects, facts & events of the same subject. By comparison, the new knowledge may be clarified & made permanents in the minds of the pupil. 4. Generalization– Herbert named this step as a system. After explaining the basic lesson, the pupils are given the opportunities to think in this lesson. Pupils formulate some principles & laws which can be used in the future life situations 5. Application– Last steps of teaching. Observed, whether there new learnt knowledge can be used in new situations or not. Verified through questioning or new opportunities to make use of learnt knowledge. Makes the knowledge permanent & laws can be verified. Social system– The process of teaching is social & professional. Pupils & teachers are members of this social system. Teacher occupies the primary place & pupils have a secondary place. Function of the Teacher– 1. Presenting the contents. 2. Controlling the pupils' activities. 3. Providing motivation. Support System– • Cramming is stressful. • Both oral & written examinations are used. • Essay type examinations are more useful. • Recall & recognition are used successfully. • Through the objective type examination. 6.3.2. Understanding Level of Teaching

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Understanding something is to perceive the meaning, grasp the idea and comprehend the meaning. In the field of Education and Psychology, the meaning of 'understanding' can be classified as • seeing the total use of facts • seeing relationship • a generalized insight 187 NSOU ? CC-ED-06 The teaching at the understanding level is of a higher quality than the one at the memory level. It is more useful and thoughtful

from the point of view of mental capabilities. At

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this level of teaching, the teacher explains the student about the relationship between principles and facts and teaches them how these principles can be

applied. Memory level teaching barrier is essential to be crossed for this level of teaching. As compared to memory level teaching, the understanding level teaching has greater merit. This enables students to have complete command over subject material. In the understanding level, the role of the teacher is more active.

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The students at this level are secondary. At this level, no cramming is encouraged. The new knowledge acquired at this level is related to the earlier knowledge gained.

A generalization is made on the basis of facts and the facts are used in the new situations. Morrison's model of Understanding Level of Teaching The model of understanding - level teaching was indoctrinated by Morrison, it is named as "Morrison's teaching Model" Focus– The pupil should achieve the mastery of the concept. Teacher stresses upon the mastery of the content so that a desirable change may occur in the personality of the pupils. Syntax– Syntax divided into five steps. 1. Exploration– • Previous knowledge testing by questioning. • Analyzing the contents, the elements are arranged in a logical sequence from a psychological point of view. • Determining how the units of contents or new. • Knowledge should be presented. 2. Presentation-Teacher remains more active. He forms the following activities for the presentation of the contents. • Presents the content in small units to maintain the sequence of these units & a relationship with the pupils' establishments. • Teacher diagnoses whether the contents have been understood by the pupils or not. • Teacher recapitulates the contents till most of the pupils acquire the understanding. 3. Assimilation– Teacher provides pupils opportunities for assimilation. Assimilation has the following characteristics. a) Pupils are provided with occasions for generation through assimilation. b) Assimilation - opportunities are provided in order to stress upon the depth of the content.

188 NSOU ? CC-ED-06 c) At the time of assimilation, every pupil studies in accordance with his requirement. d) In assimilation, the pupils work themselves in laboratories & libraries. e) Supervised study occurs. f) Both pupils & teachers remain active. g) The pupils perform individual activities & teachers guide them according to the need during supervision. h) During the assimilation period, the teacher tests whether the pupils have achieved mastery over the content or not. 4. Organization– Pupils are provided with the occasions for representation, all the pupils write contents in their own language. The teacher comes to the conclusion whether the pupils can write the contents without anybody's help or not. The representation in subjects like mathematics, grammar & arithmetic etc., has no importance. 5. Recitation– Last step of understanding level teaching. The pupils present the contents orally before the teacher & his mates. Social system– • Teacher controls the behavior of the pupils by providing motivation. • Teacher imparts instruction to the pupils and they work themselves with full involvement. • Both extensive & intrinsic motivation is used. Support System– Support system does not remain static, but it goes on changing. In assimilation, the pupils have to pass the examination. Assimilation test pass - essentially for their entry into organization & recitation. End of the organization period, a written test takes place. Recitation is followed by an oral test. Both oral & written tests (Essay type & objective type) occur during the various steps of understanding level of teaching. 6.3.3. Reflective Level of Teaching This level is also known as introspective level. Reflecting on something means giving careful thought to something over a period of time. It also means thinking deeply about something. Reflective level of teaching is considered to be the highest level at which teaching is carried out. •

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It is highly thoughtful and useful. • A student can attain this level only after going through memory level and understanding level.
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Teaching at the reflective level enables the students to solve the real problems of life. • At this level, the student is made to face a real problematic situation. The student by understanding the situation and using his critical abilities succeeds in solving the problem. • At this level emphasis is laid on identifying the problem, defining it and finding a solution to it. The student's original thinking and creative-abilities develop at this level. • The role of the teacher in this level of teaching is democratic. He does not force knowledge on the students but develops in their talents and capabilities. • The role of the students is quite active. • Reflective level of teaching is that which is problem-centered and the student is busy in original imagination.

Hunt's Model of reflective Teaching– For developing a reflective level of teaching the credit goes to hunt. This teaching model is named as Hunt's model of teaching. Focus– 1. To develop problems - solving competency among the pupils. 2. To develop critical & constructive thinking among pupils. 3. To develop independent & original thinking power among the pupils. Syntax– The individual & social nature, syntax of reflective level teaching is designed in the following four steps. i) The teacher creates a problematic situation before the pupils. ii) Pupils formulate hypotheses for testing. iii) Pupils collect data to verify the hypothesis. iv) Hypotheses are tested. Results are derived on the basis of these tests which are original ideas of the pupils. Social System– The class - room environment is open & independent. Pupil occupies primary & the teacher secondary place. Objectives are as- a. To present some problem before the pupils. b. To use discussion & seminar during teaching.

190 NSOU ? CC-ED-06 c. To raise the level of aspiration of the pupils. – • All pupils become active & sensitive for solving the problem. • Both self - motivation & social motivation have importance. Support System– Objective type tests are not used, essay type tests used for evaluation. Things are evaluated– i) The attitudes & beliefs of the pupils should be evaluated. ii) Involvement in the learning activities should be evaluated. iii) Evaluated the development of the critical & creative competencies of the pupils. 6.4 Teaching Methods: Lecture, Demonstration, Problem Solving and Programme Instruction 6.4.1. Lecture Method of Teaching One of the most common alternatives used by those at the college level is communicating directly to the students where the talking by the teacher is the most predominant activity, and it is called 'lecture'. 'Lecture' can be talking to the students or talking with the students. When it is talking to the students, it takes the form of one-way communication in which the teacher plays an active role and remains the main focus. It may take the form of two-way communication when the teacher talks with the students. In this way, the lecture becomes a question-answer or discussion activity instead of merely giving information. Lecture, as a method of instruction, can be traced back to the time of the Vedas and the Upanishads in our country, or to the Socratic dialogue in the Greek context. In Vedic period, a lecture was given through a question-answer method [with the Shishya (student) sitting by the side of the Guru (teacher)]. In the medieval period, however, the preacher (as in a church or a temple) used lecture as a one-way communication, since, in most of these situations, the group of listeners was large. But with the advent of the printing technology, and of late, of the information and communication technology, the role played by a lecture is being redefined. Unlike the past, when it was equated with mere oratory, it is now seen in a different context. Lecture, once considered to be the sole source of information, is now being treated as only one of the different sources of information available to the learners. Apart from its major function of information-giving, it plays certain unique roles which cannot be performed by other inanimate sources. Firstly, the teacher may use it to motivate the students. It is through listening to lectures, that students are attracted to different areas of study. Secondly, the teacher may use it to integrate various sources of

191 NSOU ? CC-ED-06 information, and use it as a thread which brings different sources of information into one garland. Unlike the common belief, the lecture, as a method of instruction, can be used in a structured way. Thus, the lecture follows some specific steps through which it is carried out. Let us discuss these in the following sub-section : Steps in a lecture

Lecture, as a method of instruction, mainly follows two steps, i.e., Planning and Delivery. The delivery of a lecture is again divided into three phases. These are the introduction, the development and the consolidation phases.

Planning of a lecture We should dispense with the idea that a lecture does not require planning. An unplanned lecture hardly achieves the objectives of classroom instruction. When we talk of the planning of a lecture, it entails a number of things. The teacher must prepare a lesson plan for the lecture to be delivered. This contains the instructional objectives to be achieved, the amount and nature of content to be covered, the kinds of audio-visual aids that are to be used, class size and nature of students for whom lecture is to be prepared, kinds of questions to be asked, the kinds of other interactional modes to be used, the feedback mechanism to be used, etc. In disciplines which require laboratory work, the teacher must ensure the required logistics inside the classroom such as blackboard, charts, OHP, laboratory equipment to be used, and the seat arrangement of the class. Thus, planning a lecture boosts the confidence of the teacher in handling the class. He/she knows in advance, what to do, when and what not to do. Sometimes, the teacher can plan for humorous interludes, jokes, etc. to make the lecture more interesting. You will know more about this in Block 2, Unit 7.

Delivery of a lecture As it has already been mentioned, delivery of a lecture is done generally in three phases. Let us now discuss these.

Introduction of a lecture Sometimes, the introductory phase is also called the warm-up phase. The main task of the teacher here is to establish rapport with the students, create interest and motivation amongst them and gradually lead the learners to the next phase. At this stage the teacher relates the new topic to the one already taught and to the previous experiences. The main function here is to arouse interest and motivate the students. The teacher 192 NSOU ? CC-ED-06 also uses the blackboard or any other visual medium to highlight the theme. Some of the examples of planning an introduction of a lecture are given hereunder.

A. Plan an introduction to catch the listener's interest Suggestion: Raise a question to be answered by the end of the lecture. Example: "By the end of the lecture, you should be able to answer the question." Are essay test questions better than objective test questions?" Suggestion: Explain the relationship of lecture content to laboratory exercises, homework problems, professional career interests, etc. Example: "Today, I'll lecture on cost-of-living indices, a topic in macroeconomics which will help you understand the recent discussions related to inflation." Suggestion: Relate lecture content to previous class material. Example: "For the past few weeks, Skinner, Osgood, and others who take a behavioristic view of language acquisition have occupied our attention. Today, I'll introduce another different perspective on language acquisition and learning. We'll spend the rest of this week and the next on understanding this view and comparing it with the behavioristic position." Alternative; Ask a student to summarize previous course content.

B. Provide a brief general overview of the lecture's content. Example: "In Victorian England the conflict between religion and science was well reflected in the literature of the time. Today, we'll look at two poems. 'In Memoriam' and 'Dover Beach', which illustrate this conflict." C. Tell students how you expect them to use the lecture material. Example: "Today I'll offer a specific model of evaluation and illustrate its applicability in several kinds of settings. When you meet in your discussion groupS this week, you'll be asked to apply the model." D. Define or explain unfamiliar terminology. Example: "In Physics, the term 'work' has a precise technical meaning. The work done by a force, F when the object on which it acts moves a distance q (drawing on the board) is defined by $\text{Work} = \text{Force} \times \text{Displacement}$ or $W = F \cdot q$. It is assumed that F does not change much during the motion through the distance q .

Development phase This is the most important phase of a lecture, because the transaction of ideas and information between the teacher and the learner takes place here. The teacher explains the concepts and principles, provides facts, data, figures, etc., to the learners. In order to explain the content matter, the teacher cites various examples, uses various communication aids, uses analogies and illustrations, etc. The teacher, when-required, adopts different non-verbal communication techniques such as gestures, postures, etc.,

193 NSOU ? CC-ED-06 to facilitate the teaching activity. During this phase, the teacher should be cautious of his lecture otherwise it becomes ineffective. The following questions relating to Lecture-Delivery should be considered throughout the Development phase.

Vocal delivery, do you :

1. Cue important ideas by varying speech rate, volume and pitch?
2. Speak to students and not to the blackboard, walls, notes or floor?
3. Enunciate clearly?
4. Let your sense of humor show?
5. Avoid repetition of pet words or phrases (e.g., okay, you know, uh)?

Physical delivery :

1. Establish and maintain eye contact with your students.
2. Use gestures and physical movements which complement your verbal statements (e.g., looking at students while asking for student questions)?
3. Practice in advance with audio-visuals?
4. Avoid using distracting gestures or. Physical movements (e.g., grooming, pacing)?

Consolidation phase This is the concluding phase of a lecture. Here the teacher recollects whatever he has covered during the course of lecture. He then summarizes the main teaching points of the lecture either verbally, or by writing- them on the blackboard or by using PPT: The teacher also asks a few questions on the content matter covered, in order to evaluate the students' understanding of the lecture. Through these questions, the teacher gets to know the learning difficulties of students and accordingly modifies his teaching. The teacher also gives some take-home assignments to the students which they are expected to complete and bring back for the teacher's remarks. The teacher also informs the students as to what the next lecture will deal with.

Lecture in combination with other methods and media In the examples given in the previous section, you might have noticed that during the presentation, different methods and media hardware are used. For example, the English teacher uses group tasks as a method. He also uses individual tasks as a method. The Chemistry lecturer uses an overhead projector to present the graphs prepared by the students. This is an example of the use of hardware. Similarly, a variety of methods and media can be used in combination with the lecture method. To understand this better, you might consider your position as systemic from a wider angle, that is to say, the viewpoint merely from a session or period is-insufficient to

194 NSOU ? CC-ED-06 appreciate this fully. Let us look at content treatment from a larger angle, i.e., the treatment on one unit from the prescribed syllabus for which the time allotted is about ten sessions. During the first session you introduce the topic to the students through a lecture, at the end of which, a home assignment is given for the students to collect information regarding the topic from identified sources. In the next session, a group task is given to the students to process the information collected, which is followed by a discussion. During the third session, along with one of your colleagues, you teach the students through 'Team Teaching'. Here, you present two distinct viewpoints on the topic under study. During the course of the fourth and the fifth sessions, you engage them in the laboratory/field work, verifying the alternative viewpoints put forward. In the sixth session, you divide the students into small groups and ask them to discuss their points of view based on their recent experiences and arrive at their conclusions. The teacher acts here as a moderator. During the seventh session, you present a problem for the students to solve, based on their experiences. A sample of solutions are analyzed to 'Study the merits and demerits of the suggested solutions. The eighth session is used for independent study in the library and the ninth to give a test on the unit. This is immediately followed by a discussion on the expected responses of the test (the feedback). Disadvantages However, the lecture also~ ● places students in a passive rather than an active role. Passivity can hinder learning and students' attention may be lost. ● encourages one-way communication; therefore, the lecturer must make a conscious effort to become aware of student problems and student understanding of content. ● requires a considerable amount of unguided student time outside the classroom to achieve understanding and long-term retention of content. In contrast, interactive methods (discussion, problem-solving sessions) allow the instructor to influence students when they are actively working with the material. ● requires the instructor to have or to learn effective writing, speaking and modelling skills. ● places the responsibility of organizing and synthesizing content upon the lecturer.

195 NSOU ? CC-ED-06 6.4.2. Demonstration Method of Teaching : Another teacher-controlled instructional technique widely used in higher education institutions is Demonstration. As college teachers, you may well be acquainted with the word 'Demonstration'. In colleges, especially, Science teachers use demonstration very often, though teachers of other disciplines take recourse to demonstration when something related to teaching of skills comes. A Science teacher demonstrates Newtonian laws, a Music teacher demonstrates a. classical Hindustani music, an Art teacher demonstrates how to sketch and so on. What then is the demonstration? Webster Dictionary defines it as "a public showing emphasizing the salient merits, utility, efficiency, etc., of an article or product". While used in teaching, demonstration means showing how something is to be done or not to be done. It involves the art of depicting the skills associated with an action. Sometimes, ideas, attitudes, processes and other intangibles. are also demonstrated consciously. Let us now discuss in detail the various aspects of demonstration. Major characteristics of demonstration i) Both concrete and abstract matter can be effectively demonstrated. Generally, we demonstrate concrete matter or processes connected with them. But abstract matters like discussing the theme of a play or novel, the organization of state or federal governments, can also be demonstrated. ii) Demonstration is-though to be the best method for displaying skills in operation. Driving an automobile, playing the sitar/guitar, dissection of a frog, etc., can easily be demonstrated. iii) Apart from the demonstrator and the audience, demonstration is facilitated by audio-visual materials like the chalkboard, a filmstrip, a film, a recording, a diagram, a chart, etc. Now-a-days, even critical surgery like heart surgery is demonstrated on television. Principles of demonstration in teaching The principles of demonstration are the following : i) Establishing rapport : The demonstrator should always maintain a friendly relationship with students. He should be simple and a warm human being as far as possible. He should stimulate interest and arouse curiosity amongst the students. ii) Avoiding the 'COIK Fallacy : The demonstrator must be able to put himself in the role of the observer. Hence, he requires thoughtfulness and. vigilant effort. If he does not make this effort, the demonstrator is likely to commit the CalK Fallacy which stands for "Clear Only If Known'. In this case, the demonstrator knows his subject well whereas the students who are observers may be ignorant of that.

196 NSOU ? CC-ED-06 iii) Watching for key points : The demonstrator must ensure that the key points in the demonstration are being communicated to the students. Hence, he should lay special emphasis on them, repeat them and highlight them. Ina demonstration, there are mainly three important steps/considerations. These are preparation, performance and evaluation. Let us discuss these steps. Preparing a classroom demonstration. While making preparation for a classroom demonstration, the demonstrator has to take note of the following points: , i) To plan a demonstration that will create interest among the students: The demonstrator should prepare himself in such a way that his performance will create interest among the students as well as make them active and responsive. ii) 'Plan every step (including materials) carefully: The demonstrator should ensure that the requirements of every step in the task of demonstration are ready and kept in order. He has to make every piece of equipment ready beforehand. It is undesirable to interrupt and go for some equipment once the demonstration is already on. iii) Rehearse your demonstration: After the procedure has been organised, the demonstrator should rehearse the demonstration in order to test it for clarity, interest, duration and other elements, with a good critic. iv) Outline the steps-on the chalkboard: In order to make the demonstration understandable, the demonstrator should outline the steps on the chalkboard before the class begins. The teacher may remove the steps one by one when a particular step is completed. v) Make sure that everyone can see and hear: The teacher should take note of the fact that everyone present during the demonstration can see and hear the teacher. Hence, he should ensure that proper light and seat arrangement exist in the classroom. He must be audible to all the students present. vi) Prepare written materials: It is known that learning through hearing and seeing is reinforced by written materials. The demonstrator, therefore, should prepare hand- outs which may be provided to the students at the end of the demonstration. He has to keep in mind that written materials should not be handed out at the beginning or in the middle of the demonstration because these may disturb the students. Performing the classroom demonstration When the preparation for the demonstration is over, the demonstrator starts the demonstration. The key points here are: i) Setting the tone for good communication : The demonstrator should arouse curiosity, and generate interest among the students and hold their attention as he goes through the stages of demonstration. He/ She should not show his wit or profundity

197 NSOU ? CC-ED-06 because these may confuse the students. He/ She may allow the students to ask questions at this stage, about the purpose of the demonstration. ii) Keeping the demonstration simple : The demonstrator should try to keep the demonstration simple. He should take care of the less capable students and stress much on the main points of the demonstration. He should not try to overload the students with many ideas which he knows. iii) Not digressing from the main idea sometimes it may so happen that the teacher may digress from the main point and launch into a detailed discussion on something else, which is not the main focus of the demonstration and which can hence be postponed till a later stage. If you do not follow this principle, you will probably frustrate many of your students and in the process, waste a lot of time. Hence the demonstrator should not go out of track during the demonstration. iv) Checking continually that your demonstration is being understood : The demonstrator should always watch his audience and detect signs of bewilderment, boredom or disagreement. He should not have the impression that everything is clear just because no student looks puzzled or asks a question. Hence, he should put questions to the students in order to make sure that his ideas are getting across the students. v) Not hurrying your demonstration : Sometimes, the demonstrator proceeds somewhat fast while demonstrating. He should keep in mind that his students are seeing the demonstration for the first time. He may stop the demonstration for a while and ask questions to the students. vi) Not dragging out the demonstration : Everything in demonstration class should be kept in its proper place. Sometimes, the demonstrator forgets this and walks around the table to grasp something that should have been placed within his reach. This shows his unskillful presentation which mars the students' interest. Facilitating observation by students It may be remembered that the demonstration is for the students to observe keenly. Hence, the object or process being demonstrated should be clearly visible to the students. And, the significant parts/aspects in the demonstration should be observed and described by the students, rather than merely the teacher should encourage the students to pay more attention to the demonstration and observe things on their own. vii) Summarizing as the demonstration goes on : A good demonstrator keeps on summarizing as the demonstration progresses. He uses chalkboard, charts, diagrams or some other devices for the summarizing purpose in a lengthy demonstration. viii) Distributing handouts in the end: At the end of the demonstration, the demonstrator distributes handouts, which serve as the summary of the demonstration.

198 NSOU ? CC-ED-06 These materials must include a step-by- step outline of what the students have just witnessed, followed by the general conclusions and the key points. It may include questions for immediate discussion or for use at the next class meeting. Input Alternatives-Teacher Controlled Advantages of demonstration 1. Difficult concepts become clear to most of the students. 2. It provides an interesting forum for the teacher and students to interact. 3. Students can see as to how things happen, they manipulate objects, record their observations, cross-check with each other and evaluate themselves. 4. Students can develop the skills required to perform the given task. 5. Social development, sympathy and empathy can be developed among the students. Disadvantages of demonstration : 1. It is not effective in a big size class. 2. It takes a lot of time for the teacher to plan for it. 3. It requires teachers' competency and skills to handle the equipment and do it step by step. 4. Some of the demonstrations require a proper natural environment etc. that it is impossible for the teachers to have the demonstration. 5. Same thing does not happen twice. Teaching Method: Problem Solving 6.4.3. Problem Solving Method of Teaching : In problem-based teaching methods students are presented with authentic, meaningful problems as a basis for inquiry and investigation. Sometimes called project-based instruction, inquiry learning, or authentic investigation, this strategy is designed to promote problem solving and higher-level thinking skills. All problem-based instruction strategies include more or less the following features: a driving question or problem, interdisciplinary focus, authentic investigation, production of artifacts or exhibits, and collaboration. This strategy is designed to involve students in the kinds of real-world thinking activities they will encounter outside of school from childhood through adulthood. Sample problems include the following : • Why did the settlers at Jamestown die? • How can we recycle in the school cafeteria? • What causes clouds to form different shapes?

199 NSOU ? CC-ED-06 • How much peanut butter does our school need for a year and how much would it cost? • Why did some civilizations thrive while others died out? • What will happen if the world population doubles in five years? Like cooperative learning, problem-based instruction has its roots in the progressivism of John Dewey and the constructivism of Jean Piaget, Lev Vygotsky, and Jerome Bruner. Dewey argued that learning should be relevant and engaging through the involvement of students in group projects of their own interest. Piaget theorized that learning occurs through active investigations of the environment in which students construct personally meaningful knowledge. Vygotsky stressed the importance of social, language-based learning. Bruner emphasized the importance of learners working with their own ideas and finding meaning through active involvement and personal discovery. The primary goal of problem-based instruction is learning content through inquiry that can be applied in authentic situations. Students learn to think and behave like adult workers, scholars, and problem solvers and to regulate their own learning. They learn collaboration skills and research and inquiry strategies, and gain an understanding of knowledge as complex, multifaceted, and uncertain. Problem-based instruction involves five phases similar to those in cooperative learning. A lesson may extend over several days or even weeks. Phase 1 is orientation to the problem. The teacher presents the problem or driving question, provides the parameters for student inquiry, and motivates students to engage in problem-solving activities. In phase 2 the teacher assists students in forming study groups and assists the groups in defining, planning, and organizing tasks and timelines, and by clarifying roles and responsibilities. During the students' investigation, phase 3, the teacher encourages, questions, and assists students in data/information gathering, hypothesis formulation and testing, and the generation of explanations and solutions. Guiding and coaching is emphasized, not directing and telling. Problem-based lessons are brought to conclusion through student presentation of products and exhibits, phase 4, and through reflection, phase 5. The teacher assists students in planning, preparing, and presenting products that share their work with others. These might include reports, videos, multimedia presentations, murals, plays, reenactments, models, diaries, or computer programs. After presentations, the teacher helps students reconstruct and analyze their thinking processes and integrate their learning. Problem-based instruction is the most student centered of the strategies presented. Students work actively and independently on problems that interest them. This requires an environment that is open and safe for asking questions, forming hypotheses, and

200 NSOU ? CC-ED-06 sharing ideas. The teacher's role is to pose problems, ask questions, facilitate investigation and dialogue, and provide support for learning. 6.4.4. Teaching Method: Programme Instruction In 1954 James Howard and B F Skinner developed the Auto instruction Method which fashioned the base for Programmed Learning. For the first time in 1963 NCERT started the preparation of Material for programmed Instruction / Learning and sincere attempts were made for the use of programmed instructions in the class room and in providing programmed study material to the students of distance education. He stated that "education is perhaps the most important branch of scientific technology" and "in the present state of our knowledge of educational practices, scheduling [of behaviors and consequences] appears to be most effectively arranged through the design of the material to be learned". Skinner was at the forefront in articulating the need to accomplish this scheduling of behaviors and consequences and a program for effective and efficient learning through operant conditioning. Operant conditioning is a form of conditioning that reinforces desired behavior and it is this behaviorist theory that forms the basis for programmed instruction. "important features of personal instruction" (Skinner, 1986) Leith (1966) : Programmed is a sequence of small steps of instructional material (called frames), most of which require a response to be made by completing a blank space in a sentence. To ensure that expected responses are given, a system of queuing is applied and each response is verified by the provision of immediate knowledge of the result. Such a sequence is intended to be worked at the learners own pace as individualized self-instruction. Jacobs, et al (1974) : Self-instructional programmes are educational materials from which the students learn. These programmes can be used with many types of students and subject matter, either by themselves, hence the name "self-instruction" or in combination with other instructional techniques. Principles of Programmed Instruction 1. Principle of Small Steps : It is a well-known fact that a learner learns better if the content matter is presented to him in suitable small steps. Therefore, in programmed instruction the subject matter is divided into sequenced and meaningful very small steps called frames, which are presented to the learner one at a time for responding. 2. Principle of Active Responding : In Programmed Instruction a learner is provided information in frames and he is supposed to be very active in responding to the 201 NSOU ? CC-ED-06 individual frames as the learner is provided only one frame at a time and is allowed to proceed further only on completing the previous frame, thereby keeping him active and meaningfully busy throughout the programme. 3. Principal of Immediate Reinforcement : The learner understands better when he is motivated to learn by receiving the information of the result just immediately after responding, which is also in accordance with the psychological phenomenon of reinforcement in learning. In programmed instruction it is important to provide immediate results of individual frames so that the learner will get appropriate reinforcement in time. 4. Principle of Self-pacing : The concept of programmed Instruction has actually emerged on the concept of providing learners an opportunity to learn at their own pace. The programme should be prepared keeping in view the principle of self-pacing, so that the learner can respond and move from one frame to another according to his own speed of learning. 5. Principal of Student-testing : In programmed learning as the learner gets the results of his learning while the process of learning provides him continuous evaluation of his own learning. In this process the learner has to leave the record of his own response because he is required to write a response for each frame on a response sheet. This detailed record helps in revising the programme and acts as a source for studying and improving the complex phenomenon of human learning. Types of Programmed Instruction 1. Linear or Extrinsic Programming 2. Branching or intrinsic Programming 3. Mathematics programming 4. Ruling System of programming This type of programming is referred to as 'linear' as the sequence of frames and path of learning in this programmed learning is systematic and linear. Here all the learners have to proceed through the same frames and in the same order. The whole instructional procedure is well controlled. However, this control is quite extrinsic exercised by the programmer and so, linear programming is also referred to as extrinsic programming.

202 NSOU ? CC-ED-06 Example : Our Digestive System Frame 1 The Mouth is an important organ of our Digestive system. The other parts of the system are esophagus, stomach, small intestines, large intestines, rectum and anus. The mouth, and stomach are responsible for digestion of the food, the small intestines help in digestion and absorption of the food and.....are responsible for absorption of water. The rectum helps in temporary storage of Response : Large Intestines; Wastes. Frame 2 In addition to the organs of the digestive system there are a large number of enzymes that help in the process of digestion, some of them are secreted by mouth, some by and some others by the intestines. Besides there are some hormones which also aid in the process of..... Responses : Stomach; Digestion In this manner, the students may proceed on their self-learning path by going from one frame to another arranged in a sequential and systematic way. Branching or Intrinsic Programming : Norman A. Crowder (1957), an American psychologist is credited for developing the branching programme of programmed instruction. In his own words, branching or intrinsic programming is one which adapts to the need of the students without a medium of an extrinsic device such as a computer, In contrast to linear programming; this style provides an intrinsic arrangement in the sense that it is not controlled extrinsically by the programmer. Here, a learner is free to make decisions and is able Figure : Arrangement of frames in lines programming

203 NSOU ? CC-ED-06 to adapt the instruction to his needs. The basic assumptions underlying this style are as below : 1. When the learning material is presented in its totality or in the form of meaningful components or units, the learning gets better. 2. Learning takes place better if the students are made to learn on the pattern of traditional tutorial methods. 3. Due to the Student's exposure to the new material, basic learning takes place. 4. In a learning process, errors may occur. If an error occurs, it may be detected and corrected before proceeding further on the learning path. The biggest advantage of branching programming is that the wrong responses do not necessarily hinder the learning of a correct response. 5. Learning takes place better if a learner is allowed sufficient freedom to make decisions for adapting the instruction to his needs. 6. Learning will be better if each response is used to test the success of the latest communication to the student and the testing is followed by remedial instruction. 7. Multiple-choice items help more in the learning process than the force choice single response items. Based on the above assumptions, the procedure for branching programme may be outlined in the following way : 1. The size of the frames is quite larger in branching programming than that employed in linear programming and instructional material is divided into 'units' of material called 'frames'. Much information, one or two paragraphs or even a page, is provided in a frame. 2. The learner is provided more than one choice while responding to the frames as he is required to respond to multiple choice questions associated with the learning material of the frame. He has to discriminate and choose one right answer. 3. The learner moves forward if he answers correctly, but is diverted (branched) to one or more remedial frames if he does not. These frames explain the matter afresh, ask him questions to elicit the right answer and reveal his previous mistakes, and then return him to the original frame. 4. This cycle goes on till the learner passes through the whole instructional material at his own pace.

204 NSOU ? CC-ED-06 6.5 Functions of a Teacher as Planner, Facilitator, Counselor and Action Researcher 6.5.1. Function of Teacher as Planner Teachers are planners. This is the essential role of successful teaching. Before all else, the teacher must develop a good 'flight plan', it must lay out a destination and the path to that destination. A well-conceived plan is fundamental to a successful learning experience. Without a good plan, the inexperienced teacher may fail to reach the goal. Then they must pick themselves up and go on to the next flight. The beginning teacher first becomes a manager and then a planner. As any senior teacher will admit, crashes lead to successes; successes, to experience; and experience lead to the happy veteran teacher. Planning is preparing a course of action to achieve specific objectives. There are three levels of planning. Planning covers following areas: :

205 NSOU ? CC-ED-06 The Curriculum Planning : Teacher must be a curriculum planner. The school curriculum is a long-term plan of action. It is the combined total of what a student should learn and when he should learn it. Well-developed curriculum has two dimensions, each composed of two elements. Curricula are horizontal, referring to what aspects need to be addressed within a level (2nd grade), and vertical, meaning what students should be learning from one grade level to the next (reading, science, etc). Both of these dimensions involve scope, what is to be taught, and sequence, the order it is to be taught in. It is important to note here that effective curricula are "living" instruments, that is, they are in a constant state of flux. Teachers and specialists work together to respond to changes in student learning styles, creative approaches and new materials. These working curricula are functional. Teachers are able to use the curriculum to aid in their planning and use their planning to improve the curriculum. It is a vital tool that is in a state of constant revision. Far too many schools have showcase curricula. The Unit Planning : Teachers' involvement most often begins at the unit phase of planning. Units are just that, they are units of the curriculum that teachers can work with. These manageable blocks of a curriculum can be adapted for lessons taught over a segment of time, weeks or months. A unit might be 'Cell Division'. Teachers often assign catchy names to their units: The Magic of Cell division(study of mechanism with stages of cell division). Experienced teachers often use two types of units: the resource unit and the working unit. Resource units are storage folders or boxes or cabinets that contain resource materials for units. For example, a third grade class might have four science units- plants, animals, sounds, and colors. The teacher would then have four resource units set up to store materials, ideas, pictures, worksheets, etc. The working unit is vital to the success of a teacher. Updating the elements of a unit are needed to maintain the unit as an effective teaching instrument. The three basic parts of a good teaching unit are the objectives, the methods (activities) and the assessments. Other things can be included, such as, a list of needed materials, technology needs (web sites and videos), worksheets to be used, tests or rubrics, bulletin board ideas, etc. The "other things" are organizational aspects of a unit that help to save the teacher time by all the needs of the unit in one place. The Lesson Plan The lesson plan is a plan for the day. It is specific and time sensitive. Listed in the lesson plan is the objective, the activities and the assessment. The activities are

206 NSOU ? CC-ED-06 the prime part of the plan. The activities should be laid out in sequence of their occurrence and the approximate time to complete the activity. Timing is a key to success. Inexperienced teachers point to this as a major problem. Lesson plans are too short or too long. It takes a few months for the new teacher to hone their skills at timing. Daily lesson plans are the "bread and butter" of the teacher. A clearly stated objective will clarify the assessment. Well thought-out activities that develop the objective will lead to the assessment. The well-planned lesson reduces classroom management difficulties. The greatest difficulties arise in classrooms of the teacher who has not planned well. Students need direction. Students who are left to design their own plan will probably do just that. Teachers do not have to be talking all the time or directing every activity. Students do need to be actively engaged in an activity designed by the teacher. Teachers need to be aware of what is happening in the classroom and why it is happening. This is referred to as control. Teachers who control their class are directing activities and children are not creating their own adventures unless this is the teachers' activity. Loss of control (a classroom management issue) is often the result of poor planning and is probably the single most frustrating aspect of the teacher's job. In conclusion, a teacher who plans well will succeed. Preparation and planning are a critical component of effective teaching. Lack thereof will lead to failure. If anything, every teacher should be over prepared. Good teachers are almost in a continuous state of preparation and planning. They are always thinking about the next lesson. Make the Time to Plan Teachers get a planning period at school, but that time is rarely used for "planning". Instead, it is often utilized to contact parents, conduct a conference, catch up on emails, or grade papers. True planning and preparation occur outside of school hours. Many teachers arrive early, stay late, and spend part of their weekends working to ensure that they are adequately prepared. They explore options, tinker with changes, and research fresh ideas in hopes that they can create the optimal learning environment. Benefits of a Good Planner : An effective teacher is a good planner Make you a better teacher : A significant part of planning and preparation is conducting research. Studying educational theory and examining best practices helps define and shape your own teaching philosophy. Studying the content that you teach in depth will also help you grow and improve.

207 NSOU ? CC-ED-06 Boost student performance and achievement : As a teacher, you should have the content that you teach mastered. You should understand what you are teaching, why you are teaching it, and you should create a plan for how to present it to your students every single day. This ultimately benefits your students. Make the day go by faster : Downtime is a teacher's worst enemy. Many teachers use the term "free time". This is simple code for I did not take the time to plan enough. Teachers should prepare and plan enough material to last the entire class period or school day. Minimize classroom discipline issues : Boredom is the number one cause of acting out. Teachers who develop and present engaging lessons on a daily basis rarely have classroom discipline issues. Students enjoy going to these classes because learning is fun. Make you confident in what you do : Confidence is an important characteristic for a teacher to possess. If for nothing else, portraying confidence will help your students buy what you are selling. As a teacher, you never want to ask yourself if you could have done more to reach a student or group of students. Help earn the respect of your peers and administrators : Teachers know which teachers are putting in the necessary time to be an effective teacher and which teachers are not. Investing extra time in your classroom will not go unnoticed by those around you. They may not always agree with how you run your classroom, but they will have a natural respect for you when they see how hard you work at your craft. 6.5.2. Functions of Teacher as Facilitator You cannot teach a man anything; you can only help him discover it within himself– Galileo The teacher occupies a central role in the whole teaching-learning process. In spite of the development of new types of mechanical and electronic teaching aids and an increased emphasis on pupil centered education, it is still the fact that it is the teacher who, after all has been said and done, can make education the most worthwhile human enterprise. The role of teachers is socially significant as it affects the knowledge, skills and attitude of future adults. Teacher expected to play many roles which may most important is teacher's role as a learning facilitator This is a composite role that calls upon many facets of a teacher's abilities and common sense. It is difficult to quantify or define precisely, yet it is not difficult to recognize when it is occurring and to know when it is missing. It is one of the most crucial advances in developing a more complex visualization of teachers.

208 NSOU ? CC-ED-06 As a facilitator of learning : An effective teacher is an organizer of the group and facilitator of learning. A teacher can play the following roles to facilitate learning. 1) As facilitator of learning the teacher must be warm, understanding, and self- controlling 2) He must listen and accept students' feelings. 3) He must observe students' reactions closely. 4) He must listen attentively and accept the student's feelings and ideas. 5) He must ask questions to the students and praise and encourage them when necessary. 6) In his planning and execution of work, he must be responsible, business-like, systematic, flexible and work oriented. 7) Whenever he criticizes a student he must explain the reason for criticism. 8) He must be stimulating and imaginative in his approach to classroom behavior and subject. 9) To facilitate learning the teacher must encourage classroom discussion, panel discussion, and question and answer session. 10) Whenever necessary he must lecture, demonstrate, and explain things with examples. He must encourage independent study habits. Six characteristics which identify teachers who are high facilitators of personal growth : 1. effective listening 2. genuineness 3. understanding 4. respect 5. intelligence 6. skill in interpersonal communication (Wittmer & Myrick, p. 40) Effective Listener & Communicator 1. Good eye contact 2. Gives attention to what is being said - particular words, body language and non-verbal expressions, vocal tones, process and timing 3. Try to feel how the person is feeling and thinking 4. Attempt to become involved in how the speaker is perceiving the world 5. Express that you are listening, are following the ideas, are hearing what is being said

209 NSOU ? CC-ED-06 6. Send awareness of the person as a being with no judgmental overtones 7. Validate recognition by checking with the person or reflecting what was said 8. Listen to disclosures without rushing the person 9. Work to rescue true meanings and real needs as a part of listening Genuineness 1. Direct personal encounter, person to person 2. Defensiveness or retreating are minimal and real sharing is maximized 3. Roles are recognized as roles and not used to distance one another 4. Feelings are admitted and recognized, those which are positive and those which are less comfortable but just as real - anger, sadness, weariness, joy, ennui, frustration, peace, need for solitude 5. Because human growth is developmental, there is a peace in letting be, in giving time to children to see things in different ways from our own 6. The right to disagree is valued, honored, and offered in peace. When two men inform one another of their basically different views about an object, each aiming to convince the other of the rightness of his own way of looking at the matter, everything depends, so far as human life is concerned, on whether each thinks of the other as the one he is, whether each, that is, with all his desire to influence the other, nevertheless unreservedly accepts and confirms him in his being this man and in his being made in this particular way. The strictness and depth of the human individuation, the elemental otherness of the other, is then not merely noted as the necessary starting point, but is affirmed from the one being to the other. The desire to influence the other then does not mean the effort to change the other, to inject one's own "rightness" into him; but it means the effort to let that which is recognized as right, as just, as true (and for that very reason must also be established there, in the substance of the other), through one's influence, take seed and grow in the form suited in individuation (Buber, 1967). Understanding 1. Empathy describes true understanding - becoming immersed in how a student feels rather than how we feel they may feel or should feel 2. Reading the clues and cues another sends and validating them 3. Perceive what is being expressed to eliminate defensive stances or withdrawal 4. Involve the student in learning to understand self, and move toward understanding others. — (this works better after a child is at least 7 and can become involved in second person perspective more readily)

210 NSOU ? CC-ED-06 Respectful 1. Accept a student's experiences as important to him/her 2. Practice respect of others as a part of the classroom system and process 3. Task analyze the times when students do not show respect to each other or the teachers to better set up the procedures, drills and skills which will enhance the use of respect with one another 4. This is often shown through optimism, deep interest and concern 5. Positive regard, warmth and respect will earn the respect of students, while demanding or punishing for respect will lead to anger and misbehavior There is nothing produced by man more powerful than an idea, yet there is nothing at birth so delicate. An earthshaking idea could be murdered at birth by a smirk. It has been said that nothing can stop an idea whose time has come. The problem seems to be in its surviving until its time can come! - Theodore A. Cheney Knowledgeable 1. Extensive knowledge of subjects taught 2. Love of knowledge and learning - with a desire to share the love and the skills 3. Knows when to expedite learning by sharing personal insights and when to allow student exploration and personal discovery 4. Becomes involved in learning about the cultural background of students Mastery of the fundamental ideas of a field involves not only the grasping of general principles, but also the development of an attitude toward learning and inquiry, toward guessing and hunches, toward the possibility of solving problems on one's own. Just as a physicist has certain attitudes about the ultimate orderliness of nature and a conviction that order can be discovered, so a young physics student needs some working version of these attitudes if he is to organize his learning in such a way as to make what he learns usable and meaningful in his thinking. To instill such attitudes by teaching requires something more than the mere presentation of fundamental ideas. -Jerome Bruner Communication for students : Communication skills are very simple and straightforward sets of behaviors. Young people can be taught to communicate using these behaviors, and are quite good at doing so. Because of the pace of development of empathy and the ability to know and care how others feel, it does take a while for empathy and understanding to become an equal part of the communicating process. This does not suggest that teaching

211 NSOU ? CC-ED-06 children a set of skills will teach them to communicate, but it does suggest that the skills can be put in place and the other facets will come together over time and as a result of social and emotional development. Teacher Power : Coercive Power Rewarding Power 1. Punitive acts 1. Responsibility for self 2. Negative acts 2. Privilege & choice 3. Scolding 3. Verbal praising the student as a person. 4. Belittling 4. Verbal praising of work 5. Inflicting pain-physical & emotional 5. Love warmth & respect. 6. Deprivation 6. Expression of belief on student's dignity. 7. No attention 7. Attention to students; need. 6.5.3. Functions of Teacher as Counselor "The paradox of learning a really new competence is this: that a student cannot at first understand what he needs to learn, can learn it only by educating himself, and can educate himself only by beginning to do what he does not yet understand." - Schön (1990). Taking the responsibility for a relationship role in teaching, gives teacher as counselor a new importance. The historic nature of this role can be traced at least as far back as Socrates. Repeatedly in the writings of Plato we see Socrates involved in assisting his students and followers in a counseling posture. General Guidelines: From the perspective as discussed in Northern Arizona University we could place these guidelines— • Effective helpers hold positive beliefs about people and recognize and establish a philosophy of human nature and the purpose of helping. • We need to have healthy self-concepts and possess traits such as empathy, congruence, warmth, compassion, genuineness, unconditional positive regard for self / others. • Helpers clarify who is responsible for change and how to facilitate change. • We should be always interested in finding out about the way people behave. • We should recognize that many child behaviors are developmental and meet a need, therefore we may change self or environment to meet the individual need rather than changing the child.

212 NSOU ? CC-ED-06 • Helpers recognize human nature and the need and right to positive and negative emotions. • Since we need to recognize limitations of time and role, we frequently help with an immediate crisis or problem and then get appropriate assistance for long term, chronic or deeply involved issues. • We should keep in mind that we do not counsel the family, but we do share information about good referrals. • We grow in ability to counsel others through workshops and training, as available. General Steps in Helping a Student The focus is to provide a safe, secure and nurturing climate in which the child can grow as a healthy, whole individual. 1. Recognize the student's need for intervention and build rapport 2. Provide an appropriate time to truly listen to the child 3. Help the person identify and clarify the problem 4. Illuminate options and alternatives for problem solving 5. Help create goals to facilitate improvement or change 6. Encourage the student to succeed 7. Enhance child's perspectives, wellbeing through educating about the problem 8. Refer to others if in depth skills are needed 9. Keep the student's confidence sacrosanct unless abuse is involved or it is believed that the student might hurt self or others 10. Listen to the inner messages that come through interaction with the child Conduct a life space interview assisting students to express themselves and see others' views. Accept the child's feelings without agreeing to inappropriate behaviors. Analyze problems for solutions using the following steps : 1. Help students see and accept reality, abandoning defensive positions 2. Assist student to see why the behaviors are self-defeating 3. Clarify values 4. Suggest behaviors to child for change if student does not supply them 5. Support students in self exploration to avoid problems with others 6. Assist the child to release anger through sympathy and understanding 7. Help students find alternative positive ways to express emotions like panic, rage, guilt rather than venting in destructive ways

213 NSOU ? CC-ED-06 8. Maintain open communications with friendly gestures and reminders 9. Clarify student thinking and decision making at crisis points. Teacher power : The power base for the counseling role comes primarily from Personal Power and involves two types of empowerment, referent power and information power. Referent power is the attractiveness which the teacher possesses in the eyes of students and others. The relationship between the teacher and the student has a major influence on the students' behaviors. Information power assists the teacher in influencing behavior. It is part of the confidence which students and parents gain as they perceive the teachers' ability to act as a center of information. Parents and students alike will be amenable to the teachers' programs if they believe the instructor possesses and disseminates unbiased information as well as being a valuable resource when called upon to assist with individual problems and concerns. Teachers build these powers by : Referent Power Information Power 8. Build rapport with students 8. Draw parents into school involvement 9. Increase sense of charisma 9. Send positive messages about students to parents 10. Show students you are consistent 10. Be an active, responsive listener 11. Establish and maintain sense of trust 11. Show respect for self and students 12. Share sense of security by showing 12. Cultivate "second person" perspectives care for them and their problems 13. Maintain maturity rather than peership 13. Familiarize self with community referrals and resources and help parents with access The frequency and gravity of problems met in counseling activity According to notes, the most frequent problems met in school environment are from family, school, affective/sentimental, disciplinary and self-knowledge areas : • School problems : school inadaptability, absenteeism, low school promotion and school abandon, difficulty of understanding children with learning difficulties who came from disadvantaged families or from Children Placement Centers, behavioral deficiencies as ADHD. • Familial problems : students who came from familial backgrounds with very low socio-economic situations, students from single parent families, divorced parents, students who pass through difficult situations due to a parent's death,

214 NSOU ? CC-ED-06 students with emotional problems and its cause being family abandonment of one or both parents who left abroad to work, etc. • Problems of sentimental nature : lack of affective response from those sentimentally invested by teenagers, disappointments, sentimental frustrations, different emotional expectations, physical and emotional abuses from partners. • Identity and self-knowledge problems : self-searching, self-analysis, the need to understand his own identity, behaviors and personal expectations from others and themselves, analysis on personality development during teenage years, etc. • Disciplinary problems : deriving from rules and regulations, bully acts, aggression towards opposite, self-aggression (suicide attempts), juvenile delinquency, and violence. • Misjudged ideas, preconceptions : Even though this is not a problem in itself, this type of thinking is met at some parents, as well as some teachers, these considering that only those children who have "real" problems end up at a psychologist, followed by the fact that every child who needs the counselor's intervention to receive a negative label just because he goes to the counseling private practice. The implications of these prejudices represent one of the reasons why the quality of the teacher-student relation is demanding. The cases we dealt with include situations of certain gravity, most of these referring to abuses and violence, in school environments as well as at home. These manifestations are to be seen mostly at preadolescence and teenage 6.5.4. Functions of Teacher as Researcher 'Quality teaching' is undoubtedly acknowledged to be the most important school- level input having an impact on students' academic achievement. Such reality indicates the importance of teacher education, from initial training and induction for beginning teachers, to on-going professional development to help update teachers' knowledge, deepen their understanding and advance their skills as expert practitioners. Policy- makers in different countries have approached and adapted the task of teacher preparation and professional development in different ways, reflecting their distinctive values, beliefs and assumptions about the nature of professional knowledge. According to the simple concept of 'research', research is about answering questions with data and it is 'organized'. Reflective practice may not involve gathering data. How organized it is depends on the teacher, and it isn't usually focused on a particular issue. Thus the role of teacher as researcher is gaining importance. The concept of teacher-as-researcher is included in recent literature on educational reform, which encourages teachers to be collaborators in revising curriculum, improving

215 NSOU ? CC-ED-06 their work environment, professionalizing teaching, and developing policy. Teacher research has its roots in action research. The National Policy on Education (NPE) 1986/92 recognized that "...teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs of and capabilities of and the concerns of the community." (NPE-1986 / 1992) Hence, the ability to conduct research to reflect practice is an essential component in professional development of teachers and teacher educators. Research-based teacher education has lately received increasing interest both among researchers of teacher education (Kansanen et al., 2000; Jakku-Sihvonen & Niemi, 2006, 2007) and in public discussion. Research-based approach of teaching covers the activities of practicing inquiry and research which reflected from the following table as advocated by Toom et al., 2010 (Center for Research on Teaching, University of Helsinki):

LEVEL TEACHING RESEARCHING

GENERAL • Metacognition • Reflection • Producing Pedagogical thinking • Expertise BASIC • Every day thinking • Adaption • Skill based teaching • Consuming • Teaching recipes, routines, tips • Knowledge based Making pedagogical decisions Inquiring one's own work When practice concerns teaching it is a question of making pedagogical decisions. Practice in research, in turn, implies inquiry into one's own work as a teacher. These both are the dimensions of research-based teacher education which aims at producing inquiry-oriented future teachers. Importance of teacher-research : The benefits of teacher-research can include: a. For teachers : • Becoming better able to understand and address teaching challenges • Feeling more empowered and more motivated in their work b. For learners : • Enhanced engagement in learning • Feeling more trusted, as partners in research

216 NSOU ? CC-ED-06 c. For the school or institution : • Continuing professional development which meets teachers' specific needs • Increased commitment from teachers d. For a mentor : • Supporting a process with clear value for participants • Learning new skills, and gaining new knowledge e. For the wider profession : • Contributing to a new approach to knowledge generation • Sharing of ideas for effectively addressing real teaching issues. Action research is deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and, finally, problem redefinition. The linking of the terms "action" and "research" highlights the essential features of this method: trying out ideas in practice as a means of increasing knowledge about and/or improving curriculum, teaching, and learning (Kemmis & McTaggart, 1982). Very often action research is a collaborative activity where practitioners work together to help one another design and carry out investigations in their classrooms. Teacher action research is, according to John Elliott, "concerned with the everyday practical problems experienced by teachers, rather than the 'theoretical problems' defined by pure researchers within a discipline of knowledge" (Elliott, cited in Nixon, 1987). Research is designed, conducted, and implemented by the teachers themselves to improve teaching in their own classrooms, sometimes becoming a staff development project in which teachers establish expertise in curriculum development and reflective teaching. The defining feature of teacher-research is that it is research carried out - and usually initiated voluntarily by teachers themselves into an issue that concerns them, for their own benefit and that of their students. It is therefore a form of practitioner research - research done by practitioners (who might include, for example, nurses, social workers, etc.) with the intention of understanding and perhaps improving their practice. Action research is practitioner research which seeks to effect change and evaluate the consequences. Most teacher-research is centered on what happens in the teacher's own classroom, in other words it is a kind of classroom research or classroom-based research. But if the project belongs to and is mainly carried out by an outside researcher, this isn't classroom-based teacher-research. Teacher-research, then, is practitioner research - usually, classroom-based research - which is initiated and carried out by and for teachers, for their own benefit and that of their students!

217 NSOU ? CC-ED-06 Stringer (1999) suggested the action research process works through three basic phases : Look – Building a picture and gathering information. When evaluating the teacher (researcher) has to define and describe the problem to be investigated and the context in which it is set. He also has to describe what all the participants (educators, group members, educational administrators etc.) have been doing. Think – Interpreting and explaining. When evaluating He/she has to analyze and interpret the situation. He/ she has to reflect on what participants have been doing. He/she must look at areas of success and any deficiencies, issues or problems. Act – Resolving issues and problems. In evaluation the teacher (researcher) has to judge the worth, effectiveness, appropriateness, and outcomes of those activities. Teacher (researcher) acts to formulate solutions to any problems. As discussed above, action research involves attempting to improve a situation via some kind of new action, and evaluating what does or does not change. This can then lead into a further cycle of attempted change and evaluation, and so on Source: Smith, R. (2020). Mentoring teachers to research their classrooms: a practical handbook British Council, New Delhi, India

218 NSOU ? CC-ED-06 Therefore, a teacher has to follow a specific method for doing action research for his or her professional development. The concept of professional development of framework for teachers based on action research can be elaborate by following 'PEPP & ER' model as advocated by Peggy Leong (2004) where- P stands for PLAN to improve the quality of teaching and learning E stand for EXPLORE new and innovative strategies P stand for PRACTICE - carry out the plan agreed upon and P is stands for PERFORM - reflect on learning experience and share findings This can be done by Enquiry and Reflection. Source : Peggy Leong (2004), Embarking on a Learning Journey: Developing the PEPP & ER Framework for Action Research Nature of Educational Action Research : 1. It is conducted by the practitioners who are involved in the object of research (like teachers or teacher educators who are engaged in the act of teaching some of the aspects of which are being researched) 2. It may be either individual and/or collaborative effort. 3. It is carried out within the confines of the social situation in which the participants are functioning, i.e. in an educational scenario such type of research is conducted by the teachers within the school in which they are employed.

219 NSOU ? CC-ED-06 4. The method in such a type of research predominantly relies on self-reflection of the participant (researcher) rather than on rigorous statistical analysis. 5. It is practical and directly relevant to an actual situation in the working world of teachers. The subjects are the students in the classroom, the staff, or others who are primarily involved in the school. 6. It is flexible and adaptive, allowing changes during the trial period and sacrificing control in favour of responsiveness and on the spot experimentation and innovation. 7. As the situation is unique and the problem is unique so action research is situation based and context specific. Therefore, action research produces results which are not always generalizable. Scope and purpose of Action Research in Education : While teaching, the teacher is encountered with several problems for which he/she doesn't have any ready-made solutions. In the particular situation a befitting solution needs to be discovered by the teacher and hence he/she is led to conduct action research thereon. Therefore, action research has a wider scope in education. Considering the view of Carr and Kemmis (1986), we can say there is lot of scope in following areas- • the improvement of practice; • the improvement of the understanding of practice; • the improvement of the situation in which the practice takes place. More analytically speaking, action research can serve the following purpose- • Facilitates change in classrooms and schools • Fosters disciplined and systematic inquiry • Empowers individuals via collaborative teams • Encourages reflection on practice • Enhanced capacity of teacher to influence change • Vehicle for creating professional learning communities • Seeks to narrow gap between vision & practice 6.6 Summary Every teacher operates according to a theory or theories of learning and within the context of a philosophy of what education should be fundamentally about. The only difference is that sometimes these theories are very consciously held and operated 220 NSOU ? CC-ED-06 upon by the teacher, perhaps carefully referenced to published theory in the field, while others are held and operated upon rather less consciously. We all know that teaching is a purposeful activity. Through teaching the teacher brings a desirable change in the learner. Both the concepts teaching and learning are interrelated to each other. Teachers teach students at three levels. They have to keep

70%

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in mind the developmental stage of the learners so that desired educational objectives can be achieved. These three levels are 4. Memory level : Thoughtless teaching:

It is concerned with memory or mental ability that exists in all living beings. Teaching at memory level is considered to be the lowest level of teaching. 5. Understanding level : Thoughtful teaching:

50%

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SA

Sambalpur-MA-Education-SEM-II-Pedagogical Tren ... (D156211178)

The teaching at the understanding level is of a higher quality than the one at the memory level. It is more useful and thoughtful

from the point of view of mental capabilities. At

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SA

Sambalpur-MA-Education-SEM-II-Pedagogical Tren ... (D156211178)

this level of teaching, the teacher explains to the student about the relationship between principles. 6.

Reflective level : Upper thoughtful level: This level is also known as introspective level. Reflecting on something means giving careful thought to something over a period of time. It also means thinking deeply about something. Reflective level of teaching is considered to be the highest level at which teaching is carried out. There are different types of Teaching Methods : Lecture, Demonstration, Problem Solving and Programme Instruction. One of the most common alternatives used by those at the college level is communicating directly to the students where the talking by the teacher is the most predominant activity, and it is called 'lecture'. This teacher centered approach may take the form of two-way communication when the teacher talks with the students. In this way, the lecture becomes a question-answer or discussion activity instead of merely giving information. Another teacher-controlled instructional technique widely used in higher education institutions is Demonstration. As college teachers, you may well be acquainted with the word 'Demonstration '. In colleges, teachers use demonstration very often, though teachers of other disciplines take recourse to demonstration when something related to teaching of skills comes. Problem-based teaching method students are presented with authentic, meaningful problems as a basis for inquiry and investigation. Sometimes called project-based instruction, inquiry learning, or authentic investigation, this strategy is designed to promote problem solving and higher-level thinking skills. All problem-based instruction

221 NSOU ? CC-ED-06 strategies include more or less the following features: a driving question or problem, interdisciplinary focus, authentic investigation, production of artifacts or exhibits, and collaboration. B F Skinner developed the Auto instruction Method which fashioned the base for Programmed Learning. Programmed is a sequence of small steps of instructional material (called frames), most of which require a response to be made by completing a blank space in a sentence. To ensure that expected responses are given, a system of queuing is applied and each response is verified by the provision of immediate knowledge of the result. Such a sequence is intended to be worked at the learners own pace as individualized self-instruction. There are usually four Types of Programmed Instruction. 1. Linear or Extrinsic Programming 2. Branching or intrinsic Programming 3. Mathematics programming 4. Ruling System of programming Teachers are planners. This is the essential role of successful teaching. Before all else, the teacher must develop a good 'flight plan', it must lay out a destination and the path to that destination. Planning is preparing a course of action to achieve specific objectives. There are three levels of planning. It covers curriculum planning, unit planning, lesson planning and time budget planning. The teacher occupies a central role in the whole teaching-learning process. In spite of the development of new types of mechanical and electronic teaching aids and an increased emphasis on pupil centered education, it is still the fact that it is the teacher who, after all has been said and done, can make education the most worthwhile human enterprise. The role of teachers is socially significant as it affects the knowledge, skills and attitude of future adults. Teacher expected to play many roles which may be broadly categorized into two : 1. Role as a learning facilitator : An effective teacher is an organizer of the group and facilitator of learning. 2. Role as a learning organizer : Teachers need to play the role of organizer by adopting instruction, as an ideal model of social behavior and also as an artist in human. Taking the responsibility for a relationship role in teaching, gives teacher as counselor a new importance. The teacher as counselor is a powerful role. The focus is to provide a safe, secure and nurturing climate in which the child can grow as a healthy, whole individual.

222 NSOU ? CC-ED-06 'Quality teaching' is undoubtedly acknowledged to be the most important school- level input having an impact on students' academic achievement. Such reality indicates the importance of teacher education, from initial training and induction for beginning teachers, to on-going professional development to help update teachers' knowledge, deepen their understanding and advance their skills as expert practitioners. Action research is deliberate, solution-oriented investigation that is group or personally owned and conducted. When practice concerns teaching it is a question of making pedagogical decisions. Practice in research, in turn, implies inquiry into one's own work as a teacher. These both are the dimensions of research-based teacher education which aims at producing inquiry-oriented future teachers. 6.7 Self-Assessment Questions 1. What is meant by level of teaching? Briefly explain the understanding level of teaching. 2. Explain reflective levels of teaching with any suitable model. 3. Briefly discuss the steps involved in effective lecture methods. Mention How lecture methods can be improvised. 4. Describe Major Characteristics and principles of Demonstration method. 5. What is Programmed Instruction? Explain Principles of Programmed Instruction. 6. Explain branching model of programme learning with a model. 6. An effective teacher must be a good planner-justify the statement with reason. 8. Role of a teacher as a counselor is gradually evolving -explaining the responsibilities of the teacher as counselor. 9. Now, teaching is facilitating—explain the challenges a teacher faces as facilitator. 10. Mention the nature of action research. What is the importance of teacher research in education? 6.8 References American Psychological Association (APA). (2001). Publication manual of the American Psychological Association (Fourth edition). Washington, DC: Author. Buber, M. (1967). A believing humanism : My testament, 1902-1965. New York: Simon & Schuster.

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Submitted text	As student entered the text in the submitted document.
Matching text	As the text appears in the source.

1/52	SUBMITTED TEXT	107 WORDS	93% MATCHING TEXT	107 WORDS
	Having a well thought-out pedagogy can improve the quality of teaching and the way students learn, helping them gain a deeper grasp of fundamental material. Being 15 NSOU ? CC-ED-06 mindful of the way your teacher can help you better understand how to help students achieve deeper learning. And it can, in turn, impact student perception, resulting in cooperative learning environments. The proper approach helps students move beyond simple forms of thinking as defined in the Bloom's taxonomy pyramid, like basic memorization and comprehension, to complex learning processes like analysis, evaluation, and creation. Students can leverage their preferred learning styles with a teaching process that supports them, and the way they like to learn.		Having a well-thought-out pedagogy can improve the quality of your teaching and the way students learn, helping them gain a deeper grasp of fundamental material. Being mindful of the way you teach can help you better understand how to help students achieve deeper learning. And it can, in turn, impact student perception, resulting in cooperative learning environments. The proper approach helps students move beyond simple forms of thinking as defined in the Bloom's taxonomy pyramid, like basic memorization and comprehension, to complex learning processes like analysis, evaluation, and creation. Students can leverage their preferred learning styles with a teaching process that supports them, and the way they like to learn. 1.2.	
	W https://tophat.com/blog/pedagogy/			
2/52	SUBMITTED TEXT	15 WORDS	70% MATCHING TEXT	15 WORDS
	in the quote, "The whole is greater than the sum of its parts". Accordingly, the		in the the whole is greater than the sum of the parts". The	
	W https://docshare.tips/155-constructivist-learning-theory_58b69685b6d87f01698b4fad.html			
3/52	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	process of adjusting our mental models to accommodate new experiences.		process of adjusting our mental models to accommodate new experiences.", "	
	W http://82.146.41.40/text/constructist%20guidance%20and%20discipline%20approach.txt			
4/52	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
	enable context- and content- dependent knowledge construction." 8. Support "collaborative construction of knowledge through social negotiation		Enable context- and content-dependent knowledge construction ? Support collaborative construction of knowledge through social negotiation,	
	W https://wikieducator.org/images/6/6d/A_quick_tour_of_educational_theories_and_models.pdf			
5/52	SUBMITTED TEXT	42 WORDS	100% MATCHING TEXT	42 WORDS
	Constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of		constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of	
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6/52	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
	knowledge process. The learner is not a blank slate (tabula rasa) but brings past experiences and cultural factors to a situation.		knowledge process. The learner is not a blank slate (tabula rasa) but brings past experiences and cultural factors to a situation.	
	W https://wikieducator.org/images/6/6d/A_quick_tour_of_educational_theories_and_models.pdf			
7/52	SUBMITTED TEXT	49 WORDS	85% MATCHING TEXT	49 WORDS
	Self-concept- As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being 2. Adult Learner Experience- As a person matures, he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning. 3. Readiness to Learn- As a person matures his/		Self-concept: As a person matures his self concept moves from one of being a dependent personality toward one of being a self-directed human being 2. Experience: As a person matures he accumulates a growing reservoir of experience that becomes an increasing resource for learning. 3. Readiness to learn. As a person matures his	
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8/52	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	social roles. 4. Orientation to Learning- As a person matures his/		social roles. 4. Orientation to learning. As a person matures his	
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9/52	SUBMITTED TEXT	45 WORDS	70% MATCHING TEXT	45 WORDS
	time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness. 34 NSOU ? CC-ED-06 5. Motivation to Learn- As a person matures the motivation to learn is internal (Knowles 1984)		time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem centredness. 5. Motivation to learn: As a person matures the motivation to learn is internal (Knowles 1984:12).	
	W https://wikieducator.org/images/6/6d/A_quick_tour_of_educational_theories_and_models.pdf			
10/52	SUBMITTED TEXT	61 WORDS	77% MATCHING TEXT	61 WORDS
	systematic planning to perform this task. Teaching has to be done in steps. The different steps constituting the process are called the phases of teaching. Each phase has some operations of teaching which create the situation for learning. Teaching process can be divided into three phases/stages. 81 NSOU ? CC-ED-06 1. Pre-active phase - refers to planning 2. Interactive phase - refers to the		systematic planning to perform this task. Teaching has to be done in steps. The different steps constituting the process are called the phases of teaching. Each phase has some operations of teaching which create the situation for learning. Teaching process can be divided into three phases/stages. • Pre-active phase – refers to planning • Interactive phase – refers to the conduct and management • Post-active phase – refers to the	
	W https://physicscatalyst.com/graduation/phases-of-teaching/			
11/52	SUBMITTED TEXT	27 WORDS	94% MATCHING TEXT	27 WORDS
	conduct and management 3. Post-active phase - refers to the follow-up and consolidation Fig: Different phases involve different operations of teaching. 3.4.1. The pre-active phase of teaching :		conduct and management • Post-active phase – refers to the follow-up and consolidation Different phases involve different operations of teaching. The pre-active phase of teaching:- •	
	W https://physicscatalyst.com/graduation/phases-of-teaching/			

12/52	SUBMITTED TEXT	92 WORDS	94% MATCHING TEXT	92 WORDS
	<p>teacher smooth, functional and successful. c. There one two major steps involved in this phase. • Establish some kind of goals or objectives. • Discovering ways and means to activate these objectives. Operation of teaching at pre-active phase Before classroom teaching, a teacher has to perform many tasks. This phase includes all these activities which a teacher performs before entering the classroom. This stage involves the following activities. (1) The formulation or fixing up of goal : • The teacher formulates in detail the instructional objectives in behavioral terms by using the taxonomy of educational objectives. • Objectives one determined according to</p> <p>W https://physicscatalyst.com/graduation/phases-of-teaching/</p>		<p>teacher smooth, functional and successful. • There one two major steps involved in this phase. • Establishment of some kind of goals or objectives. • Discovering ways and means to active these objectives. Operation of teaching at pre-active phase:- Before classroom teaching, a teacher has to perform many tasks. This phase includes all these activities which a teacher performs before entering the classroom. This stage involves the following activities. (1) The formulation or fixing up of goal: - • The teacher formulates in detail the instructional objectives in behavioral terms by using the taxonomy of educational objectives. • Objectives one determined according to</p>	
13/52	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
	<p>student's psychology and needs of the society and the school. • Objectives are determined according to what changes</p> <p>W https://physicscatalyst.com/graduation/phases-of-teaching/</p>		<p>student's psychology and needs of the society and the school. • Objectives are determined according to what changes</p>	
14/52	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
	<p>Selection of content or subject matter to be taught : • After fixation of teaching objectives</p> <p>W https://physicscatalyst.com/graduation/phases-of-teaching/</p>		<p>Selection of content or subject matter to be taught:- • After fixation of teaching objectives</p>	
15/52	SUBMITTED TEXT	112 WORDS	94% MATCHING TEXT	112 WORDS
	<p>teacher decides about the content to be presented before learners. • For content selection following points should be kept in mind. a. The demand of syllabus/curriculum. b. The entry behavior of the accepted learners. c. Level of the motivation of learners. d. Teacher's preference for assessment related to the content. (3) The arrangement of ideas and style of teaching: After selecting the presentable content, the teacher arranges the elements of the content in a logical and psychological sequence. Sequencing should be able to assist in the transfer of learning. (4) Selecting Intuitional Methodology: The teacher has to select appropriate strategies and tactics of teaching, keeping in view the content and objectives of teaching. This operation is very important in</p> <p>W https://physicscatalyst.com/graduation/phases-of-teaching/</p>		<p>teacher decides about the content to be presented before learners. • For content selection following points should be kept in mind. • The demand of syllabus/curriculum. • The entry behavior of the accepted learners. • Level of the motivation of learners. • Teacher's preference for assessment related to the content. (3) The arrangement of ideas and style of teaching:- After selecting the presentable content, the teacher arranges the elements of the content in a logical and psychological sequence. Sequencing should be able to assist in the transfer of learning. (4) Selecting Intuitional Methodology:- The teacher has to select appropriate strategies and tactics of teaching, keeping in view, of the content and objectives of teaching. This operation is very important in</p>	

16/52	SUBMITTED TEXT	91 WORDS	98% MATCHING TEXT	91 WORDS
	<p>teacher-education programme. (5) Development of teaching strategies: The teacher should decide beforehand about strategies and tricks, which he has to use during the course of his classroom teaching. He should decide about- • When and what device of teaching should be used. • When the teaching aids will be used. • When recapitulation or evaluation etc. will be done. (6) Deciding the duration, place, and management of classroom teaching. (7) A decision about evaluation tools and techniques. So, this stage is about working out the details of the teaching or activities a teacher wants to perform in the class. Here</p> <p>W https://physicscatalyst.com/graduation/phases-of-teaching/</p>		<p>teacher-education programme. (5) Development of teaching strategies:- The teacher should decide beforehand about strategies and tricks, which he has to use during the course of his classroom teaching. He should decide about • When and what device of teaching should be used. • When the teaching aids will be used. • When recapitulation or evaluation etc. will be done. (6) Deciding the duration, place, and management of classroom teaching. (7) A decision about evaluation tools and techniques. So, this stage is about working out the details of the teaching or activities a teacher want to perform in the class. Here</p>	
17/52	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
	<p>teacher hypothesizes about the possible outcome of his action. 3.4.2. The interactive phase of teaching :</p> <p>W https://physicscatalyst.com/graduation/phases-of-teaching/</p>		<p>teacher hypothesizes about the possible outcome of his action. The interactive phase of teaching:-</p>	
18/52	SUBMITTED TEXT	202 WORDS	97% MATCHING TEXT	202 WORDS
	<p>This phase refers to the execution of the plan made during the pre-active phase. This is actual classroom teaching. In this phase, the teacher gives students the learning experiences through some suitable modes. In this phase, teachers give learners a predetermined environment. The teacher interacts with students so that desired changes can be brought in the learner. So learning is directed in predetermined directions to achieve predetermined goals. In this process, the teacher provides learners with verbal stimulation. This stimulation can be of various kinds. Few examples are:- • Asking questions • Listening to student's response • Providing guidance • Making explanations etc. Operations of teaching at interactive phase : This phase of teaching • Includes all those activities which a teacher uses after entering the classroom. • Includes actual teaching done in the classroom. In this face to face encounter with learners. Here the teacher uses some of the techniques, aids, and material planned in the first phase. This helps the teacher in achieving the relevant objectives that were already set. Here the following operations are undertaken by the teacher. (1) Setting up the class : It refers to the activity of perceiving the due size of the class, getting the feel of the mood of learners. Here teacher should be aware of • how many in the group are looking attentive 85</p> <p>W https://physicscatalyst.com/graduation/phases-of-teaching/</p>		<p>This phase refers to the execution of the plan made during the pre-active phase. This is actual classroom teaching. In this phase, the teacher gives students the learning experiences through some suitable modes. In this phase, teachers give learners a pre-determined environment. The teacher interacts with students so that desired changes can be brought in the learner. So learning is directed in pre-determined directions to achieve pre-determined In this process, the teacher provides learners with verbal stimulation. This stimulation can be of various kinds. Few examples are:- • asking questions • listening to student's response • providing guidance • making explanations etc. Operations of teaching at interactive phase:- This phase of teaching • includes all those activities which a teacher uses after entering the classroom. • includes actual teaching done in the classroom. In this face to face encounter with learners. Here the teacher uses some of the techniques, aids, and material planned in the first phase. This helps the teacher in achieving the relevant objectives that were already set. Here the following operations are undertaken by the teacher. (1) Setting up the class:- It refers to the activity of perceiving the due size of the class, getting the feel of the mood of learners. here teacher should be aware of • how many in the group are looking attentive •</p>	

how many are negligent and disinterested • who are sharper ones • who are troublemakers etc. (2) Knowing the learners : Knowing the learners means to know about the previous knowledge of the new learners. It is done after preserving the class size. For this teacher can start by knowing the abilities, interests, attitudes and academic backgrounds of the new learners. (3) Starting teaching : At this stage, the teacher starts teaching. This is done after diagnosing by questioning. Here, two types of activities are involved. 1. Initiation 2. Response The initiation and response are known as 'verbal interaction'. The interactive phase of teaching is the classroom interaction between teacher and students. The interaction may be verbal or non-verbal. Interaction is the most important at this stage. This is the interchange between teacher and student by initiation or response operations. In this phase, all the activities performed by a teacher when he enters the classroom are combined together. These activities one concerned with the presentation of content in the class. 3.4.3. The post-active phase of teaching :

how many are negligent and disinterested • who are sharper ones • who are troublemakers etc. (2) Knowing the learners:- Knowing the learners means to know about the previous knowledge of the new learners. It is done after preserving the class size. For this teacher can start by knowing the abilities, interests, attitudes and academic backgrounds of the new learners. (3) Starting teaching:- At this stage, the teacher starts teaching. This is done after diagnosing by questioning. Here, two types of activities are involved. • Initiation • Response The initiation and response are known as 'verbal interaction' The interactive phase of teaching is the classroom interaction between teacher and students. The interaction may be verbal or non-verbal. Interaction is the most important at this stage. This is the interchange between teacher and student by initiation or response operations. In this phase, all the activities performed by a teacher when he enters the classroom are combined together. These activities one concerned with the presentation of content in the class. The post-active phase of teaching

W <https://physicscatalyst.com/graduation/phases-of-teaching/>

20/52

SUBMITTED TEXT

336 WORDS

97% MATCHING TEXT

336 WORDS

It is the evaluation phase of teaching. It arises when the teacher has left the class and tries to have a look back into what happened in the class. This phase is concerned with the following activities. a) Evaluation Activities : These activities are performed in various ways- • Tests or quizzes • Observing student's reactions to questions, • Instructional situations and comments etc. b) Summing up teaching tasks : To sum up, the teacher asks the questions from the learners, verbally or in written form. The behaviors of the students are also measured in order to evaluate their achievements. In absence of all these evaluative activities, the entire learning process could be incomplete. Activities/operations at the post-active phase (1) Determining the exact dimensions of behavior changes : Here the teacher compares the actual behavioral changes in students with their expected behavioral changes. If desired behavioral changes are observed in maximum students then it means that teaching strategies are very effective. (2) Selection of testing devices and techniques : For comparing desired and actual behavior changes, the teacher has to select appropriate, testing devices which are valid and reliable. For this criterion, tests are more preferred than the performance tests. (3) Changing strategies of testing : The student's testing result is also used for evaluating the effectiveness of instructions and teaching strategies. It should provide a base for improving the teaching and changing strategies of teaching. Importance of operations in different phases of teaching : 1. It focuses on bringing desired behavior changes in the students. 2. It provides the scientific basis for developing effective instructions of the teaching. 3. The classroom teaching and interaction can be made effective with this background. 4. Teaching operations ultimately create the appropriate conditions of learning for achieving the desired goals. 87 NSOU ? CC-ED-06 5. Teaching can be organized effectively at different levels by employing appropriate teaching activity. So we can say that the process of teaching starts even before the teacher enters the classroom. It continues even after class. It continues even after classroom interaction in the form of evaluation, feedback, and other activities. All three teaching phases are interrelated; each one helps to modify the other in order to make teaching more meaningful and significant. 3.5

W <https://physicscatalyst.com/graduation/phases-of-teaching/>

It is the evaluation phase of teaching. It arises when the teacher has left the class and tries to have a look back into what happened in the class. This phase is concerned with the following activities. (a) Evaluation Activities : – These activities are performed in various ways, e.g., • tests or quizzes • by student's reactions to questions, • instructional situations and comments etc. (b) Summing up teaching tasks:- To sum up, the teacher asks the questions from the learners, verbally or in written form. The behaviors of the students are also measured in order to evaluate their achievements. In absence of all these evaluative activities, the entire learning process could be incomplete. Activities/operations at the post-active phase (1) Determining the exact dimensions of behavior changes:- Here the teacher compares the actual behavioral changes in students with their expected behavioral changes. If desired behavioral changes are observed in maximum students then it means that teaching strategies are very effective. (2) Selection of testing devices and techniques:- For comparing desired and actual behavior changes, the teacher has to select appropriate, testing devices which are valid and reliable. For this criterion, tests are more preferred than the performance tests. (3) Changing strategies of testing:- The student's testing result is also used for evaluating the effectiveness of instructions and teaching strategies. It should provide a base for improving the teaching and changing strategies of teaching. Importance of operations in different phases of teaching:- • It focuses on bringing desired behavior changes in the students. • It provides the scientific basis for developing effective instructions of the teaching. • The classroom teaching and interaction can be made effective with this background. • Teaching operations ultimately create the appropriate conditions of learning for achieving the desired goals. • Teaching can be organized effectively at different levels by employing appropriate teaching activity. So we can say that the process of teaching starts even before the teacher enters the classroom. It continues even after classroom interaction in the form of evaluation, feedback, and other activities. All three teaching phases are interrelated each one helps to modify the other in order to make teaching more meaningful and significant.

21/52

SUBMITTED TEXT

65 WORDS

100% MATCHING TEXT

65 WORDS

Teaching has to be done in steps. The different steps constituting the process are called the phases of teaching. Each phase has some operations of teaching which create the situation for learning. Teaching process can be divided into three phases/stages. 1. Pre-active phase - refers to planning 2. Interactive phase - refers to the conduct and management 3. Post-active phase - refers to the follow-up and consolidation

W <https://physicscatalyst.com/graduation/phases-of-teaching/>

Teaching has to be done in steps. The different steps constituting the process are called the phases of teaching. Each phase has some operations of teaching which create the situation for learning. Teaching process can be divided into three phases/stages. • Pre-active phase – refers to planning • Interactive phase – refers to the conduct and management • Post-active phase – refers to the follow-up and consolidation

22/52	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
	<p>Vygotsky, L. S. (1978). Mind in society: The development of higher mental processes (</p> <p>SA 2283875P_Educational_Psychology.docx (D37722425)</p>			
23/52	SUBMITTED TEXT	48 WORDS	59% MATCHING TEXT	48 WORDS
	<p>pre-active stage of teaching. Therefore, a. It is the phase of planning for teaching. b. Good planning makes the task of the teacher smooth, functional and successful. c. There one two major steps involved in this phase. • Establish some kind of goals or objectives. • Discovering ways and means to activate these objectives.</p> <p>W http://oxfordg.com/data/COURSE-III-LEARNING-TEACHIN-UNIT-I-TEACHING.pdf</p> <p>Pre-active Phase of Teaching It is the phase of planning for teaching. A good planning makes the task of teacher smooth, able and successful. There are two major steps involved in this phase: - i. Establishment of some kind of goals or objectives, and ii. Discovering ways and means to achieve these objectives.</p>			
24/52	SUBMITTED TEXT	16 WORDS	80% MATCHING TEXT	16 WORDS
	<p>Bloom, B. S. (1956). Taxonomy of educational objectives. Vol. 1: Cognitive domain. New York: McKay, 20(24), 1.</p> <p>W https://allhandnote.blogspot.com/2017/03/educational-theory-instructional-design.html</p> <p>Bloom, B.S. (Ed.). (1956) Taxonomy of educational objectives, Handbook 1: The cognitive domain. New York: McKay.</p>			
25/52	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
	<p>the act or process of knowing in the broadest sense; specifically, an intellectual process by which knowledge is gained from perception or ideas.</p> <p>W http://www.edpsycinteractive.org/topics/cognition/cogsys.html</p> <p>the act or process of knowing in the broadest sense; specifically, an intellectual process by which knowledge is gained from perception or ideas" (</p>			
26/52	SUBMITTED TEXT	174 WORDS	95% MATCHING TEXT	174 WORDS
	<p>Neurons have three basic parts: Cell body or soma : This main part has all of the necessary components of the cell, such as the nucleus (which contains DNA), endoplasmic reticulum and ribosomes 109 NSOU ? CC-ED-06 (for building proteins) and mitochondria (for making energy). If the cell body dies, the neuron dies. Axon : This long, cable-like projection of the cell carries the electrochemical message (nerve impulse or action potential) along the length of the cell. Depending upon the type of neuron, axons can be covered with a thin layer of myelin sheath, like an insulated electrical wire. Myelin is made of fat and protein, and it helps to speed transmission of a nerve impulse down a long axon. Myelinated neurons are typically found in the peripheral nerves (sensory and motor neurons), while non-myelinated neurons are found in the brain and spinal cord. Dendrites or nerve endings : These small, branchlike projections of the cell make connections to other cells and allow the neuron to talk with other cells or perceive the environment. Dendrites can be located on one or both ends of a cell.</p> <p>W https://science.howstuffworks.com/life/inside-the-mind/human-brain/brain1.htm</p> <p>Neurons have three basic parts: • Cell body or soma. This main part has all of the necessary components of the cell, such as the nucleus (which contains DNA), endoplasmic reticulum and ribosomes (for building proteins) and mitochondria (for making energy). If the cell body dies, the neuron dies. • Axon . This long, cablelike projection of the cell carries the electrochemical message (nerve impulse or action potential) along the length of the cell. Depending upon the type of neuron, axons can be covered with a thin layer of myelin sheath, like an insulated electrical wire. Myelin is made of fat and protein, and it helps to speed transmission of a nerve impulse down a long axon. Myelinated neurons are typically found in the peripheral nerves (sensory and motor neurons), while non-myelinated neurons are found in the brain and spinal cord. • Dendrites or nerve endings. These small, branchlike projections of the cell make connections to other cells and allow the neuron to talk with other cells or perceive the environment. Dendrites can be located on one or both ends of a cell.</p>			

27/52	SUBMITTED TEXT	43 WORDS	96% MATCHING TEXT	43 WORDS
	<p>Synapse, also called neuronal junction, is the site of transmission of electric nerve impulses between two nerve cells (neurons) or between a neuron and a gland or muscle cell (effector). A synaptic connection between a neuron and a muscle cell is called a neuromuscular junction.</p> <p>W https://www.britannica.com/science/synapse</p>		<p>synapse, also called neuronal junction, the site of transmission of electric nerve impulses between two nerve cells (neurons) or between a neuron and a gland or muscle cell (effector). A synaptic connection between a neuron and a muscle cell is called a neuromuscular junction.</p>	
28/52	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	<p>neuron and a muscle cell is called a neuromuscular junction.</p> <p>W https://www.britannica.com/science/synapse</p>		<p>neuron and a muscle cell is called a neuromuscular junction.</p>	
29/52	SUBMITTED TEXT	247 WORDS	100% MATCHING TEXT	247 WORDS
	<p>Cognition can be defined as "the act or process of knowing in the broadest sense; specifically, an intellectual process by which knowledge is gained from perception or ideas" (Webster's Dictionary). Cognition is central to the development of psychology as a scientific discipline. The establishment of Wilhelm Wundt's laboratory in 1879 to study human thought processes is often used as the beginning of modern psychology. Cognitive psychology is one of the major approaches within psychology and can be contrasted with the behavioral view (a focus on observable behavior), a psychoanalytic view (a focus on the unconscious), a humanistic view (a focus on personal growth and interpersonal relationships) and a social cognitive view (a focus on the social environment as it impacts personal qualities such as thinking and feeling.) An important distinction between the behavioral and cognitive or humanistic views is the importance of feedback. For behaviorists, the most important feedback comes in the form of the application of consequences from the environment. The cognitive, as well humanistic, would focus on the importance of internal feedback. The social cognitive view considers both types. Cunia (2005) provides an excellent overview of the cognitive theory applied to learning. There are a variety of perspectives and emphases within cognitive psychology (Winn & Snyder, 1996) that are currently impacting educators' thinking about how to improve the teaching-learning process. The Information Processing approach focuses on the study of the structure and function of mental processing within specific contexts, environments, or ecologies. Benjamin Bloom and his colleagues developed the Taxonomy of the Cognitive Domain as a way to classify the variety of educational 134</p> <p>W http://www.edpsycinteractive.org/topics/cognition/cogsys.html</p>		<p>Cognition can be defined as "the act or process of knowing in the broadest sense; specifically, an intellectual process by which knowledge is gained from perception or ideas" (Webster's Dictionary). Cognition is central to the development of psychology as a scientific discipline. The establishment of Wilhelm Wundt's laboratory in 1879 to study human thought processes is often used as the beginning of modern psychology. Cognitive psychology is one of the major approaches within psychology and can be contrasted with the behavioral view (a focus on observable behavior), a psychoanalytic view (a focus on the unconscious), a humanistic view (a focus on personal growth and interpersonal relationships) and a social cognitive view (a focus on the social environment as it impacts personal qualities such as thinking and feeling.) An important distinction between the behavioral and cognitive or humanistic views is the importance of feedback. For behaviorists, the most important feedback comes in the form of the application of consequences from the environment. The cognitive, as well humanistic, would focus on the importance of internal feedback. The social cognitive view considers both types. Cunia (2005) provides an excellent overview of the cognitive theory applied to learning. There are a variety of perspectives and emphases within cognitive psychology (Winn & Snyder, 1996) that are currently impacting educators' thinking about how to improve the teaching/learning process. The Information Processing approach focuses on the study of the structure and function of mental processing within specific contexts, environments, or ecologies . Benjamin Bloom and his colleagues developed the Taxonomy of the Cognitive Domain as a way to classify the variety of educational</p>	

30/52	SUBMITTED TEXT	144 WORDS	100% MATCHING TEXT	144 WORDS
	objectives related to what and how human beings know. Researchers in the area of intelligence study how human beings learn from experience, reason well, remember important information, and adapt to the environment. Jean Piaget's theory of cognitive development describes the process and stages by which human beings develop the capacity to engage in abstract symbolic thought, one of the distinguishing features of human activity. Piaget's theory is often contrasted with the views of Jerome Bruner and Lev Vygotsky. Several different areas of inquiry provide an opportunity to test out these different theories. For example, in the area of critical thinking researchers study how human beings apply cognitive processes to evaluating arguments (propositions) and making decisions. On the other hand, in the area of creative thinking researchers study how human beings generate ideas and alternatives that do not fit the "norm." These two areas are often contrasted as the difference between convergent thinking (thinking pattern used when		objectives related to what and how human beings know. Researchers in the area of intelligence study how human beings learn from experience, reason well, remember important information, and adapt to the environment. Jean Piaget's theory of cognitive development describes the process and stages by which human beings develop the capacity to engage in abstract symbolic thought, one of the distinguishing features of human activity. Piaget's theory is often contrasted with the views of Jerome Bruner and Lev Vygotsky. Several different areas of inquiry provide an opportunity to test out these different theories. For example, in the area of critical thinking researchers study how human beings apply cognitive processes to evaluating arguments (propositions) and making decisions. On the other hand, in the area of creative thinking researchers study how human beings generate ideas and alternatives that do not fit the "norm." These two areas are often contrasted as the difference between convergent thinking (thinking pattern used when	
	W http://www.edpsycinteractive.org/topics/cognition/cogsys.html			
31/52	SUBMITTED TEXT	13 WORDS	89% MATCHING TEXT	13 WORDS
	In R. S. Peters (ed.) The Philosophy of Education. London: Routledge and Kegan Paul.			
	SA 1421877 - Implications of theories of cognitive development in teaching and learning in PE.docx (D23505238)			
32/52	SUBMITTED TEXT	110 WORDS	100% MATCHING TEXT	110 WORDS
	end result is to narrow and evaluate ideas) and divergent thinking (thinking pattern used to expand or develop new ideas). A similar comparison is between left-brain and right-brain orientations (i.e., brain lateralization dominance). Metacognition is another area in cognition that draws from a number of different perspectives and is the study of how individuals develop knowledge about one's own cognitive system. Different study methods, such as SQ4R, provide information about how individuals can be most effective and efficient during the process of learning. The materials available in this section provide a brief overview of these different approaches to the study of cognition. Joanne Ruttan provides an overview of some of the terminology used in the cognitive approach. 4.5.2.		end result is to narrow and evaluate ideas) and divergent thinking (thinking pattern used to expand or develop new ideas). A similar comparison is between left-brain and right-brain orientations (i.e., brain lateralization dominance). Metacognition is another area in cognition that draws from a number of different perspectives and is the study of how individuals develop knowledge about one's own cognitive system. Different study methods, such as SQ4R, provide information about how individuals can be most effective and efficient during the process of learning. The materials available in this section provide a brief overview of these different approaches to the study of cognition. Joanne Ruttan provides an overview of some of the terminology used in the cognitive approach.	
	W http://www.edpsycinteractive.org/topics/cognition/cogsys.html			
33/52	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
	Cognition can be defined as "the act or process of knowing in the broadest sense; specifically, an intellectual process by which knowledge is gained from perception or ideas".		Cognition can be defined as "the act or process of knowing in the broadest sense; specifically, an intellectual process by which knowledge is gained from perception or ideas" (
	W http://www.edpsycinteractive.org/topics/cognition/cogsys.html			

34/52	SUBMITTED TEXT	15 WORDS	93% MATCHING TEXT	15 WORDS
	Cunia, E. (2005). Cognitive learning theory. Principles of Instruction and Learning: A Web Quest. http://erincunia.com/portfolio/MSportfolio/ide621/ide621f03production/cognitive.htm		Cunia, E. (2005). Cognitive learning theory. Principles of Instruction and Learning: A Web Quest. Retrieved April 2006, from http://erincunia.com/portfolio/MSportfolio/ide621/ide621f03production/cognitive.htm •	
	W http://www.edpsycinteractive.org/topics/cognition/cogsys.html			
35/52	SUBMITTED TEXT	15 WORDS	92% MATCHING TEXT	15 WORDS
	Huitt, W. (2006). The cognitive system. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. http://www.edpsycinteractive.org/topics/cognition/cogsys.html		Huitt, W. (2006). The cognitive system. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved [date], from http://www.edpsycinteractive.org/topics/cognition/cogsys.html	
	W http://www.edpsycinteractive.org/topics/cognition/cogsys.html			
36/52	SUBMITTED TEXT	28 WORDS	95% MATCHING TEXT	28 WORDS
	Winn, W., & Snyder, D. (1996). Cognitive Perspectives in Psychology. In D. H. Jonassen (Ed.), Handbook of Research for Educational Communications and Technology (pp. 112-142). New York: Macmillan. http://www.aect.org/edtech/ed1/pdf/05.pdf		Winn, W., & Snyder, D. (1996). Cognitive Perspectives in Psychology. In D. H. Jonassen (Ed.), Handbook of Research for Educational Communications and Technology (pp. 112-142). New York: Macmillan. Retrieved April 2006, from http://www.aect.org/edtech/ed1/pdf/05.pdf	
	W http://www.edpsycinteractive.org/topics/cognition/cogsys.html			
37/52	SUBMITTED TEXT	1 WORDS	100% MATCHING TEXT	1 WORDS
	https://science.howstuffworks.com/life/inside-the-mind/human-brain/brain1.htm		https://science.howstuffworks.com/life/inside-the-mind/human-brain/brain.htm < 28	
	W https://science.howstuffworks.com/life/inside-the-mind/human-brain/brain1.htm			
38/52	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	a bold step in the right direction to improve the quality of education.		a bold step in the right direction to improve the quality of education. 1.	
	W http://oxfordg.com/data/COURSE-III-LEARNING-TEACHIN-UNIT-I-TEACHING.pdf			
39/52	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
	Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. Harvard educational review, 57(1), 1-23.		Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. Harvard educational review, 57(1), 1-23.	
	W https://allhandnote.blogspot.com/2017/03/educational-theory-instructional-design.html			

40/52	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
<p>Wood, D. J., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. Journal of Child Psychiatry and Psychology, 17(2), 89-100.</p> <p>SA 1421877 - Implications of theories of cognitive development in teaching and learning in PE.docx (D23505238)</p>				
41/52	SUBMITTED TEXT	34 WORDS	78% MATCHING TEXT	34 WORDS
<p>in mind the developmental stage of the learners so that desired educational objectives can be achieved. These three levels are 1. Memory level : Thoughtless teaching 2. Understanding level : Thoughtful teaching 3. Reflective level : Upper thoughtful</p> <p>in view the developmental stage of the learner, so that the educational objective can be achieved. These three levels of teaching are: 1. Memory level : Thoughtless teaching. 2. Understanding level : Thoughtful teaching. 3. Reflective level : Upper thoughtful</p> <p>W http://oxfordg.com/data/COURSE-III-LEARNING-TEACHIN-UNIT-I-TEACHING.pdf</p>				
42/52	SUBMITTED TEXT	34 WORDS	35% MATCHING TEXT	34 WORDS
<p>the concepts teaching and learning are interrelated to each other. Development of the all-round personality of the learner is the final goal of teaching and learning. During teaching an interaction takes place between an experienced person (</p> <p>SA Sambalpur-MA-Education-SEM-II-Pedagogical Trends and Issues.pdf (D156211178)</p>				
43/52	SUBMITTED TEXT	41 WORDS	51% MATCHING TEXT	41 WORDS
<p>in all living beings. Teaching at memory level is considered to be the lowest level of teaching. At this level, • The thinking ability does not play any role. • Students only cram the facts, information, formulas and laws that are taught to them. •</p> <p>SA Sambalpur-MA-Education-SEM-II-Pedagogical Trends and Issues.pdf (D156211178)</p>				
44/52	SUBMITTED TEXT	19 WORDS	52% MATCHING TEXT	19 WORDS
<p>The teacher presents the study material in a sequential order. Memory level teaching lacks insight. Psychologically, it is cognitive level</p> <p>SA Sambalpur-MA-Education-SEM-II-Pedagogical Trends and Issues.pdf (D156211178)</p>				
45/52	SUBMITTED TEXT	66 WORDS	76% MATCHING TEXT	66 WORDS
<p>Understanding something is to perceive the meaning, grasp the idea and comprehend the meaning. In the field of Education and Psychology, the meaning of 'understanding 'can be classified as • seeing the total use of facts • seeing relationship • a generalized insight 187 NSOU ? CC-ED-06 The teaching at the understanding level is of a higher quality than the one at the memory level. It is more useful and thoughtful</p> <p>SA Sambalpur-MA-Education-SEM-II-Pedagogical Trends and Issues.pdf (D156211178)</p>				












46/52	SUBMITTED TEXT	23 WORDS	54% MATCHING TEXT	23 WORDS
<p>this level of teaching, the teacher explains the student about the relationship between principles and facts and teaches them how these principles can be</p> <p>SA Sambalpur-MA-Education-SEM-II-Pedagogical Trends and Issues.pdf (D156211178)</p>				
47/52	SUBMITTED TEXT	28 WORDS	55% MATCHING TEXT	28 WORDS
<p>The students at this level are secondary. At this level, no cramming is encouraged. The new knowledge acquired at this level is related to the earlier knowledge gained.</p> <p>SA Sambalpur-MA-Education-SEM-II-Pedagogical Trends and Issues.pdf (D156211178)</p>				
48/52	SUBMITTED TEXT	24 WORDS	70% MATCHING TEXT	24 WORDS
<p>in mind the developmental stage of the learners so that desired educational objectives can be achieved. These three levels are 4. Memory level : Thoughtless teaching:</p> <p>in view the developmental stage of the learner, so that the educational objective can be achieved. These three levels of teaching are: 1. Memory level : Thoughtless teaching. 2.</p> <p>W http://oxfordg.com/data/COURSE-III-LEARNING-TEACHIN-UNIT-I-TEACHING.pdf</p>				
49/52	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<p>It is highly thoughtful and useful. • A student can attain this level only after going through memory level and understanding level.</p> <p>189</p> <p>SA Sambalpur-MA-Education-SEM-II-Pedagogical Trends and Issues.pdf (D156211178)</p>				
50/52	SUBMITTED TEXT	117 WORDS	100% MATCHING TEXT	117 WORDS
<p>Teaching at the reflective level enables the students to solve the real problems of life. • At this level, the student is made to face a real problematic situation. The student by understanding the situation and using his critical abilities succeeds in solving the problem. • At this level emphasis is laid on identifying the problem, defining it and finding a solution to it. The student's original thinking and creative-abilities develop at this level. • The role of the teacher in this level of teaching is democratic. He does not force knowledge on the students but develops in their talents and capabilities. • The role of the students is quite active. • Reflective level of teaching is that which is problem-centered and the student is busy in original imagination.</p> <p>SA Sambalpur-MA-Education-SEM-II-Pedagogical Trends and Issues.pdf (D156211178)</p>				
51/52	SUBMITTED TEXT	23 WORDS	50% MATCHING TEXT	23 WORDS
<p>The teaching at the understanding level is of a higher quality than the one at the memory level. It is more useful and thoughtful</p> <p>SA Sambalpur-MA-Education-SEM-II-Pedagogical Trends and Issues.pdf (D156211178)</p>				


















52/52	SUBMITTED TEXT	14 WORDS	70% MATCHING TEXT	14 WORDS
<p>this level of teaching, the teacher explains to the student about the relationship between principles. 6.</p>				
<div>SA Sambalpur-MA-Education-SEM-II-Pedagogical Trends and Issues.pdf (D156211178)</div>				

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PREFACE In a bid to standardize higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses viz. core, discipline specific / generic elective, ability and skill enhancement for graduate students of all programmes at Honours level. This brings in the semester pattern, which finds efficacy in sync with credit system, credit transfer, comprehensive and continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry their acquired credits. I am happy to note that the University has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade "A". UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 have mandated compliance with CBCS for U.G. programmes of all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme. Self Learning Materials (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English / Bengali. Eventually, the English version SLMs will be translated into Bengali too, for the benefit of learners. As always, all of our teaching faculties contributed in this process. In addition to this, we have also requisitioned the services of best academics in each domain in preparation of the new SLMs. I am sure they will be of commendable academic support. We look forward to proactive feedback from all stakeholders who will participate in the teaching-learning based on these study materials. It has been a very challenging task well executed, and I congratulate all concerned in the preparation of these SLMs. I wish the venture a grand success.

Prof. (Dr.) Subha Sankar Sarkar Vice-Chancellor

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Module - I CURRICULAR ISSUES Unit 1 ? Introduction to Curriculum 07 – 43 Unit 2 ? Curriculum as a Process 44 – 79 Unit 3 ? Major Approaches to Curriculum 80 – 111 Module – II DEVELOPMENT & TRANSACTION OF CURRICULUM Unit 4 ? Curriculum Development 112 – 145 Unit 5 ? Curriculum Evaluation 146 – 170 Unit 6 ? Recent Trends in Curriculum 171 – 219 Netaji Subhas Open University Course : Curriculum Studies Course Code : CC-ED-07 UG : Education (HED)

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Sambalpur-MA-Education-SEM-II-Curriculum Devel ...
(D156211172)

UNIT 1 ????? Introduction to Curriculum Structure 1.1 Objectives 1.2 Introduction 1.3 Curriculum 1.3.1 Meaning of Curriculum 1.3.2 Nature of Curriculum 1.3.3 Scope of Curriculum 1.3.4 Functions of Curriculum 1.3.5

Different Types of Curriculum 1.3.6 Difference and Relation Between Curriculum and Syllabus 1.4 Determinants of Curriculum 1.4.1 Factors Influencing Curriculum 1.4.2 Few Other Determinants 1.5 Curricular and Co-Curricular Activities 1.5.1 Meaning, Concept, Objectives and Types of Co-Curricular Activities (CCA) 1.5.2 Organisation of Co-Curricular Activities 1.5.3 Significance of Co-Curricular Activities 1.6 Summary 1.7 Self-Assessment Questions 1.8

51%

MATCHING BLOCK 3/392

SA

MEDHC 2.1 Curriculum- Principles and Planning ... (D154644155)

References 1.1 Objectives After studying this unit the students will be able to : ? Understand the meaning of curriculum; ? Understand the nature and scope of curriculum; ? Identify the determinants of curriculum; ?

Classify students' activities into different types of curriculum; ? Explain the importance of Co-curricular Activities; ? Categorise Co-curricular Activities;

NSOU ? CC-ED-07 ? 8 ? Explain the organisational procedure of the Co-curricular Activities; ? Realise the significance of Co-curricular Activities in students' life. 1.2 Introduction A curriculum is the "roadmap" or "guideline" for any given discipline. A curriculum is the combination of instructional practices, learning experiences, and students' performance assessment that are designed to bring out and evaluate the target learning outcomes of a particular course. It is a detailed plan for instruction set by policy-makers. The philosophy of teaching of the instructors as well as of

64%

MATCHING BLOCK 4/392

SA

Sambalpur-MA-Education-SEM-II-Curriculum Devel ... (D156211172)

the educational institution both serve as two of the principles on which a curriculum is formulated. Curriculum is a selection of

information, segregated into disciplines and courses, typically designed to achieve a specific educational objective. It encompasses a variety of technical and non-technical courses that are required to complete a specific degree.

100%

MATCHING BLOCK 7/392

SA

MEDHC 2.1 Curriculum- Principles and Planning ... (D154644155)

Curriculum refers to an interactive system of instruction and learning with specific goals, contents, strategies, measurement, and resources.

The desired outcome of curriculum is successful transfer and/or development of knowledge, skills, and attitudes. Everything that is written or unwritten taught and tested in an educational programme of study. Therefore, Curriculum includes everything that takes place, and everything that does not take place, within the purview of the school and other educational institutions. 1.3 Curriculum : Meaning, Nature, Scope of Curriculum 1.3.1 Meaning of Curriculum There are four components of education – student or the learner, teacher, school or educational institution and curriculum. These components are the four pillars of education process and the effectiveness of any educational programme depends on the working of all components in proportionate ratios. Thus curriculum is an important element of education as the aims of education are reflected through the curriculum. In other words, the curriculum is determined by the aims of life and society. Aims of life and society are subject to constant change. Some popular concepts in Education are - Education for development, Education for work and Education for lifelong learning; hence, the aims of education are dynamic and subject to change. The aims of education are attained by the school programmes, concerning knowledge, experiences, activities, skills and values. The different school programmes are jointly known as curriculum and one static factor that characterises curriculum is 'change' since it is ever-changing.

NSOU ? CC-ED-07 ? 9 The origin of

83%

MATCHING BLOCK 5/392

W

the word curriculum was derived from the Latin word 'currere', which means

to run a race or a runway on which one runs to reach a goal or a

100%

MATCHING BLOCK 6/392

W

race course referring to the course of deeds and experiences through which children grow

and mature to live successfully in adult society. This means that once a child starts to learn, he/she begins to run the race. This race is comprehensive in nature because, in the course of the race, the child or the learner encounters a lot of experiences, which may be intellectual, social, moral, spiritual or physical. These experiences are necessary to produce the complete man. The experiences may be formal and planned or informal and accidental or unplanned. In the course of the race, the child may also encounter some obstacles which he/she must overcome either through his/her own efforts or by the assistance of someone else to enable him/her to attain the expectations of the society. The child is the main focus of the

81%

MATCHING BLOCK 8/392

W

curriculum. It is the instructional and the educative programme which helps the pupils achieve their goals, ideals and aspirations of life.

It is curriculum through which the general aims of a school education receive concrete expression. One of the most popularly used definitions of a curriculum is that curriculum is the total learning experience. This description implies that the crux of a curriculum is the different planned and unplanned activities which have been lived, acted upon or done by the learners under the guidance of the teacher. So, curriculum is nothing but content, programme of planned activities, intended learning outcomes, cultural preservation, experience and agenda for social reconstruction. Towards a definition of the term curriculum—

100%

MATCHING BLOCK 9/392

SA

Book Final modification 10.12.2018.docx (D45523568)

Curriculum is the entire range of experiences, both directed and undirected, concerned in unfolding the abilities of the individual.

Franklin Bobbitt (1918)

100%

MATCHING BLOCK 10/392

SA

Book Final modification 10.12.2018.docx (D45523568)

The curriculum is all the learning experiences planned and directed by the school to attain its educational goals.

Ralph Tyler (1957)

All experiences of the child for which the school accepts responsibility. W.B. Ragan (1960) Curriculum refers to a written plan outlining what students will be taught (course of study). Curriculum may refer to all the courses offered at a given school in a particular area of study. J.L. McBrien and R. Brandt (1997) The reconstruction of knowledge and experience, that enables the learner to grow in exercising intelligent control of subsequent knowledge and experience. Daniel Tanner and Laureal Tanner (1995)

94%

MATCHING BLOCK 11/392

SA

MEDHC 2.1 Curriculum- Principles and Planning ... (D154644155)

Cunningham (1994) - "Curriculum is a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideas (aims and objectives) in his studio (school)"

NSOU ? CC-ED-07 ? 10

100%

MATCHING BLOCK 12/392

SA

Book Final modification 10.12.2018.docx (D45523568)

Monroe - "Curriculum includes all those activities which are utilized by the school to attain the aims of education.

Crow and Crow - The

79%

MATCHING BLOCK 13/392

SA

MEDHC 2.1 Curriculum- Principles and Planning ... (D154644155)

curriculum includes all the learners' experience in or outside school that are included in a programme which has been devised to help him developmentally, emotionally, socially, spiritually and morally".

98%**MATCHING BLOCK 14/392****SA**MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

T.P. Nunn - "The curriculum should be viewed as various forms of activities that are grand expressions of human spirit and that are of the greatest and most permanent significance to the wide world".

Howell and Evans – "Curriculum is a structured set of learning outcomes or task that educators usually call goals and objectives." Froebel – "

100%**MATCHING BLOCK 16/392****SA**

Book Final modification 10.12.2018.docx (D45523568)

Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experience of the human race."

92%**MATCHING BLOCK 15/392****W**

Curriculum is composed of all experiences children have under the guidance of the teacher.

Caswell
and Campbell (1935) Ronald

100%**MATCHING BLOCK 17/392****W**

Doll – "Curriculum is the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of

an academic institution". Mudaliar Commission:- "

86%**MATCHING BLOCK 18/392****SA**MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

Curriculum includes all the learner's experiences in or outside that are included in a programme which has been devised to help him develop physically, emotionally, socially, spiritually and morally."

Stenhouse suggested a more open definition of

91%**MATCHING BLOCK 19/392****SA**MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

a curriculum as 'an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice'.

Olivia (1997) offered multiple definitions of curriculum. To her
Curriculum is: ?
That which
is taught in schools ? A set of subjects ?

82%**MATCHING BLOCK 23/392****SA**Models of Curriculum Development-Ch-11.docx
(D29551053)

Content ? A program of studies ? A set of materials ? A sequence of courses ? A set of performance objectives ? A course of study ? Is everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships NSOU ? CC-ED-07 ? 11 ? Everything that is planned by school personnel ? A series of experiences undergone by learners in a school ? That which an individual learner experiences as a result of schooling

Some authors define

97%

MATCHING BLOCK 20/392

W

curriculum as the total effort of the school to bring about desired outcomes in school and out-of-school situations.

It is also

98%

MATCHING BLOCK 21/392

W

defined as a sequence of potential experiences set up in school for the purpose of disciplining children and youth in group ways of thinking and acting.

A document which describes a structured series of learning objectives and outcomes for a given subject matter area. It includes a specification of what should be learned, how it should be taught, and the plan for implementing/assessing the learning. Cortes (1981) views Curriculum

66%

MATCHING BLOCK 22/392

W

as the massive, ongoing process, the author also mentions about family, peer groups, neighbourhoods, churches, organizations, occupations, mass media, and other socializing forces that "educate" all of us throughout our lives

in the form of informal curriculum. Curriculum may be viewed - as a course of studies offered in the school for the education of the learners, and which students pursue in order to get a degree, a certificate, a diploma or any other forms of academic awards. Learning experiences are embedded in courses taught to the learners in schools. The learning experiences are learner oriented, goal oriented; and they can be physical or mental activities, observable or unobservable (Offorma, 2002) i.e. having unlimited scope. On the other hand it can be viewed differently as Curriculum covers all learning inside and outside school, it is something more than teaching and learning. It is a tool in hands of a teacher. Curriculum is a blueprint and pre-planned but can be revised and changed accordingly. It also caters to the needs of individually different learners. Hence, curriculum is formulated for fulfilment of the following objectives - complete development of an individual, which includes preparation for complete living i.e. self preservation, self protection, social & political protection, proper utilization of leisure time; and also the social aspects like - Modernizing the society, National integration, Raising standard of living, Developing democratic life and National development. In a nutshell, curriculum can be defined as the total and complete experience. From this view point, curriculum is not only the content selected and delivered, but also the planned and unplanned activities in which individuals' participate as students. Traditional concept versus Modern Concept in curriculum Traditionally, curriculum was a body of preserved factual knowledge to be transmitted from the teacher to the pupils and mastered by them through memorization, recitation and NSOU ? CC-ED-07 ? 12 drill; and to be reproduced on the demand of the teacher. The traditional curriculum was subject- centred while the modern curriculum is child and life-centred. Modern education is the combination of these two dynamic processes. The

93%

MATCHING BLOCK 24/392

SA

MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

one is the process of individual development and the other is the process of socialization, which is commonly known as adjustment with

the social environment. Modern curriculum prepares the child to fulfil both the objectives. 1.3.2 Nature of Curriculum From the various definitions and concepts presented, it is clear that curriculum is a dynamic process. Development connotes changes and for curriculum which are systematic. A change for the better means, it is any modification or improvement in the existing condition. To produce positive changes in curriculum, development should be purposeful, planned and progressive. The nature of curriculum can be described by these brief descriptions derived from the definitions given above – 1. A document which describes a structured series of learning objectives and outcomes for a given subject matter area. 2.

100%**MATCHING BLOCK 25/392****SA**

Book Final modification 10.12.2018.docx (D45523568)

Curriculum is the entire range of experiences, both directed and undirected, concerned in unfolding the abilities of the individual

in school under the guidance of the teacher. School takes responsibility for all the experiences of the child and

90%**MATCHING BLOCK 31/392****SA**

Book Final modification 10.12.2018.docx (D45523568)

the learning experiences are planned and directed by the school to attain its educational goals. 3.

It is the written plan outlining all the courses offered in a school to its students and what a school actually teaches under a particular area of study. Some authors mention

curriculum as the total effort of the school to bring about desired outcomes in school and out-of-

85%**MATCHING BLOCK 26/392****W**

school situations. 4. Curriculum includes the planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational objectives. Curriculum

may also be described

100%**MATCHING BLOCK 27/392****W**

as a sequence of potential experiences set up in school for the purpose of disciplining children and youth in group ways of thinking and acting. 5.

This document is a specification of what should be learned, how it should be taught, and the plan for implementing/assessing the learning.

NSOU ? CC-ED-07 ? 13 Hence, curriculum includes

80%**MATCHING BLOCK 28/392****W**

the process of selecting, organizing, executing, and evaluating learning experiences on the basis of the needs, abilities and interests of the learners and the nature of the society or community. It is a

dynamic concept as changes made in content may necessitate changes in experiences, which may again bring about changes in evaluation etc. Experts believe that curriculum process is a very complex set of activities and decisions. 1.3.3 Scope of Curriculum Scope means the extent of the area or subject matter that something deals with or to which it is relevant. It determines the opportunity or possibility to do or deal with something. Scope is applicable to an area of activity, predetermined and limited, but somewhat flexible. The areas that are covered in curriculum determine its scope, so in other words it is subject matter of curriculum. The key component of any curriculum is its instructional objectives or learning outcomes. On the basis of the objectives, content is included in the curriculum. Therefore, it can be said that the scope or subject matter or areas covered in any subject or discipline depends on the objectives of that subject. Now scope directly relates to what should be taught or learned. Scope determines the length and

91%**MATCHING BLOCK 29/392****W**

breadth of the curriculum i.e. the content, learning experiences and activities to be included in the curriculum.

There should be balance or integration among the three domains of objectives namely - Cognitive, Affective and Psychomotor, to cover all the abilities of students. Balance between

95%**MATCHING BLOCK 30/392****W**

Knowledge and experience, Objectives and content, Child's activity and needs

of the societal activities and needs to be established. Lastly, there should be integration between

100%**MATCHING BLOCK 32/392****W**

the content, learning experiences and activities to be included in the curriculum

and every attempt should be related to the social environment, where the students are actually placed. The scope of curriculum is broad and wide. It ranges from the individual needs to the global needs. It includes all those activities which help in obtaining the comprehensive objectives of education.

100%**MATCHING BLOCK 33/392****SA**

MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

It is not only about the school, the learners and the teachers. It is also about the development of a society in general.

The scope of curriculum is discussed under the following heads. Aims, goals and Objectives of Curriculum Goals and objectives are important because they help to

78%**MATCHING BLOCK 35/392****SA**

ASSIGNMENT 1 curriculum.pdf (D55197896)

direct the choice of curricular content; suggest what learning methods will be most effective;

enable evaluation of learners and the curriculum; suggest what evaluation methods are appropriate; clearly NSOU ? CC-ED-07 ? 14 communicate to others what the curriculum addresses and hopes to achieve. Objectives of curriculum are determined by the objectives of education. There is a close relationship between curriculum and education. Curriculum does not decide its objectives independently rather it seeks guidance from the objectives of education. Curriculum content is selected according to the objectives of education. If it is not done, it would fail in securing the objectives. To summarize, curriculum, without the consideration of objectives of education, is a mere combination of information and skills which lead to the production of socially unproductive individuals. Selection of Content Selection of content is a very sensitive activity as the content gives a material form to the concept of curriculum. A curriculum expert should take into account all aspects of individual and social life; the mental, physical, social, economic and psychological needs of the students should also be taken into consideration during the selection of content for a particular level of education. If the content of curriculum is compatible with the needs of the individuals and the society, it would succeed in securing all of its pre-specified objectives. Curricular Activities The curricular activities include human learning experiences, observations, skills and other academic excellences. These activities help in developing the personality of the students in a comprehensive way. These curricular activities belong to all aspects of human life. They range from earth to heaven and from an individual to the far end of the society. These activities are developed in line with the objectives of curriculum so co-ordination and integration among these activities are necessary. The social, cognitive, moral, and psychological needs of the students are fulfilled through these activities. Thus they are considered as the soul of the whole process of education. Co-curricular Activities The aim of education is all-round development of personality of the individuals. Only the textbooks are not capable of developing the individuals' personality in a comprehensive way. For the balanced development of the personality of the students, the school should arrange the co-curricular activities along with the curricular activities. The, co-curricular activities include games, sports, athletics, student union, tutorial groups, literary society, subject society, scouting, Girls' Guide and welfare organizations etc. These activities leave positive impression of personality of the students and deepen their life experiences. These activities play a significant role in the development of moral and leadership abilities as well as social qualities like cooperation, sharing, sympathy, fellow-feeling etc.

NSOU ? CC-ED-07 ? 15 Methodology for Transaction Along with the content, a method of instruction is also required to transmit the content to the learner by the teacher. This method is selected keeping in view the nature of the content. A teacher should use the technique of teaching which corresponds to the psychological needs of the students and requirements of the content. If the element of methodology is eliminated from the process of curriculum, the transmission of the academic excellences to the students would have become impossible. Methodology is the science of teaching or the medium that includes all strategies through which the content is passed on from the teacher to the student. Transmission of Curriculum It is the essence of the process of curriculum. It is the process of transmission of information, skills and other academic excellences from one place to another and from one mind to another. For the successful transmission of curriculum to the students, a teacher must have the ability of explicit communication. If the teacher has mastery in the skill of communication, he/she might have expressed him/herself in an effective way helping the curriculum fulfil the objective. Through appropriate transmission of curriculum, teachers develop the ability of effective communication in the students. Teaching- learning Materials or TLMs TLMs play a significant role in the transmission of content to the students effectively and successfully. Appropriate use of TLM is an important element of the process of curriculum transaction. These are also known as instructional aids and effective teaching depends on each other. These aids make the lesson attractive, absorbing, interesting, result-oriented, and effective. Hence a skilled teacher can effectively transmit the selected content to the students with the help of proper TLMs. Therefore, it plays a very significant role in the instructional process and well as in the scope of curriculum. All-round development The contents of curriculum should target towards achieving the comprehensive and all-round development of the individual's personality. This is the primary responsibility of curriculum and the foremost aim of education. There must be comprehensiveness, broadness and versatility in the contents of curriculum so that the objectives of curriculum and education may be realized. Personality development of the individual is the core criterion of curriculum, so the curricular and co-curricular activities should be properly amalgamated to keep all aspects of human personality and social stability in consideration.

NSOU ? CC-ED-07 ? 16 Guidance Curriculum attempts to guide the students through all the unknown and unseen ways of life ranging from very simple to very complicated situations. This guidance may involve cognitive, physical, emotional, moral or spiritual aspect of human personality. People are confronted with various problems in everyday life. Curriculum suggests solutions to these problems in a formal way by training the individuals for leading a successful life. Hence, the transmission of curriculum requires the transmission of guidance too. Again guidance is a significant function of education, so a process of guidance is rightly included in the scope of curriculum. National ideology Education is directly concerned with the ideology of a nation. Naturally, all the aspects of curriculum are developed on the basis of philosophy of a nation. The contents of curriculum cannot maintain its existence without the guidance of national ideology. All the components of content should correspond to the basic principles of the national ideology. This is the only natural means of promoting the national ideology in the youths of a nation through education. From the above discussion it is clear that scope directly relates to what should be taught or learned. There should be proper sequencing between the different parts of the curriculum and each part should be learned with respect to the other parts of the curriculum. Integration and not mere collection between the parts of curriculum is desired. The teacher should plan transaction carefully so that previous learning and future learning relate in terms of cumulative effects of learning and the child learns successfully how different strings of a piece of curriculum relate to other things in life. 1.3.4 Functions of Curriculum Education is an orderly, society oriented and intentional process. So, some plan is needed to guide this effort before actual execution. This plan refers to the curriculum and it is indispensable for the acquisition of the objectives associated with curriculum. Curriculum is the instrument by means of which schools seek to translate the hopes of the society into concrete realities. It is planned and sequenced activity through which education is attained. The real essence of education is the ability to transfer the knowledge, facts, skills, values and attitudes learnt from one situation to solving problems in another situation, and this is done through curriculum. Functions of curriculum in the process of education is not simple and static or fixed rather it is completely a dynamic concept altogether. Role of curriculum is different for different levels of education. The purpose of curriculum changes with demographic location, society, economy, polity etc.

NSOU ? CC-ED-07 ? 17 Every curriculum aims at developing certain competencies or abilities in the learners, the aims may range from the very broad to the more specific. The curriculum process must therefore clearly identify the aims that the curriculum is intended to achieve.

In fact, that is why we use the terms aims, goals and objectives to refer to them. Aims are broad statements which cover all of the experiences provided in the curriculum; goals are tied to specific subjects or group of contents within the curriculum; while objectives describe the more specific outcomes that can be attained as a result of lessons or instruction delivered at the classroom

by the teacher. Now, the function of curriculum depends on the pre-specified aims and objectives of education. Aims and objectives of education cannot be discussed without mentioning Bloom's Taxonomy of Educational Objectives, which attempted to classify the goals of education. Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three behaviours: cognitive, affective and psychomotor are borne in mind, while selecting objectives. This is to ensure that the curriculum is comprehensive and will produce the total man. The cognitive domain list has been the primary focus on education and is frequently used to structure curriculum, learning objectives, assessments and activities as it involves knowledge and the development of intellectual skills (Bloom, 1956). Curriculum is a criterion to provide experiences to the learners toward the maximum growth of their personalities. Same is the objective of education itself. To achieve this objective curriculum has an enormous role to play. In the following section various functions of curriculum are listed and described.

1. Development of Individuals All learners do not learn equally or in the same manner, as each individual has got his own unique abilities, talents, interests, knowledge, attitudes, ideals, appreciations, skills and understanding. Therefore, the type of curriculum, the design of curriculum, methods applied and techniques followed can offer opportunities to the learners to benefit according to their own abilities. Here lies the function of the curriculum to provide the students those experiences which may meet the need of all the students.
2. Organisation of curricular and co-curricular activities Curriculum consists of curricular and co-curricular activities. These activities are organised effectively to play an important role in mental, moral, social, emotional and physical development of the learner. The curricular activities help in the intellectual growth while co-curricular activities help in around development of the learners in order to produce balanced personalities. Function of curriculum is to balance and integrate these activities to maximise comprehensive development of the individual.
3. Producing Responsible Citizens A well-organized educational programme can only produce responsible and useful citizens. Curriculum plays a central role in providing knowledge about rights and responsibilities of the citizens and helping them in the development of desirable and useful skills to be applied in daily life. Ideal curriculum works for development of rights as well as sense of duties in the students.
4. To Develop Basic Skills This is the major function of written curriculum. Age appropriate application of suitable curriculum may help in acquisition of basic skills like, reading, writing, speaking in the learners and also teach the students to act according to situational demand.
5. Preservation and Transmission of Cultural Heritage These two functions always come together. This is a vital function of education in any country irrespective of sex, religion, caste, creed and ethnicity. The function of each society is to preserve its culture and to transmit it to its next generation. The curriculum preserves the culture in books, literature and journal; and with the help of suitable teaching- learning situation it is transmitted to the next generation. Only curriculum can perform this function in a suitable way. Beside the above mentioned functions, curriculum has some other functions too.

1. Providing knowledge about the world.
2. Inculcating values.
3. Developing and building up some attitudes towards life.
4. Making the people broad minded.
5. Engaging the people in some useful tasks.
6. Producing scientists, educationists or specialized people for various field improving social, cultural and economic conditions.
7. Improving physical and mental health of the people.

Curriculum is considered the "heart" of any teaching-learning institution, which means that schools, colleges, universities or any other educational institution cannot exist without a curriculum. It is very important in formal education but it no less important in informal status too. Curriculum and society is related in such a way that

curriculum has become a dynamic process due to the changes that occur in society. Therefore, in its broadest sense, curriculum refers to the "total learning experiences of individuals not only in school, but in society as well" (

Bilbao et al., 2008).

NSOU ? CC-ED-07 ? 19 1.3.5 Different Types of Curriculum The term 'curriculum' has different meanings to different people. For Educational administrators, including head teachers, it often refers to the organisation of school subjects and the allocation of time when each subject is taught, as depicted upon the school timetable. For teachers, the term embraces the content of what should be taught during each of the allotted time tabled periods in classroom. For the students curriculum in the true sense of the term is not very clear, rather they are familiar with the term syllabus or the course content. Again the concept of curriculum has changed with time. According to the traditional point of view,

80%

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curriculum in Indian educational system is divided into chunks of knowledge, which we call subject areas in basic education such as English, Mathematics, Science, Social Studies and others.

While Progressive view point of curriculum is somewhat broader in scope and view curriculum

84%

MATCHING BLOCK 37/392

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as the total learning experience of the student. This concept is anchored on John Dewey's definition of experience and education. He believed that reflective thinking is a means

to unify all curricular actions, to him thought is not derived from action but it is tested by application. Few other progressive thinkers like

78%

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Caswell and Campwell view curriculum as – 'All experiences children have under the guidance of teachers'

while

76%

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Marsh and Willis describes curriculum as – 'Experiences in the classroom which are planned and imparted by the teacher and learned by the students'.

Taking into consideration different concepts of curriculum the following types of curriculum are listed here. 1. Written Curriculum It is also known as overt or

90%

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CURRICULUM Development and practice ASSGN 1- 2 ... (D57411754)

explicit, it is simply that which is written as part of formal instruction of schooling

experiences. Written curriculum

71%

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includes documents, course of study or syllabi for implementation. Most written curricula are made by curriculum experts with participation of teachers.

It consists of

100%

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varied activities that are implemented in order to arrive at the objectives or purposes of the written curriculum.

It varies according to the learning styles of the students and the teaching styles of the teacher. Written curriculum is usually limited to those written understandings and directions, formally designated and reviewed by administrators, curriculum directors and teachers, often collectively. This is actually

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the curriculum-in-use, it is the actual curriculum that is delivered and presented by each teacher. 2.

Recommended Curriculum Most of the curricula are

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MATCHING BLOCK 44/392

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recommended and proposed by experts, scholars and professional organizations. The curriculum may come from a national agency

or any professional organization or any other stakeholder in education.

NSOU ? CC-ED-07 ? 20 3. Social curriculum This type of curricula can now be expanded to include the powerful effects of social media (Facebook; Watsapp; Twitter etc). It actively helps create new perspectives, and help to shape both individual and public opinion. 4. The internal curriculum New knowledge is created in the learner when content knowledge and processes are combined with the experiences and realities. Educators should be aware of this curriculum as they have little control over the internal curriculum. Moreover it is unique to each student. It is often very enlightening and surprising to find out what is meaningful for learners and what is not at all meaningful. 5. Taught Curriculum or received curriculum Received curriculum refers to the students' experiences in real situation.

100%

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The different planned activities which are put into action in the classroom compose the taught curriculum. These are

the

91%

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things that students actually take out of classrooms; those concepts and content that are truly learned and remembered. 6.

Learned Curriculum It includes what the student understands, learns, and retains from both the intentional curriculum and the hidden curriculum. The discussion here focuses on what is learned from the intentional curriculum. This type of curriculum indicates all the changes in values, perceptions, and behaviour of the learner that occur as a result of school experiences. 7. Supported Curriculum This curriculum facilitates each

62%

MATCHING BLOCK 48/392

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learner to achieve real and lifelong learning. This refers to a tested or evaluated curriculum. Series of evaluations are being done by the teachers

59%

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at the end of the teaching episodes to determine the extent of teaching-learning or to tell if the students are progressing. Assessment tools like pencil-and-paper tests, authentic instruments like portfolio

and projects are being utilized. Support curriculum includes

96%**MATCHING BLOCK 50/392****W**

material resources such as textbooks, computers, audio-visual materials, laboratory equipment, playgrounds and other facilities. 8.

Rhetorical curriculum Curriculum elements are comprised of ideas offered by policymakers, school officials, administrators and

90%**MATCHING BLOCK 51/392****W**

politicians. This curriculum may also come from those professionals involved in concept formation and content revision or from those educational programmes resulting from decisions based on national and state reports.

NSOU ? CC-ED-07 ? 21 9. Assessed

92%**MATCHING BLOCK 52/392****W**

Curriculum This refers to the learning outcomes achieved by the students. Learning outcomes are indicated by the results of the tests and changes in behaviour which can be

under the cognitive, affective or psychomotor domains. 10. Hidden Curriculum Hidden curriculum is that implicit knowledge students learn in school inside or outside the classroom.

79%**MATCHING BLOCK 53/392****W**

This is the unintended curriculum, hence not deliberately planned but may modify behaviour or influence learning outcomes.

School environment,

68%**MATCHING BLOCK 54/392****W**

peer influence, physical condition, teacher-learner interaction, teacher's temperament and many other factors make up the hidden curriculum.

Things that are taught at home, experiences that are a

100%**MATCHING BLOCK 55/392****W**

part of a family's experiences, or related experiences sanctioned by the family

influence students' behaviour in school. Curriculum can't be always limited to 'intended learning outcome' as criticised by Lawrence Stenhouse. It is simply problematic because much of what occurred and was learned within schools was unintended, as a result the term 'hidden curriculum' was coined. The hidden curriculum has very strong impact on student learning, Glatthorn and Jailall (2009). They identified the key factors that seem to constitute the hidden curriculum. Time allocation: For example, are health and physical education allocated sufficient time to change the behaviour of children and youth? Space allocation: How much space is allocated for teacher conferring and planning? Use of discretionary funds: How are such funds expended, and who decides this? Student discipline: Do suspensions seem to reflect an ethnic bias? Physical appearance: Does the appearance of facilities suggest that those in the building care for the school? Are walls decorated with student artwork? Student activities program: Does this programme reflect and respond to student talent diversity? Communication: Are most of the messages over the public address system of a positive nature? How often are student voices heard? Power: Do teachers have power in the decision-making process? Do students have any real power over the factors that matter?

NSOU ? CC-ED-07 ? 22 11. Concomitant Curriculum Concomitant implies existing or occurring with something else, often in a lesser way.

82%

MATCHING BLOCK 56/392

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What is taught, or emphasized at home, or those experiences that are part of a family's experiences, or related experiences sanctioned by the family. This type of curriculum may be received at temples, in the context of religious expression, lessons on values, ethics or morals, or social, cultural as well as religious experiences based on

the preference of the family. 12. Phantom Curriculum The messages prevalent in and through exposure to any type of media may lead to enculturation of students into the predominant meta-culture. These components and messages play a major part in the gradual acquisition of the characteristics and norms of a culture or group by students of another culture. This may also result in acculturating students into narrower subcultures. 13. Null curriculum Null is what is not taught. Not teaching some particular idea or set of ideas may be due to mandates from higher authorities, to a teacher's lack of knowledge, or to deeply ingrained assumptions and biases. Null curriculum means those topics that are not included in the curriculum. So, teachers

93%

MATCHING BLOCK 57/392

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do not teach, thus conveying students the message that these elements are not important in their educational experiences or in our society.

But what schools do not teach may be as important as what they do teach (Eisner, 1994). These are important to consider when making choices within content. In history detailed description and consequences of wars are taught but not peace, selected cultures and their histories are taught in geography but not about others. The curriculum framers should be careful that their choices and omissions should not send and wrong messages to students. 14. The electronic curriculum This includes lessons learned through searching the Internet for information, or through using e-forms of communication. This type of curriculum may be either formal or informal, and intrinsic lessons may be overt or covert, good or bad, correct or incorrect depending on the person who is using this. Students use the internet on a regular basis, both for educational and recreational purposes. Much of this information may be factually correct, informative, or even entertaining or inspirational. But there is also a great deal of other e- information that may be very incorrect, back-dated, biased, vicious, or even manipulative uploaded for some vested interest.

NSOU ? CC-ED-07 ? 23 15. Outside curriculum It implies information gathered and knowledge gained by students outside classroom and school. The source may be home, peer group, social media, neighbourhood etc. The development of an effective curriculum guide is a multi-step, on-going and cyclical process. There are many approaches to curriculum development as presented in this section. There is no perfect type, form or approach. Different approaches and types of curriculum are amalgamated in required proportions to get a desirable blend that intends to fulfil the pre-specified objectives to the utmost. However, to be effective, an approach must attract acceptance of the teachers and other stakeholders in the education of the learners. This acceptance will be far easier to attain when the curriculum approach reflects child growth and development, the philosophy of the society, principles of teaching and learning, needs and varying abilities of the learners, ease of implementation; and cooperatively developed by a broad-based committee of teachers and relevant experts. 1.3.6 Difference and Relation between Curriculum and Syllabus In education, curriculum and syllabus are the two terms which are commonly misconstrued due to the converging boundaries and over-lapping nature of these two topics. Syllabus connotes the subjects as well as the topics covered in the course of study. On the other hand, Curriculum implies the chapters and academic content taught in school or college along with knowledge, skills and competencies that students learn during their course of study. While studying Curriculum Studies it is necessary to understand these two concepts distinctively as they are two equally important words in the field of Education and are often confused in their meaning and scope. Strictly speaking these are two different concepts that give different meanings. What is meant by Syllabus? The word syllabus is derived from modern Latin meaning - "list"; "table of contents of a series of lectures", etc. Plural form of Syllabus is syllabi (Oxford English Dictionary).

83%

MATCHING BLOCK 58/392

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The syllabus is defined as the document that consists of topics or portions covered in a particular subject

or discipline. The topics to be included are decided and determined by the experts and professors of that particular discipline, who are responsible for the quality of the course. Essentially it is a descriptive outline and summary of topics that are to be covered in an education or training course and ideally it should be drafted by the subject experts along with the instructor of the course.

NSOU ? CC-ED-07 ? 24 It is available to the students by the teachers either in the printed form or in the electronic form directly available in the respective university's website. Syllabus helps the students to know about the subject in detail. It also includes objectives of the selected content i.e. what is expected of the students at the end of the course. General rules, instructions, assignments, projects, dates for assessment and evaluation etc. are mentioned in the syllabus. A syllabus will often contain a reading list of relevant books and articles that are compulsory or optional for students and teachers for reading and reference. Generally, a syllabus is prescribed for one year as in conventional annual educational programmes or six months as in semester system. In both the cases the teacher or the course instructor is supposed to complete the specific portions within the stipulated time. Examinations are conducted at the end of the course duration. What is meant by Curriculum? Curriculum is defined as the guideline of the chapters and academic content covered by an educational system while undergoing a particular course or programme. It includes the

75%

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teaching methods, lessons, assignments, physical and mental exercises, other activities, projects, study materials, tutorials, presentations, assessment, test series,

learning objectives and so on. A general curriculum, in its broadest sense, lists all courses offered at a specific school. A curriculum is prescriptive in nature, which indicates that it is issued by the concerned authority or governing body, and the listed content or topics must be understood by the student at the end of the course so that they are able to achieve a particular grade to get qualified for the next course. Theoretically, curriculum refers to what is offered by the schools and colleges. But practically it has a wider scope which covers the knowledge, attitude, behaviour, performance and skills that are imparted or inculcated in a student. It is well planned, guided and designed by the Government or the Education Board. It aims both physical and mental development of students. This is the overall learning experience that a student goes through during the particular course of study. According to Kelly (1999), purpose of an effective curriculum is not as simple as conveying only the subject knowledge. It should offer much more than a statement about the knowledge-content in order to be a productive curriculum. Learning experiences are equated to curriculum content by authors like - Tyler (1971) and Ivowi (2009). But Wheeler (1978) distinguishes learning experiences from the content. He viewed the former

NSOU ? CC-ED-07 ? 25 as the activities engaged by the learners and the latter as the knowledge they are exposed to. The learning experiences are the means while the content is the end. Offorma (2002) offered a comprehensive explanation of the concept, mentioning that curriculum content is made up of the subject matter to be taught, body of knowledge, topics, ideas, concepts, symbols, facts and cognitions, presented to the learners. Comparison between Curriculum and Syllabus Syllabus is the portion of study that should be covered in a subject for example – English, Bengali, Mathematics, History etc. each of these subjects are a part of the course. Now what the whole course should cover, including different subjects and their relevant study areas are all included in the curriculum for example – Madhyamik course or Higher Secondary course. Thus syllabus is nothing but a part of curriculum. Similarities Both the terms have some features in common. First, contents and topics are included in syllabus as well as in curriculum in accordance with the aims and objectives of education. Second, the content of syllabus is also a portion of the curriculum. Third, both Curriculum and Syllabus are essentially related with the targets and goals of teachers and students. Fourth, Curriculum is superset of syllabus and syllabus is a sub-set of curriculum so both complement each other. Fifth, in education curriculum and syllabus are concerned about what/how to teach and what/how to test.

NSOU ? CC-ED-07 ? 26 Dissimilarities CURRICULUM Curriculum refers to all the educational activities of the schools or any other educational institution in the widest possible sense. It refers to the whole course – including different subject areas and experiences.

100%

MATCHING BLOCK 60/392

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Curriculum is based on the philosophy, goals and values of education.

87%**MATCHING BLOCK 61/392****W**

Curriculum is the sum total of all subjects, learning experiences and activities

required for a particular course of study or a programme. Curriculum has a wider scope. Learning experiences and content altogether makes the curriculum. A curriculum is prescriptive or specific. It is a guide the institution follows for the course as long as the course lasts. There is

89%**MATCHING BLOCK 62/392****W**

prescribed co-curricular and extra – curricular activities in the curriculum. Curriculum includes not only indoor activities but also out-door activities of the school

100%**MATCHING BLOCK 63/392****W**

The curriculum has a countless role to play and it is considered as a plan, an experience, a subject matter or content and as a field map.

It is an inclusive concept. The plural of curriculum is curricula A curriculum can be as long as the course lasts. Curriculum is decided by the government or similar bodies. SYLLABUS

100%**MATCHING BLOCK 64/392****W**

Syllabus refers to a list of unelaborated headings or book-let.

It covers the portions of study to be covered by the subject; so it is a sub-set of curriculum. Syllabus does not take into account these factors directly. It is basically concerned with subjects, more specifically a set for a particular subject. Syllabus has a comparatively narrow scope. The content only is termed as syllabus. It is descriptive and it explicitly describes the areas to be covered in a subject.

100%**MATCHING BLOCK 65/392****W**

No prescribed co-curricular and extra- curricular activities in the form of syllabus.

Syllabus
is concerned with activities mostly undertaken in the class room (in-door activities)

93%**MATCHING BLOCK 66/392****W**

The syllabus has a limited role to play and has less significance in the educational world. It is not an inclusive concept

as it is only a part of a curriculum. The plural of syllabus is syllabi or syllabuses Syllabus generally covers a specific duration – may be one year or six months. Conversely, syllabus is decided by teachers, members of Board of Studies etc. NSOU ? CC-ED-07 ? 27 Curriculum and syllabus are two significant terms used in the field of education. The teachers impart knowledge and skill to their students, thus transferring the fund of knowledge from one generation to the other. In this process of transmission, curriculum and syllabus act as the role of vehicle.

100%**MATCHING BLOCK 67/392****W**

Many people still equate a curriculum with a syllabus. An UNESCO publication entitled "Preparing Text Book Manuscripts" (1970) has differentiated between the curriculum and syllabus.

It mentions – ‘

99%**MATCHING BLOCK 68/392****W**

The curriculum sets out the subjects to be studied, their order and sequence and so ensures some balance between humanities and science and consistency in the study of subjects, thus facilitating inter subject links. It follows that the curriculum determines the amount of school time allotted to each subject, the aim of teaching each subject, the place of the motor skills which take time to acquire; and possibly the variations between rural and urban school teaching. The curriculum in the schools of developing countries is often directly related to the requirements for developments. The syllabus determines the basic content of instructions in a given subject and the range of knowledge and skills which the pupils must acquire and establish in detail, the themes and individual points to be studied in each school year. The syllabus is a refined detail of the curriculum at a particular stage of learning for a particular subject'. 1.4

Determinants of Curriculum Traditionally the idea of curriculum was limited to mastery of specific knowledge and skill but at present the scope has extended to help pupil to live in present world and also to equip them to live in future world. Curriculum refers to a course of study that will enable the learner to acquire specific knowledge and skills. Determiners are factors which decisively affect the nature or outcome of something. In curriculum development process there are many factors that influence the process of curriculum development from the planning phase to the implementation phase. Mudaliar commission rightly observed that curriculum includes all the learner's experiences to help him/her develop physically, emotionally, socially, spiritually and morally. The concept of Curriculum is not new in the sphere of education. But the meaning and scope of this term has changed and expanded respectively over the years. There are various dimensions of viewing and understanding this concept. Literally it means 'a course' but deeper delve into the term reveals it is not so simple. As modern education is a combination of two processes – individual development and social development. It aims to achieve individual development, by drawing out the inherent qualities and shaping them; together with preparing those individuals to adjust with the social environment. Education attempts to reach its goals through the 'tool' – curriculum. Hence modern curriculum is bound to be a very comprehensive concept. As Monroe has rightly observed – '

91%**MATCHING BLOCK 69/392****W**

Curriculum includes all those activities which are utilised by the school to attain the aims of education.'

NSOU ? CC-ED-07 ? 28 The development of curriculum is a dynamic process and revision of curriculum continues as the goals and objectives of education keeps on changing.

100%**MATCHING BLOCK 73/392****SA**

Book Final modification 10.12.2018.docx (D45523568)

In developing a curriculum a number of factors are considered,

and these factors are the elements that can promote or ruin curriculum implementation if not taken care of in the beginning. The elements include the learners, who are the curriculum recipients; the teachers who are the curriculum implementers; the society and culture from where the learners come and where they will function after schooling; the philosophy of education, on which the goals of education hinge; psychology of learning, which is the embodiment of the principles for effective teaching and learning; the economy of the society, which determines how robust the curriculum is and its effective implementation; resources, which are important for effective curriculum implementation and without which curriculum development becomes worthless; and values of the society, which is the essence of education. Content is what teachers teach; learning experience is an activity which the learner engages in and which results in changes in his behaviour; hence those contents and learning experiences that will help in attaining the goals of the curriculum should be selected judiciously.

1.4.1 Factors influencing curriculum: The factors that help to determine both learning experiences and content are discussed in the following sections.

Need of the child The child is considered as the centre of the education process so child is the most important determinant of curriculum. Learners' age, characteristics, abilities, aptitudes, intelligence, interest areas etc. should be taken into consideration. Curriculum should be child centred and pay attention to the previous knowledge of the learner, nature of the learner and process of learning for individual learners and the conditions facilitating optimum learning. To develop a true child-centric curriculum – needs, pattern of growth and development and interest areas should be taken into consideration by the curriculum planners.

Needs – The core pattern of curriculum should be flexible to cater the individual needs of the learners. The process of learning in the curriculum should be so planned that the learner gets ample opportunity to learn through first hand experiences. Curriculum should focus at all round development of learner i.e. physical, mental, social, emotional, spiritual, moral etc.

NSOU ? CC-ED-07 ? 29 Growth – The curriculum framers should have knowledge of growth and development of learners. Contents and experience that are included in the curriculum should be sequenced according to the chronological age and mental age of learners to facilitate learning as well as development.

Interests – One condition of optimum learning is including those learning experiences and contents which are interesting to the learners. Children spontaneously attend to things which seems interesting to them.

Need of society and culture Social and Cultural aspects include - Visible Rules, Means of Livelihood, Food, Dress, Language, Music, Dance, Political Behaviour Family etc. These visible means are not directly taken care of in the formal educational institutions. Curriculum includes academic and non academic aspects. The non-academic aspects are addressed more by the hidden curriculum or the intended curriculum. The concept of curriculum is

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influenced by modes of thoughts, pedagogies, political, social as well as cultural experiences.

In school settings students of different cultures gather together. Successful teaching indicates teaching students from culturally and linguistically diverse backgrounds. Experience acquired from Social environment is very important for harmonious development of the child. Culture is an important source for determining the content of the curriculum.

Need of discipline Every subject has got its criterion and accordingly the need for the discipline is decided. Subjects like - Literature, science, mathematics, social sciences etc. has got their own exclusive requirements. Contents in curriculum are included not only for the sake of adding theoretical portions, but the branch to which the subject belongs is also considered, for example pure science (physical science, life science, mathematics) subjects have got a different status in curriculum than a social science (history, geography) subject. Whether the content is meaningful, relevant, practicable, acceptable to students, rational and clear; all these questions should have positive answers before the content is included in the curriculum.

Need of values Values are socially approved desires and goals that are internalised through the process of conditioning, learning or socialisation and that become subjective preferences, standards and aspirations - R. K. Mukherjee. Values play a crucial part in the formulation and implementation of educational ideologies. Generally, two kinds of values are considered during curriculum making - Ultimate values and Instrumental values.

NSOU ? CC-ED-07 ? 30 Ultimate values determine the aims and purposes of education and Instrumental values are related to the means of education. The ultimate values and instrumental values of a society decide the type of curriculum appropriate for it. Values, attitudes, and behaviours are closely linked. Attitudes refer to the willingness to act in any given moment and behaviour implies the actual action. Values and attitudes are significant as these decide the willingness of learners towards learning the content and influence actual learning. A value is a shared idea about how contents and learning experiences are ranked in terms of desirability, worth or goodness. Thus value system is considered as a very important determinant of curriculum. 1.4.2 Few other determinants Computer technology of the 21st century influences curriculum development at every level of learning. Computers are provided in large numbers in classrooms as requisite for studies and interaction among students. Technological multimedia use influences educational goals and learning experiences among students. Therefore, technological need is also taken care of in curriculum planning. National and international needs should also be considered as presently earth is considered as a global village so what is going on in and around the country and abroad should be placed suitably in the curriculum to prepare the child as a global citizen. Apart from the above determinants of curriculum, some other factors also need to be considered to make effective use of the determiners in terms of content and learning experiences. The curriculum developer should concentrate on useful organization of all these determinants. In India most of the curriculum is subject based. There should be Content-balance between various subdivisions of the content. The learning experiences should be relevant to the child's experience, environment and stage of mental development. Another important area of relevance is the balance required between Instructional objectives and Evaluation strategies. A sense of equilibrium is definitely important among the determinants of curriculum to achieve the best in education. 1.5 Co-curricular Activities Curriculum is a framework that sets expectations for student learning. It serves as a guide for teachers that establishes standards for student performance and teacher accountability. Curriculum is a group or a set of courses offered by an educational institution that are required to complete an area of specialization. Curriculum is a set of courses that comprise a given area of study. The scope of curriculum is difficult to define

NSOU ? CC-ED-07 ? 31 as curriculum can be both written and unwritten. Essentially, curriculum is what the school is attempting to teach, it also includes social behaviours as well as content and thinking skills. Curriculum is the

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series of things that students must do and experience by way of developing abilities to do the things well that

adults do in life. Thus co-curricular activities comprise an important part of the curriculum and these activities contribute immensely in all round development of the child. 1.5.1 Meaning, Concept, Objectives and types of Co-curricular Activities (CCA) "By education I mean an all-round drawing out of the best in child and man" Mahatma Gandhi. Modern education needs to address physical, mental, social, spiritual, cultural, aesthetic and vocational development of the learner. Modern curriculum aims at all round and harmonious development of the individual. All round development includes both academic and non-academic activities. Curricular activities and programmes take care of the academic aspects and the non-academic aspects are left to co-curricular activities to be taken care off. So, any discussion on curriculum is incomplete if the area of co-curricular activities is not taken into consideration. If used judiciously, co-curricular activities may take care of the students' different developmental needs such as their sense of moral values and attitudes, skills and creativity. Through these activities students explore their abilities, develop the strengths and eradicate the shortcomings both inside and outside the classroom to develop their personality. Students can learn to communicate, to co-operate with other people and enrich their life experiences through continuous participation in co-curricular activities. Evolution of Terminology from Extra-curricular Activities to Co-curricular activities Co-curricular activities have great 'educational potential' as most classroom experiences are theoretical, and practical knowledge can be imparted through co-curricular activities only. These activities facilitate the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development. Creativity, Enthusiasm, Energetic and

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Positive thinking are some of the facets of personality development and the outcomes of co-curricular

activities. Earlier Co-curricular activities (CCAs) were known as Extracurricular Activities (ECA), as these activities include the components of non-academic domain. But later the

NSOU ? CC-ED-07 ? 32 significance of co-curricular activities in child's development was well understood and henceforth, these activities are no more considered as 'extra' and are included as a significant part of the curriculum in the process of education. Curriculum helps to develop various facets of the personality of the child or the student but mostly it takes care of the cognitive or academic aspects. For all-round development of the child, there is a need of emotional, physical, spiritual and moral development that is complemented and supplemented by Co-curricular activities. Definition of Co-curricular activities Co-curricular activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These activities are undertaken side by side with curricular activities as these are the very important part and parcel of educational institutions to develop the students' personality as well as to strengthen the classroom learning. They have wide horizon to cater to the cultural, social, aesthetic development of the child and supplement the curricular activities and prepare the students for life. "Activities sponsored or recognized by a school or college which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution. Co curricular activities include sports, school bands, student newspaper etc. They may also be classed as 'Extracurricular' i.e. activities carried on outside the regular course of study; activities outside the usual duties of a job, as extra class activities" - according to The International Dictionary of Education (1977). "Co-curricular activities were mainly organized after school hours and so were the extra curricular but they are not an integral part of the activities of the school as its curricular work" - according to Aggarwal (2000). In general we can say - The activities which try to develop the student's physical, moral, mental, social, and emotional development i.e. all-round development are called Co-curricular activities. Such activities complement but are not part of the traditional academic curriculum. These activities are those activities which are beyond the curriculum though they are the part of schools and College. OBJECTIVES OF CO-CURRICULAR ACTIVITIES Most of the educational institutions provide many co-curricular activities to the students; the main aim of these activities is to develop all-round development of students. Let us see the objectives of the co-curricular activities in detail.

NSOU ? CC-ED-07 ? 33 Physical Development Outdoor games and sports such as, cricket, volley ball, kabaddi, etc. provide physical exercise to the students; with the help of these exercises physical development of a child is possible. Mental development To make education effective the students should be mentally active and energetic. Co-curricular activities aim to develop a child mentally healthy. Moral Development Schools and colleges arrange for different events, such as story telling competition, poetry reading, etc. These activities help moral development of students. Social Development Man is a social being, born in society and grows in society. Education has an important role to play in social development of children. Co-curricular activities through its different programmes equip the students for leading a suitable social life making them responsible and accountable. Emotional development Co-curricular activities attempts to achieve emotional development in students. Through different activities the participants develop feelings for their peers, teachers, their school etc. Cultural Development Traditions, heritage, rites and rituals are understood by learners through co- curricular activities. Cultural development may be possible through the use of Drama, Plays, Folk, Folk-Dance, Poetry reading, Religious and Social Ceremonies etc. TYPES OF CO-CURRICULAR ACTIVITIES Co-curricular activities may be classified under the following broad heads. These activities are planned for all round development of learners. Types of co-curricular activities are as follows - 1. Activities for Physical development – A common proverb is 'healthy mind stays in a healthy body. So one condition for academic development of students is healthy physical development. Sports, games and outdoor activities are examples of physical activities.

NSOU ? CC-ED-07 ? 34 2. Activities for Literary orientation or academic development – This includes writing in school magazines, essay writing, story writing, recitation, debates, preparation of charts and models etc. 3. Activities for Social development personal and social skills - This type of activities inculcate respect, responsibility and resilience and expand community-based participation of students. This also includes youth parliament, student's council, visit to parliament and assembly. 4. Activities for Cultural development – The students should be made aware of culture and heritage of their own country. Performing art activities and visual art activities are few examples which may help in this type of development. 5. Activities for Aesthetic development – Participation in any school programme that need decoration of school or classroom or any area of the campus helps develop the aesthetic sense in students. 6. Activities for productive Leisure – Excursion encourage pursuit of meaningful leisure activities. Photography, coin collection, stamp collection are some examples of this type of activities. 7. Activities for Emotional development – This includes Celebration of National and International days and other similar activities. 8. Activities for Moral development – Celebration of birthdays of great men and participation in community service are planned to develop the students morally. 9. Activities for development of scientific temperament – Science exhibitions, projects etc. are the examples of activities under this type of co-curricular activities. 10. Activities regarding Spiritual development – Participation in religious festival like Saraswati puja and celebrating birthdays of great men like Swamiji, Rabindranath Tagore, Netaji etc. 11. Activities for Vocational development – These activities include album making, book binding, photography, toy making, soap making, kitchen gardening, manufacturing teaching aids etc. which may help selecting vocation in future. 12. Multipurpose activities – Apart from the above mentioned types there are many other activities which are clubbed together under this. First aid, field trips, science and social science clubs, geography clubs, hobby clubs etc. Another category of co-curricular activities on the basis of venue or place of conducting the activities may be discussed here, these are Indoor and Outdoor activities. The nature of activities conducted as indoor and outdoor activities are well understood from the names itself.

NSOU ? CC-ED-07 ? 35 1. Indoor – These activities are conducted inside the classroom or school auditorium. Example – debate, extempore, exhibitions, drawing/ essay writing competition etc. 2. Outdoor – Activities which are planned and performed on the play grounds or outside the school comes under this type of co-curricular activities. Example – foot ball, cricket, badminton etc.

1.5.2 Organisation of Co-curricular Activities The process of curriculum development begins with the selection of the content followed by selection of the learning experiences. In order to produce a collective effect, content and learning experiences should be so organised and scheduled in such a way, so that each of the factors may strengthen the other in a cumulative way. Hence organisation of co-curricular activities is also very important.

Organisation is similar to cooking, inspite of putting the best ingredients one may not get the best dish if it is not known how much of what to be used, when to use etc. So best school, best curriculum, best teacher may yield best output if organisation is done carefully between the ingredients of education. 1. Time Frame – The activities should be selected in such a way so that it can be completed within school time. 2. Equal participation – Every student should be given equal opportunity of selecting and participating in co-curricular activities. 3. Individual difference – Similar activities should not be assigned for all the students as each student is different from the other. Adequate types and numbers of activities should be offered so that students get activities of their choice and interests. 4. Maximum utilisation of resources - The co-ordinator of co-curricular activities should give suggestions to the school principal regarding the utilisation of finances, the allocation of resources and the equipment needed for the running of CCA. Administratively, the school principal may authorise the teacher-coordinator to plan the financial budget, to control the expenses of various activities or to assist in administering the fund. 5. Training and support – The teacher concerned may need training and orientation to support the co-curricular activities programme effectively. Leadership training courses should be organised to prepare students to guide activities with effective assistance of teachers. 6. Adopt safety measures- School should ensure that all activities should be conducted safely. Particular attention should be paid to safety measures while

NSOU ? CC-ED-07 ? 36 conducting co-curricular activities in school. It is also necessary to remind all teachers and staff, involved with co-curricular activities, to abide by the safety guidelines. 7. Notifying Parents – Special attention should be paid when outdoor activities are organised by the school, for which parental consent of the participants should be asked for in writing. Letters to parents should be sent stating the date of the activity, time, venue and teachers-in-charge, etc. School should inform parents mentioning the details of co-curricular activities organised and students' participation for all other indoor activities. 8. Evaluation and appraisal – A suitable assessment and appraisal system for the various activities, school clubs, staff and student performance is very important. This will help improve the planning of future activities. 9. Reporting and record keeping – At the end of every school year a report should be submitted to the principal, mentioning all the activities undertaken, assessment of the performance of teachers and staff who helped in the activities, evaluation results of students, special area of success etc. These Annual reports should be preserved for later reference. 10. Teacher's role - For all activities the role of the teacher should be of a facilitator. 11. Cost effective – Less expensive and feasible activities as far as possible should be selected for students. Organisation is thus seen as an important problem in curriculum development because it greatly influences the efficiency of instruction

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and the degree to which major educational changes are brought about in the learners (Tyler, 1969).

If students are given the opportunities to organise co-curricular activities, they will gain first-hand experience of programme planning and leadership, thus enabling them to discover and develop their potential. 1.5.3 Significance of Co-curricular Activities Views of Mudaliar Commission (1952-53), is of much relevance in this context, which mentions that – “Co-curricular activities are as integral part of curricular activities of a school and their proper organisation needs just as much care and forethought as the organisation of the curricular activities”. A curriculum is considered successful if it is capable of building links between the school and the broader community. Let us now discuss the how activities help in total development of the child -

1. Teaching-learning - Classroom learning is reinforced as it allows students to put NSOU ? CC-ED-07 ? 37 their knowledge and skills into practice. It facilitates the teaching of certain skills and the inculcation of certain values that may be difficult to present in a formal classroom setting.
2. Promoting students' personal development by broadening their interests, developing their potential and providing opportunities for character formation and leadership training.
3. Making school life more challenging and interesting by promoting students' social development by offering opportunities for the broadening of their social experiences. It is useful for socialisation of students as it offers the chance to practice social skills that helps in the internalisation of moral and social values.
4. Physical activities like running, football, volley ball etc. help not only in the physical fitness they also refresh the burdened mind. Games and Sports help the child to be fit and energetic.
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Co-curricular activities guide students to organize and present an activity; how to develop skills, how to co-operate and co-ordinate in different situations;

thus improve the sense of leadership in students and make them aware about their responsibilities. It also prepares one for perfect decision making. 6.

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Co-curricular activities stimulate playing, acting, singing, recitation, speaking and narrating,

hence facilitating cultural development in students. 7. Activities like participation in debates, extempore, narration enable the students to express themselves freely. This is a valuable quality for future life. 8. Sports and games develop a positive sense in students and a sense of healthy competition is also developed for future life. 9. A deep sense of belongingness is developed in students through close interaction with the peers and teachers too. 10. Teaching-learning process in our country does not provide ample opportunity for practical exposure. Co-curricular activities bring a balance between theoretical and practical experiences thus help to provide motivation for learning. 11. The students go through various experiences while participating in the different activities under the school. If all the activities are planned and executed then the students invariably develops the habit of disciplinary life. 12. Almost all the activities are performed in group. The learners interact, share and collaborate to complete the course of action. This lead to inculcation of values to respects other's views and feelings.

NSOU ? CC-ED-07 ? 38 Hence, all-round development of students may be achieved through effective introduction of Co-curricular activities. These activities act as

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avenues of socialization, self-identification and self-assessment, when the child comes in contact with organizers, fellow participants, teachers, and people outside the school during different activities. Co- curricular activities develop the values

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like physical, psychological, Ethical, academic, civic, social, aesthetic, cultural recreational and disciplinary values.

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curricular activities 1. The teacher must be a good planner so that

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different activities could be carried out systematically throughout the year. 2. It should be the duty of the teacher to give more and more opportunity to the child while performing co-curricular activities. 3. The Teacher should act as innovator by introducing some innovative programmes. 4. The teacher must be a good organiser so that the students experience maximum of it. 5.

The concerned teacher should act like as director, recorder, evaluator, manager, decision maker, advisor, motivator, communicator, coordinator, so that the student and child could gain the utmost of the finer aspects of Co- curricular activities. Some Examples of Co-Curricular Activities in Indian Schools and Colleges Sports, Yoga, Athletics, NCC, NSS Musical activities – singing and dance School cleaning and decoration Annual Gathering in schools and colleges Morning Assembly Programmes Spot drawing and painting competition Quiz Competition, Debate, Recitation, elocution competitions, Story writing competition and Essay writing competition Exhibitions, Poster competition, Display of material on Bulletin Board Fancy dress competition Film and slide shows, Photography

NSOU ? CC-ED-07 ? 39 Bicycling, Gardening, Cricket, Football, Basketball, Volleyball, Kabaddi, Kho kho, Hand ball Preparation of chart & models, Album making, Clay modelling and Toy making Survey and social service in neighbourhood Organizing school Panchayat and Student self-government Excursions, Trips to place of geographical, historical, economic or cultural interest

SOME LIMITATIONS Co-curricular activities are not evaluated systematically, so some students and parents too think that participation in these activities is mere wastage of time and these activities interfere with studies too. Teachers are often over-burdened with the academic responsibilities and cannot arrange the Co-curricular activities due to inadequate time. In overcrowded class of Indian classrooms, teachers find difficult to organise sufficient number of activities involving each student. These activities are not given any place in the school timetable. One practical problem is that different activities need different time-frame, this flexibility is not permissible in Indian education system. Sometimes to participate in Co-curricular activities the student requires bearing some extra expenses. Students may not be economically well off to bear this additional expense. Thus keeping in view the significance and relevance of co-curricular activities in education, it may be concluded that planning and execution of co-curricular activities require lot of time, innovative strategies, genuine involvement and interest of teachers. The teacher-coordinator should also have knowledge of Psychology. Co-curricular activities are practical experiences received by students. Theoretical knowledge, to great extent gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are attempted to be accomplished in classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. Co-curricular activities help to develop co-ordination, adjustment, speech fluency, extempore expressions, frankness and clarity in language and personality development among students both at the school as well as college levels.

NSOU ? CC-ED-07 ? 40 Sometimes this seems to be a pressure for the subject teachers, there should be co-curricular activities coordinators in schools, serving exclusively for conduction co- curricular activities. He/she is responsible for organising the co-curricular activities of the school, helping to arrange and to coordinate inter-school activities and major school functions. The coordinator is held responsible for setting up of goals following directions and policies for the implementation of co-curricular activities. The co-ordinator also guides students towards development of proper concepts of co-curricular activities and encourages all the students to participate in the activities. The coordinator may need help of other subject teachers for successful implementation of co-curricular activities. The co-ordinator and the head of the institution should understand the strengths, interests and abilities of his/her fellow colleagues, as both of them are responsible for recruiting the necessary personnel for effective running of co-curricular activities.

1.6 Summary We all know that curriculum is a very important factor of education. It is the basis of any educational system and is the road map to reach the goal of education. In this unit we have discussed various definitions of curriculum given by eminent educationists and curriculum developers. On the basis of various definitions an attempt is made to understand the nature of curriculum. When one wants to gain knowledge and understanding of any concept it becomes necessary to know the length and breadth of the concept. The scope of curriculum gives an idea about the various areas covered by curriculum. In the second sub unit we have discussed the determinants of curriculum. As we have already said curriculum is a very important aspect of education and education is highly influenced by a country's philosophy, society, economy, trade and commerce etc. In this part we tried to know the different factors which influence the development of the curriculum. The last sub unit of this introductory unit discusses the co-curricular activities, which happens to be very important in present educational perspective. In this subunit meaning of co-curricular activities, different types of CCA, the reason behind organising these activities and significance of co-curricular activities for students are discussed. Role of the teacher in organising and implementing co-curricular activities is also described in this subunit.

1.7 Self-Assessment Questions 1. What are the main components of education? 2. What is the etymological meaning of the term curriculum? 3. Define curriculum.

NSOU ? CC-ED-07 ? 41 4. Give reasons for considering the need of the child as an important determiner of curriculum. 5. 'Curriculum is a dynamic process' – do you agree with the statement? Give reasons supporting your answer. 6. Mention the similarities between curriculum and syllabus. 7. Justify the concept of hidden curriculum in Indian Scenario. 8. Write a short note on written curriculum. 9. Define co-curricular activities. 10. Briefly mention the objectives of co-curricular activities for students. 11. Write the role of teacher for conducting co-curricular activities. 1. Explain the nature of curriculum. 2. Write a short essay on determinants of curriculum. 3. Compare and contrast between curriculum and syllabus. 4. Discuss different approaches of curriculum. 5. Describe different types of curriculum. Which one do you think is most appropriate for learners? 6. Mention the principles of organising co-curricular activities. 7. Elaborate the relevance of co-curricular activities in education. 1.8 References

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UNIT 2 ????? Curriculum as a Process Structure 2.1 Objectives 2.2 Introduction 2.3 Bases of Curriculum - Philosophical Sociological Psychological 2.3.1 Philosophical Base 2.3.2 Sociological Base 2.3.3 Psychological Base 2.4 Major approaches to curriculum: Subject centred, Broad fields approach, Humanistic approach 2.4.1 Subject centred designs 2.4.2 Learner centred designs 2.4.3 Problem centred designs 2.5 Process

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of Curriculum development 2.5.1 Assessment of educational needs 2.5.2 Formulation of Educational objectives 2.5.3 Selection and organisation of content 2.5.4 Selection and organisation of learning experiences 2.5.5 Evaluation of

the curriculum 2.6 Summary 2.7 Self-Assessment Questions 2.8 References 2.1 Objectives After studying the sub units, the students will be able to— ? Understand the concept of different bases of curriculum; ? identify the relationship between philosophical, psychological and socio- logical bases and education; ? mention the important guidelines to be followed for developing any curriculum design; ? state different approaches to curriculum development; NSOU ? CC-ED-07 ? 45 ? describe the subject centred approach to curriculum development; ? discuss different designs under subject centred approach of curriculum development; ? define the broad fields approach to curriculum development; ? define the humanistic approach to curriculum development; ? understand the importance for assessing the educational needs; ? mention the sources for content selection; ? describe the process of selecting and organising learning experiences; ? discuss the process of curriculum evaluation. 2.2

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Introduction In unit 1 of this block you have studied the meaning nature and scope of curriculum. You have also studied the factors and determinants of curriculum.

Curricular and co-curricular activities also form an important section of unit 1 of this block. In this second unit off the block we shall discuss the three different bases of curriculum development in detail, namely philosophical sociological and the psychological base of curriculum development. in this section the major approaches to curriculum development that is Subject centred Approach, Broad Fields Approach and Humanistic Approach will also be discussed. This unit also contains important discussion on the process of curriculum development which includes the

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assessment of educational needs, formulation of objectives, selection and organisation of content

as well as learning experiences and evaluation. All the subunits are very important and interesting too. This will help the students to understand the base of foundation of curriculum development. 2.3 Bases of Curriculum - Philosophical, Sociolo- gical, Psychological Bases are the forces that influence the minds of curriculum developers. These are

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the foundations of curriculum which set the external boundaries of knowledge of curriculum. These bases will determine - what constitutes valid source of information from which come accepted theories, principles and ideas relevant to the field of curriculum.

In this way, the bases influence the content and structure of the curriculum which reflects the society and culture of a country and this is the desire of any

NSOU ? CC-ED-07 ? 46 society including us, that children should learn the habits, ideas, attitudes and skills of their society and culture. Educational institutions are the perfect mediums to impart these skills in a proper way. The duty of the teacher and the school is to provide them the set of experiences in the form of curriculum. The needs, knowledge and information of the society provide foundation or basis in the formation of curriculum, thus forming the bases of curriculum. The purpose of curriculum planner and developers are to translate traditional norms, philosophies, ethics, knowledge and attitudes in the objectives of education and curriculum, the content, learning processes and the evaluation of elements

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of the curriculum. Here comes the significance of the bases or foundations of curriculum. The bases of curriculum are considered usually from philosophical, sociological and psychological points of view. 2.3.1

Philosophical Base Philosophy means the love of wisdom; it also means the search for truth. This search is for the eternal truth that reveals the reality and general principles of life. Philosophy helps in understanding the realities and ideas of life and this world; and curriculum is called the dynamic side of philosophy. Philosophy is the foundation of knowledge and it provides the theoretical basis for education. Philosophy is the search for wisdom and it is the mother of all disciplines. Education is the practical component of philosophy and curriculum is the component which helps to achieve the aim of education. Philosophy is a systematic, vigorous, critical and objective study of the reality. Education borrows its theories from philosophy and uses curriculum to put this knowledge into practice. The term curriculum implies the course of deeds, actions and experiences through which a child grows to maturity. It is the sum total of the selected activities needed for living successfully in the society; and all these activities comprise the curriculum. Curriculum includes all the activities required to develop an individual into social and responsible adult. The curriculum framers should have Knowledge of the desirable qualities for adults in a society. This knowledge of the desirable qualities in the society can be rightly estimated by philosophy. Here lies the basis of relationship between philosophy and curriculum. Philosophy discovers and determines what is good for mankind, which is projected in all goals of education. The ultimate aim of Curriculum is to set the required principles, standards, knowledge, skills, and values to be attained in a particular course of study. Therefore like philosophy curriculum is also an ideal and not a concrete reality.

NSOU ? CC-ED-07 ? 47 Curriculum itself is a complex concept having its own set of principles and theories. Curriculum comprises of a body of knowledge and skills which depends on different principles derived from philosophy, psychology and sociology. But philosophy probably has greater influence on curriculum development as it provides curriculum planners, educationists and teachers with the framework for planning, implementation and evaluation

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of Curriculum. In decision making, philosophy provides the starting point. The philosophy of a curriculum planner, implementer or evaluator reflects his or her life experiences, common beliefs, social and economic background and education.

Philosophical base as a foundation of curriculum aims at the all-round development of the individual. It is based on the philosophy of the nation. It reflects the ideals and aspirations of the people. It inculcates the desired ideals of life in the younger generation. It helps in the development of proper philosophy of life. It is in accordance with the aspiration level of the individual. Thus, it enables the learners to learn the desirable cultural values, intellectual virtues, societal norms and moral doctrine. It helps in the development of the personal and national character. Various philosophical foundations of curriculum emphasises different aspects of curriculum.

90%**MATCHING BLOCK 91/392****W**

The selection of learning experiences according to the present needs, interests and activities of the child

is emphasised under Naturalistic philosophy. Need centeredness or utilitarianism is the pivotal point in Pragmatic philosophy. Activity is the focus of project and basic curriculum.

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Idealistic curriculum reflects the cultural heritage and civilization of the whole human race.

Major philosophies and curriculum There are different philosophies determine that influence curriculum in several ways. Idealism, Realism, Naturalism, Existentialism, Pragmatism etc. are the different philosophies that determine the goals of education. Idealism and curriculum It is one of the oldest school of thoughts which has its origin in Plato's ideas. It stresses the mental moral and spiritual nature of an individual and his universe. Idealism emphasizes on the spiritual, mental and moral development of the individual and the self is the ultimate reality of individual experiences. It also emphasizes that social values are realised only when the individual recognises self as a part of the society. Disciplines like literature history, philosophy, religion, mathematics and arts are emphasized in idealist curriculum.

NSOU ? CC-ED-07 ? 48 Realism and curriculum Realists like John Locke and John Amos Comenius believe that education is the process of developing rational powers to their fullest so that the good life can be achieved and education should focus on essential and practical knowledge. Thus in realism great emphasis is put on understanding facts and ways of classifying knowledge. And curriculum should be able to train the individuals senses to develop ones natural powers. Idealist Curriculum consists of reading, writing, drawing, geography, astronomy, arithmetic, history ethics and law. Naturalism and curriculum Naturalists believe that truth can be discovered only through nature. Some proponents of naturalism Democritus, Epicurus, Hobbes, Spencer, Rousseau etc. who believed that human development should take place in accordance with the laws of nature. Education for the child should be practical preparation for life and should never be planned for mere development of concepts. Naturalist Curriculum should be planned in such a way so that the child may have first hand contact with the physical environment as knowledge acquired through experience is always superior to the knowledge supplied by traditional sources. Existentialism and curriculum This philosophy emphasizes on individual existence freedom of choice and personal responsibility. Concept of goodness truth and reality are individually defined as personal subjectivity prevails also the world. Soren Kierkegaard is known as the Father of existentialism. Aim of education according to Existentialism is to train the individual for significant and meaningful existence. As there are no universal guidelines for decision making, the student is encouraged to make independent decisions to make his existence authentic. The school of philosophy emphasizes subject centred curriculum along with literature, history, ethical values and arts for aesthetic expression. Curriculum should be transacted through experimentation, question answer method and self expressive activities. Different schools of philosophy have always guided the expansion, growth, organization and management of education. Naturalism serves as the basis of the curriculum, idealism focuses on the nature of the learner and recommends the learning activity of the learner and the positive influence of the teacher, pragmatism suggests the change of knowledge because it is not permanent and realism recommends the acquisition of information about culture. These different schools of thought emphasizes on continuous construction and reconstruction of the curriculum.

NSOU ? CC-ED-07 ? 49 Significance of the philosophical base Aims of education are determined by philosophy of life or aim of life. Philosophy formulates the goals of life, and education offers suggestions how these goals are to be achieved. Aims of education change with the changing philosophy of life. The aim of Spartan system of education was to prepare patriotic citizens and soldiers. The Athenian system of education aimed at the cultural development of each individual. Curriculum is a major tool of education, used for the modification of the students' behaviour and philosophy help in the process of finding new ways and basis for teachers and curriculum planner to modify their behaviour. Today the world emphasise on finding new ways through which man develops new concepts of reality and knowledge and form a new structure of knowledge. In this dynamic and changing time, a high value is given to discovery, invention and restructuring of knowledge and curriculum in new patterns. It guides the curriculum planner on the basis of the philosophical and ideological belief of the society in the selection and construction of subject matter keeping in view the future demands and needs of the schools and help in the promoting of human life through social change in the behaviour of the students.

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Philosophy provides educators, teachers and curriculum makers with framework for planning, implementing and evaluating curriculum in schools. Philosophy helps in answering what school are for, which subjects are important, how students should learn and what materials and methods should be used.

It also helps in exploring new methods of teaching and devise ways to apply them in the classroom situation for better functioning of the teaching learning process. It also provides new ways and methods for the evaluation of student's achievement and evaluation of curriculum. Philosophy determines the aims of education and curriculum determines how these aims can be attained, therefore, the curriculum is the means to accomplish the aims of education. Curriculum is to be determined by the educational objectives which are again determined by philosophy. Hence, the curriculum to be followed in schools has to conform to the prevailing philosophy of the nation and life. Thus, the issue of curriculum construction is successfully handled and solved by philosophical beliefs. 2.3.2 Sociological Base "The school

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must become the child's habitat to be a miniature community and embryonic society"

John Dewey (1916).

91%

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The expectation and aspiration of a dynamic society are reflected through the educational system of a country.

Education is process

NSOU ? CC-ED-07 ? 50 that takes place in the society for the society and by the society. The changing nature of society has its impact on human culture as well as

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on education. Education has to adjust itself to the changing situations

prevailing in society or else it will be a closed system

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isolated from life. In short, it will remain unrealistic, useless and

without much meaning. The individual depends upon the society for his existence and self-development. Sociology aims at explaining the inter-personal and group relationships. It explains the nature of occupational, religious and social groups of the nation or the state. It studies various social changes that are taking place within group life and analyses such processes of interaction as competition, Conflict, co-operation, accommodation and assimilation. Society is an ever dynamic entity and sometimes changes take place very fast making difficult to cope with or to adjust. Schools are expected to understand these changes and reflect the same in its curriculum. In order to make school education more relevant, school curricula should address diversity, explosion of knowledge, social and educational reforms and education for all. Core values and needs of the Indian society are one important Sociological determinant of curriculum. Changing values of the people, Demands of the modern society, Good family, Ways of life, Democratic temper of the society, Faiths, Beliefs and the attitudes of the people are the parameters of social consideration in the curricula. Society

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grows and changes and as such these social changes must not only be reflected in education but also be influenced by it. Changes occur in the cultural sphere and every sector of natural life. Curriculum should reflect these relevant factors and promote desirable changes in the learners.

The social aim of education makes education an effective media of social control. Human society is dynamic, flexible and progressive. Keeping in mind the social changes the curriculum should reflect the social needs of the community; transmit the values and ideals that the society upholds and consider significant to be inherited by new generation. Sociologists are of opinion that perhaps this is the most important foundation or base of curriculum as it helps the youngsters to participate efficiently in social life this view emphasise on inculcating in students the respect for different vocations and professions and creates the dignity of labour. It also helps develop the desirable social attitudes and aids them in promoting the social progress. It is socially utilitarian as each individual is assisted to achieve the optimum possible progress.

NSOU ? CC-ED-07 ? 51 Social change and curriculum Learners construct their knowledge through play, experiences and enquiry. The purpose of education is to create a safe environment through meaningful relationships among the child, parents and teacher. Every human being constructs their knowledge immersed in a social context. Teachers, peers, neighbours, parents and other adults forms an important part of this social setting. Children learn through social processes of constructing relationships between objects, events and people through interaction with others in such a way that these interactions help modify their perspectives. Factors like growth of technology structure of family and cultural diversity are important factors of social change that influence the process of curriculum development. Growth of technology Technology is the use of scientific knowledge to make tools and techniques that solve specific problems of mankind. Technological advancements have resulted in significant changes around the world. Technology has helped to open access to the sources of information resulting to self-education, environmental awareness, Change is the law of nature, and it is a universal phenomenon that every society experiences regularly even if any society strive for stability. Social change is likely to be influenced by many factors, including the introduction of technology. Technological Shift in the Worldwide Map also indicates the same. Structure of family Various factors, like urbanisation, industrialisation and modernisation influence family structure in India. Traditional joint family system, families of the urban and rural India are significantly influenced by the forces of development and change, though the pattern of change may be different. With the penetration of the different forms of media like, the Newspapers, the Television, the Radio, Internet, social media etc.; consumerism culture and market forces have helped individualism grow at a faster rate than ever. A high sense of individualism is also growing among section of the villagers and city dwellers and the members of family have started believing more in their individuality. Cultural diversity Cultural diversity helps us build bridges of trust, respect, and understanding across cultures. This indicates various "ways of being" that are not necessarily our own. This diversity makes our country a more interesting place to live in as people from diverse cultures interact with others and contribute language skills, new ways of thinking, new knowledge, and different experiences. Knowledge of Cultural diversity

NSOU ? CC-ED-07 ? 52 is important in our country as workplaces, and schools consist of various cultural, racial, and ethnic groups. We can learn about different cultures from one another, but first, we must have a level of understanding about each other. Learning about other cultures helps us understand different perspectives within the world in which we live, more we understand acculturation takes place ultimately leading to change in our society. Significance of the Sociological Base of curriculum For any country, the curriculum should be reflective of the society and curriculum design in a way leads to social change. The society manifest through the curriculum and education, and the outcomes of the curriculum developers display the role of both of the above in curriculum development. Curriculum experts and developers are the part of the society therefore they are indirectly influenced by the society and culture. Their cultural standards, attitudes and beliefs leave deep impact on the curriculum and thereafter on individuals because the curriculum designers' personal viewpoints also influence various aspects of curriculum, namely - the selection of objectives, subject matter, teachers' role, teaching learning methods and the process of evaluation. Sociological factors have highest impact on the content of curriculum and that is the reason that curriculum developers and planner both reflect and transfer their own culture in curriculum. Therefore a curriculum without the reflection of culture is not possible for that reason one should consider what characteristic of the culture should be the part of curriculum and what not. The social and cultural inspirations that affect curriculum designers consciously and unconsciously are apparent from the curriculum and their influence is profound. Some vital problems and social issues, such as rapid growth of population, democratic values, urbanization, and management problems are considered as a source of content and information for

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the curriculum formulation. The present and future trends, issues of national and international interests, Curriculum trends, Equality of educational opportunities in education

and access to global education etc. are very important issues in curriculum and education that are taken into consideration in the Sociological basis of curriculum. The relationship of curriculum and society is mutual and encompassing. Hence, to be relevant, the curricula should reflect and preserve the culture of society and its aspirations. At the same time, society should also imbibe the changes brought about by the formal institutions called schools.

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In considering the social foundations of curriculum, we must recognize that

school is the most important institution that educates
NSOU ? CC-ED-07 ? 53 the society after home, family, community etc.

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But schools are formal institutions that address more complex and interrelated societies.

Therefore it can be concluded, that social and cultural forces have deep effect upon the curriculum as well as education. To find how much and to what degree the society and culture affect the education system of that society is a controversial issue. Curriculum developers are part of the society and culture, therefore they should keep in mind that their decision regarding curriculum should be related to the individual needs and societal values. 2.3.3 Psychological Base

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William Kilpatrick (1871-1965) – viewed curriculum as purposeful activities which are child-centred so the purpose of curriculum is child development and growth.

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Franklin Bobbit (1876-1956) - presented curriculum as a science that emphasizes on students' need

and it should aim to develop the whole child. Thus curriculum is a tool which prepares children for adult life. A child centred curriculum needs education to become child-centred. Child-centred education as well as curriculum, to be ideally child-centred should have a strong psychological foundation in other words, it has to be

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psychologised. Psychological foundation consists of the accumulated knowledge which guides the learning process and allows the teacher who is executing the curriculum to make intelligent decisions regarding the behaviour of the learner.

Hence, psychological determinants of curriculum include -

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knowledge of the nature of the learner and learning process and the condition facilitating optimum learning,

knowledge of growth and development, intelligence, and development capacities. Learning experiences should be provided in accordance with the mental development, interest and ability of the learner for making the curriculum child centred in ideal terms. The age, physiological development, mental development, problems, needs of the learner – all these factors do have a strong relationship with the curriculum and all these influence curriculum intensely.

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Psychology is concerned with a basic question – How do people learn?

The educational objectives are formulated

65%

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in terms of the learner's behavioural changes. This is just an indication of how psychology is influencing educational thought and practice.

Learning Theories and Curriculum Psychology has provided various avenues for better understanding of the teaching-learning process. Psychology as a discipline will be important for curriculum specialists as long as teaching and learning are important considerations in the process of

NSOU ? CC-ED-07 ? 54 curriculum development. Psychology provides the theories and principles that influence students and teacher behaviour within the context of curriculum. Psychology forms the basis and background for understanding how an individual child interacts with persons and objects in the environment and the quality of interaction determines the amount and type of learning. The psychological foundation of curriculum unities all the elements of teaching-learning process and clarify some serious issues that crop up in the process of curriculum development. Regarding curricular decisions psychology forms the basis for teaching methods, teaching- learning materials and activities of learning. Major learning theories and their contribution to curriculum development is discussed in the following section. i) Behaviorist theories Behaviourist psychology considers that learning should be organized in a specific order for the students to experience success. The subject matter should be presented step by step with proper sequencing of task. Behaviourist theories deal with various aspect of stimulus - response and reinforcement scheme. Behaviourism is the first school of psychology, which studied the nature of learning. Behaviourists emphasized on conditioning behaviour of the learner by changing the environment to elicit selected responses. These theories were predominant in the first half of the twentieth century and have gained popularity with the advent of individualized education. Behaviour is likely to be influenced by the conditions under which learning takes place. With Selective reinforcement learning experiences can be controlled to create desired behavioural outcome. Hence we see that behaviourism has a major impact on education. Curriculum framers who believe in this school of thought use principles of behaviourism to create new educational programme. As a result we find successful implementation of these principles in teacher training programmes, educational technology courses, computer assisted instruction etc. ii) Cognitivist theories Theories in Cognitive psychology focus their attention on how individuals process information and manage thinking as learning constitutes of logical method for organizing and interpreting learning. According to this school of psychology teachers use a lot of thinking and problem solving skills in teaching and learning which are represented in practices like reflective thinking, creative thinking, intuitive thinking, discovery learning etc. Cognitive school of thought firmly believes that learning is cognitive in nature. It elucidates the process of human growth and development as cognitive, social, and psychological.

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The cognitive approach constitutes a logical method for organizing and interpreting learning.

Piaget in 1950 described learning and development as a process of maturation, which continues and is based on previous growth. The NSOU ? CC-ED-07 ? 55 stages follow a hierarchical order and the attainment in each stage varies depending on the hereditary and environmental factors. He described the four cognitive stages of development from birth to maturity. First, Sensori-motor stage (birth to age 2) - The child begins to establish simple relations between objects and progresses from reflex operations and undifferentiated surroundings to complex sensori-motor action in relation to environmental patterns. Second, Pre-operational Stage (age 2 to 7) - The child begins to take on a symbolic meaning. Third, Concrete operational stage (ages 7 to 11) - The child learns to organize data into logical relationships and can learn concrete concepts in problem solving situations. Fourth, Formal operational stage (age 11 to onwards) - Child is able to perform formal and abstract operations. The adolescent can think logically about abstract ideas, formulate hypotheses and deduce possible consequences from them. Learning at this stage has no limitations and the individual can learn according to intellectual potential and environmental experiences. iii) Humanist psychology This school of psychology emphasizes on human attitudes and feelings, which comes under the affective domain of learning. Humanistic psychology concentrates on how learners can develop their human potential based on Gestalt psychology; where learning can be explained in term of the wholeness of the problem and where the environment is changing making the learner continuously recognize his/her perceptions. Schools are considered as miniature societies that exist within the social context therefore schools and their curricula are significantly influenced by societal culture. The curriculum and society shares a mutual and encompassing relationship hence a relevant curriculum should reflect and preserve the culture of the society and its aspirations. These theories view the total organism in relationship to the environment, and the personal meaning constructed in a given situation. Learning is explained in term of the "

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wholeness" of the problem. Human beings do not respond to isolated stimuli but to an organization or pattern of stimuli.

However, in the actual teaching-learning situation, this learning model seems to be incomplete as something is lost when implemented in the classroom situation. It is a known fact that many schools are not pleasant places for learners and that quality of student life in the classrooms can be improved. Curriculum specialists must understand that school should be a place where one is free to ask questions, not afraid of being wrong, and not-afraid of taking cognitive risks and playing with ideas. To be sure, schools should be more humane places where students can fulfil their human potentials. Selection of curriculum content materials or subject matter

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and its organisation are based on various theories of psychology;

theories of learning are conditioning,
NSOU ? CC-ED-07 ? 56 trial and error, insight etc. and

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the laws of learning, such as Law of readiness, law of exercise and law of effect, law of remembering and forgetting

etc. Again the

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theories of interest and attention, transfer of learning, growth and development of physical and mental capacities, intelligence, creativity and personality development

are equally important to guide learning of the student. All educators, curriculum planners, psychologists share similar views

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that curriculum should be organised on the theories of learning and motivation and on the aptitudes and abilities of the learners. Curriculum

constructors suggested that if curriculum is planned based on the above mentioned theories and laws of psychology then the curriculum they plan is a psychologically approved one. Earlier curriculum for child development and learning was developed in traditional ways without keeping in view the psychological implication in the development of curriculum. But with the introduction of child-centric education, the purpose of psychology has broadened and role of psychologist has expanded in the field of studying human behaviour. It Investigates and explains the behaviour of animate creatures. Hence, curriculum needs educational psychology to provide information particularly in formulating the objectives of education, understanding characteristics of the students, planning the methods of teaching according to the learning processes of children. While formulating the curriculum some questions generally crop up. These are – Does the curriculum meet the objectives of all round development of learners?

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Is the curriculum planned keeping in view the needs and interest of the learners? Is it sequenced according to the age and particular stage of the development of the learners? Is it flexible enough to make allowances for the individual differences among learners? Does it cultivate a sense of innovation, independent and divergent thinking in individuals?

Does it take into consideration the background and input behaviour of the learners? To give a strong psychological base the curriculum should fulfil all the above mentioned conditions.

NSOU ? CC-ED-07 ? 57 Significance of the Psychological Base of curriculum At present psychology is the core element of all the learning processes; curriculum development, child's mental development, teaching methods, learning theories, administration of education system and planning, character building of the students and attitude of students and teachers. Even the use of different technologies in teaching- learning process is controlled by principles of psychology. Every student is different in nature, so they can't be treated alike in teaching learning process, some may be fast learner while others may be slow. Psychological foundation is based on the individual differences. It is very true that every student has own unique personality and is different in their learning and acquisition of skills. Therefore the curriculum should be based on the above facts, and it should be designed to support the capacity and potentialities of all the students, which is impossible without a psychological base in curriculum. Psychology play a vital role in the teaching learning process it is the foundation for all type of education related programme. Psychology helps to determine the methods of teaching, the selection of content and methods, the theories of learning and the overall development of the students according to the norms of the society. Today, the researchers and Scholars are using experimental approach to find new ways of teaching learning process, how students learn under different conditions. Finding new ways and materials from the analysis of teaching learning problem and formulating new approaches for teaching and learning process is not feasible without psychological foundation and experimental psychology, a very popular branch of psychology helps in this regard. Thus in a nutshell, it can be said that the impact of psychological sources on the foundations of curriculum is more than significant and still on the rise. The principles, concepts, processes of psychology have immense influence in curriculum construction and with each day it is becoming increasingly more relevant, meaningful and unavoidable. Psychology helps in all fields of education and it is also applied in practical classroom situation as well as in the curriculum development process by defining teaching materials and methods. After an elaborate discussion on all the three foundations or bases of curriculum, it may be summed up by one single statement that each of the three bases has got their significance both individually and collectively. The concept of curriculum development is equally influenced by these three bases. Philosophical base takes care of the aims and goals of curriculum. The child is the primary and sole concern of the psychological base. The sociological base takes care of the place where a child is

NSOU ? CC-ED-07 ? 58 born and attains maturity. So it can be said the three bases are continuously influencing the curriculum development process. 2.4 Major approaches to curriculum: Subject centred, Broad fields approach, Humanistic approach Approach means the way of dealing with something and it is the way of doing or thinking as per Webster dictionary. When we are referring curriculum development then approach is the way dealing with the curriculum and it includes thinking, creating and designing a curriculum. Curriculum planners and developers main use one or more approaches in planning implementing and evaluating the curriculum. Teachers and curriculum practitioner's have accepted the major curriculum design models which are implemented through different approaches of curriculum. The approach to the curriculum determines how the design should be utilised and implemented. Curriculum developers and implementers use one or more approaches in planning, designing, implementing and evaluating the curriculum. Different curriculum approaches lays emphasis on the importance of planning in curriculum design. The components of curriculum can be organised in various ways. Different modes of organisation have generated different approaches to curriculum. Three major approaches in curriculum design are discussed here. Before discussing the major approaches of curriculum design we should understand the basic steps to be followed in designing a curriculum. A committee for designing the Curriculum should be appointed to monitor the developmental process of curriculum design. This committee should include teachers, parents and administrators and if necessary some students too. Some important guidelines to be followed for developing any curriculum design are mentioned here. 1. The curriculum design committee should conduct meetings in the early stages and establish a sense of vision and mission or purpose. 2. While designing curriculum, the committee should address the needs and pri- orities in relation to the students and society. 3. Goals and objectives of the school should serve as the guiding criteria for curriculum design. The curriculum should be at par to the broad educational philosophy. 4. The design should reveal expected cognitive, affective and psychomotor skills so that the teachers may gain insight into the new and modified design.

NSOU ? CC-ED-07 ? 59 6. The curriculum design process should also be supported by the principal. 7. Administrators from district and state should have peripheral impact on the curriculum design, as established policies, rules and regulations have impor- tant impact on curriculum and instruction. 8. Comparison with alternative curriculum design should be done to find out cost, class size, facilities, personnel required etc. Three basic curriculum designs: 2.4.1 Subject centred designs

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Knowledge and content are well accepted as integral parts of the curriculum

hence this group of design is most popular and are

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widely used for organising educational experiences. In this design the subject matter

is considered as the basis around which learning experiences are organised. There is a very strong tradition of knowledge or content in our culture and content or subject matter is considered as central to schooling. Let us discuss briefly the sub-categories of designs under subject centred design. 1. Subject designs Subject designs are oldest and best known. This design is well known to teachers as well as persons responsible for text book treatment or preparation of study materials. It is believed that human being is unique and distinctive due to his intellect and fulfilment of that intellect takes place through searching and attainment of knowledge. In mid 1930s Robert Hutchins prescribed language, mathematics, sciences, history and foreign languages would comprise a curriculum design. Since 1980s to till date, due to knowledge explosion subject divisions have increased in number. The teacher usually assumes a very active role, using lecture, recitation, group discussions etc. as major instructional techniques. This category of curriculum design is criticized as it prevents individualisation of the programme and the learner too is not centrally placed in the programme. Strengths 1.

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Introduces students to essential knowledge of society. 2. Easy to deliver 3. Textbook and materials are commercially available.

Weaknesses 1. Do not allow students to choose the content which is most meaningful to them. NSOU ? CC-ED-07 ? 60 2. Presented without consideration of context. 3. Fails to foster social, psychological and physical development. 4. Neglects students' needs, interest and experiences. 2. Discipline designs In this design only academic disciplines were emphasised. This new design grew rapidly during 1950s and became very popular during mid 1960s. But its popularity was tarnished during student protests of 1970. One important reason for this downfall may be over stress on disciplined knowledge that seems like a command to teach only the disciplines of Science, Mathematics, English, History and so on. For example Students would approach History as a historian and investigate biological topics by following procedures used by biologists. This design lays stress on understanding the conceptual structures and processes of the disciplines. This category of design encourages students

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to see the basic logic or structure of each discipline

i.e. the key relationships, concepts and principles and thus develops a deep understanding of the content. Strength : Students master the content areas and are able to continue their learning independently. Weaknesses : A lot of knowledge cannot be classified as 'disciplined'; example aesthetics, humanism, personal- social living etc. 3. Broad-field design This subcategory of curriculum design is another variation of subject-centred design. This approach developed as an effort to rectify the fragmentation caused by subject design. In this design an attempt was made to integrate content logically. Broad-field approach evolved as an attempt to bring together the subject matter, knowledge and understandings into a broad organization. Thus, subjects like geography, history, political science, economics, sociology, anthropology etc. were considered under a single umbrella term social studies. The main focus of this design was to give students a sweeping understanding of all content areas and try to integrate contents that fit together logically. Strength : This design is simple and students can learn wide area of knowledge. Knowledge will no longer be fragmented or linear even if multi-disciplinary and multidimensional. Weaknesses : The depth of knowledge is insufficient because if a student study

NSOU ? CC-ED-07 ? 61 economics for one year will surely acquire more knowledge of economics in comparison to one year spent on learning social studies. 4. Correlation design This particular design lies somewhere in the middle of 'separate subjects' and 'total content integration'. It attempts to identify ways to relate subjects but maintain their separate identities. For example students in a physics course may have a unit in mathematics that deals with those concepts of mathematics required to conduct an experiment in chemistry. Subjects that can be studied in correlation are Science and mathematics; literature and history etc. In this group of design the core or content of the subject is retained but the content is selected on the basis of broad and general themes. For successful implementation of this design, teachers of various content areas work together and have students working on assignments of different but related content areas. Strengths 1. This category of Curriculum design is innovative and attractive. 2. Collaborative effort and interaction between teachers help to develop good relationship. Weaknesses 1. It is time consuming and teachers often are from separate disciplines and departments, scheduling difficulties are common. 2. Correlating different subjects and working together in one class requires a lot of planning. 3. Most class schedules do not allow sufficient time for students to study mean- ingfully correlated subjects. 5. Process designs In this category of design the procedures and the processes by which students gain knowledge are considered to be important. Thinking process has always been considered important in education and students are taught to think in schools. Students learning process is equally important to what should be learnt and this process of learning is the core of this design. For example - biological procedures to learn biology, ethnographic procedures to study culture and society are employed. Strengths 1. This design enables teachers to analyse reality, create frameworks to derive knowledge.

NSOU ? CC-ED-07 ? 62 2. The students can be made aware of the different learning processes so that they may take decision about their own process of learning. 3. Thinking qualities like fostering critical thinking, rational thinking and prob- lem solving capacities develop through this design. Weaknesses : Difficult to analyse validity of students' conclusion individually. 2.4.2 Learner centred designs In early 19th century educator asserted that students are the centre or focus of all educational programmes. These designs can better be followed in the primary level of education, where student is considered as the centre of the process, but it becomes difficult to follow in the secondary level of education where the content or subjects are more emphasised. a) Child centred design : This design advocates that the students must be active in their learning environments. Learning should be closely linked with students' life. This can be done successfully if is based on students needs and interests. Many proponents of this design laid emphasis on learning by doing for self-realization and social participation. The curriculum based on this design is child centred and experience centred. It is believed that effective learning did not require strict discipline as child's innate tendency is to become engaged with interesting knowledge. This design is organised around human impulses like to socialize, to construct, to inquire, to experiment, to express and to create. Strengths: The process of education centres round the child; here lies the strength of the design. Weaknesses: Social demands and requirements are also considered in this design. b) Experience centre design : This design is similar to child centred design to a certain extent but the major difference is that experiences based on needs

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and interests of children cannot be anticipated, therefore no fixed curriculum framework can be planned for all children.

Thus in this design curriculum is not pre-planned rather it is 'on the spot' decision. Teachers have faith in each student's uniqueness. Teachers design potential experiences for students to consider. Strength: Students design their own learning, construct and revise their knowledge through direct participation and active observation.

NSOU ? CC-ED-07 ? 63 Weakness: Every time the teacher has to search for starting points. It is very important as the teacher has to understand the previous knowledge of the learner, interest of students should be linked to formalized knowledge. c) Romantic or radical design : Radical curricularists believe that learning is a reflective process and which cannot be externally imposed by a person or institution in power. Ideally education should lead to freedom and emancipation. In this particular curriculum design knowledge is not considered to be a finished product in a course of study or syllabus. Learning results from interaction between people. Radicals view the general society as corrupt and repressive. Hence this category of curriculum design advocates students' active involvement with the content, engaging into a dialogue with teachers and fellow students. Teachers ask relevant questions to evaluate knowledge and students should accept responsibility for educating themselves and demand freedom. Strengths i. Students learn ways of engaging in a critique of knowledge. ii. Learning is reflective hence no longer the students have to follow the social conventions without thought for reflections. d) Humanistic design : Most of the humanistic designs are associated with humanistic psychology that developed in 1950 against behavioural psychology. According to this category of Curriculum design human action was considered to be much more than simply a response to a stimulus so the focus of attention should be subjective nature of human existence. In this design the main emphasis is on the disciplines and individuals are allowed to become full functioning persons. The emphasis is on human potential hence students are empowered by actively involving them in their own growth process. Teachers provide environment that encourages genuineness, empathy and respect. Students approach problems with flexibility and intelligence, work cooperatively but do not need others approval and mistakes are accepted as part of the learning process. Education in this design should address pleasure and desire and curriculum should elicit emotion. Humanistic designs also mentions that cognitive, affective and psychomotor domains are interconnected and follows a specific hierarchy while attainment. Strengths i. Education is a successful combination of affective and cognitive domains so, teachers must permit students to feel, value and grow while learning. ii. This approach adds affective components like feelings, attitudes and values making education and learning more humane.

NSOU ? CC-ED-07 ? 64 Weaknesses i. Overemphasis on the individual ignoring societies needs. ii. Require

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teachers with great skills and competence in dealing with individuals. 2.4.3

Problem centred designs This category of design focuses on the problems of institutional and group life. These

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designs are organised to reinforce cultural traditions and also address those needs that are currently unmet. These designs

often cut across subject boundaries as content is selected and planned even before the arrival of the students. Needs, concerns and abilities of students are considered to be important areas in this design, thus emphasis is both on content and development of the learner. There may be different forms of problem centred designs emphasizing persistent life situations, contemporary social problems, areas of living, reconstruction of society etc. a) Life situation designs : This design originated in 19th century in Herbert Spencer's writings on education for complete living. Three fundamental assumptions are found in this design; firstly, persistent life situations important for a society to function successfully, secondly, the students will be able to see direct relevance between content of study and aspects of community life; thirdly, the students will be directly involved in improvement of the society. The content is organised

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in ways that allow students to clearly view problem areas.

This design uses learner's past and present experiences to help them analyse the basic aspects of living. Strengths 1. It focuses on problem solving procedures of learning. 2. The process and content are effectively organised and integrated to help students view problem areas clearly. 3. Subject matter is closely related to real situations to increase relevance of the curriculum. Weaknesses 1. Tends to indoctrinate youth to accept existing conditions, thus perpetuates the social status quo. 2. Another important problem is to determine the scope and sequence of the essential areas of life. 3. Teachers need to be adequately trained to implement is design at the same time textbooks and other teaching-learning materials cannot help in imple- mentation of this design.

NSOU ? CC-ED-07 ? 65 2. Core design This design centres on general education and basic problems arising out of human activities. Content is an important

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part of this design, the common needs problems and concerns of

the learners are of central concern. Strengths 1. These designs unify content and present relevant subject matter to learners. 2. It fosters intrinsic motivation as it presents subject matter in a relevant form. 3. Students learn democratic practices as they can view community as a laboratory for learning. Weaknesses 1. Requires materials that are difficult to find in conventional textbooks. 2. It requires exceptional teacher having wide knowledge of subject matter, skills of problem solving and general knowledge. 3. Reconstructionist design Curriculum workers in this design

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believe that through the curriculum educators will affect social change and ultimately a more just society

will be created. It was

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believed that the school should help the individual to be a social being and a skilled planner of social reality.

This design advocates that curriculum should foster social action, aimed at reconstructing society. It encourages industrial and political changes and also suggested that students should be involved in creating a more equitable society. In a nutshell, it can be stated that, curriculum design is a complex process and request careful attention on the part of the educators. Any curriculum design can be successful if it can identify those worthwhile and essential, concepts, attitudes and skills; which help the students in their growth and development. Every curriculum design has some history and philosophy is there background. There are different sub-categories under each of the three subject centred, learner centred and problem centred designs. Each group of design has got their own pros and cons. But it is difficult to follow a single design in practical life situation, therefore some schools mould these designs to construct a unique curriculum process that will suit the specific requirement of the school and its students.

NSOU ? CC-ED-07 ? 66 Design Subject Curricular Emphasis Underlying Philosophy Source Spokes people Separate Subjects Essentialism Perennialism Science Knowledge Harris, Hutchins Discipline Broad-Fields Scholarly disciplines Interdisciplinary subjects and scholarly disciplines Essentialism Perennialism Essentialism Progressivism Knowledge, Science Knowledge Brunner, Phenix, Schwab, Taba Broudy, Dewey Correlation Separate subjects, disciplines linked but identities maintained Essentialism Progressivism Knowledge Alberty and Alberty Process Procedural Knowledge of various disciplines, ways of thinking Progressivism Psychology, Knowledge Adams, Dewey, Papert Child-Centered Child's interest & needs Progressivism Child Dewey, Kilpatrick, Parker Experience Child interest & Experiences Progressivism Child Dewey, Schumaker Rugg, Radical Child interest & Experiences Reconstructionism Child, Society Freire, Habermass, Hole, Illich Humanistic Experiences, interest needs of person & group Reconstructionism, Existentialism Psychology, Child, Society Combs, Fantini, Maslow, Rogers Life-Situations Life (social) Problems Reconstructionism, Society Spencer Reconstructionist Focus on society and its problems Reconstructionism, Society, Eternal Truths Apple, Brameld, Counts, Rugg Source : <https://www.slideshare.net/TharhaniGobinathan/curriculum-design-74097159>

NSOU ? CC-ED-07 ? 67 2.5 Process of Curriculum development 2.5.1 Assessment of educational needs

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Need assessment is an important task in determining what the curriculum should prescribe for a given population for a period of time.

Every education system is based on some philosophy which helps in the formulation of goals and objectives, which is once again very important to give a definite direction to the curriculum. Before determining the goal of Curriculum, a basic process of need assessment is very important for curriculum development. The degree to which the stated philosophy of education can be followed and implemented and the degree to which the goals can be achieved depend on need assessment. For assessing need, authentic data should be collected by using objective methods and techniques. Perception of students, parents and educators should be included in the need assessment process. Opinion of students, parents and educators may be subjective so the process of need assessment should be analysed scientifically. Need indicates any necessity of an organism to lead a healthy life. For example air, water, food, clothing, shelter etc. are considered as needs as these are required for a safe, secured and healthy life. As need implies necessity any deficiency may cause a clear adverse outcome that may lead to dysfunction or even death. Needs are frequently viewed in different categories. These are felt needs, real needs and observed needs. Felt needs can be simply described as wishes and hopes of human beings which a person thinks to be necessary for his life. These needs are self defined by each person as being important to them. An individual often describes a felt need to be 'want' for him. Drinking water, schooling, higher education, road and communication, employment etc. are included under the category of felt needs. Real needs are real qualities a person needs to develop to fulfil the wishes he desires. Examination of purity of water and the knowledge to treat water, personal cleanliness, maternal and child health education etc. are the real names of individuals. Observed needs are also termed as normative need and this need is often perceived by others. Persons who are considered as authorities, experts or significant others define something to be important and then it is considered as observed need. For example model fashion. Approach means the way of dealing with something and it is the way of doing or thinking as per Webster dictionary. When we are referring curriculum development then approach is the way dealing with the curriculum and it

NSOU ? CC-ED-07 ? 68 includes thinking, creating and designing a curriculum. Curriculum planners and developers main use one or more approaches in planning implementing and evaluating the curriculum. Teachers and curriculum practitioner's have accepted the major curriculum design models which are implemented through different approaches of curriculum. The approach to the curriculum determines how the design should be utilised and implemented. Curriculum developers and implementers use one or more approaches in planning, designing, implementing and evaluating the curriculum. Different curriculum approaches lays emphasis on the importance of planning in curriculum design. For example modern fashion, Health education on environmental sanitation, health services, safe drinking water, knowledge on various diseases, desirable body weight and attractiveness comes under observed needs. 2.5.2

Formulation of Educational objectives Formulation of objectives is based on the philosophy and need assessment. After this, the identified needs are then transformed into goals and objectives. Goals are the general statements of the results of educational endeavours and these form the basis for educational planning. When goal statements are made more specific then only we get educational objectives and objectives are made even more specific in behavioural terms to make them attainable. Goals and objectives can be distinguished very easily as goals are general and objectives are specific. Goals are determined philosophically and are related to all aspects of the learning situation beginning from the development of an overall curriculum plan to lesson plans used in the classroom. Hence, we can say goals are generated on the basis of philosophy and specific objectives are formulated on the basis of goals. The three major sources of objective formulation namely Society, individual and knowledge are discussed here. Society The objectives of education are determined broadly by society at the local and the national level. Such needs are preservation and transmission of cultural heritage, implant the democratic values of life and augment the impact of science and technology and other innovations. Social needs are essentially taken into consideration while planning and developing curriculum to develop the competences and qualities in learners.

NSOU ? CC-ED-07 ? 69 Individual Society determines the basic requirements of education following that it is the individual whose needs are reflected through the society. There are certain other needs of the individuals like physical and psychological growth of the students which may be grouped as self-development or self-fulfilment. Psychological growth consists of cognitive, affective and psychomotor aspects which need to be considered while determining educational objectives. Some thinkers believe that an individual has some spiritual needs too. Therefore it is desirable to provide him some opportunity to fulfil these spiritual needs too. Knowledge In the absence of knowledge, there cannot be any growth of civilization hence knowledge is the most important condition to growth of civilization. Knowledge has its own categories such as facts, processes, basic ideas, concepts, thought systems, etc. The nature of knowledge i.e. subject matter is one of the most important considerations in formulating educational objectives. Therefore it may be safely stated that there is a close relationship between society, knowledge and individual influencing each other. Society Individual Knowledge Society is a dynamic concept and keeps on changing and the individual has to cope to exist in society. Knowledge helps the individual to adjust in society without sacrificing his individuality. The character of knowledge is related to and is determined by individual and social welfare.

NSOU ? CC-ED-07 ? 70 2.5.2 Formulation of Educational Objectives A learning objective should describe what students should know or able to understand and should take into consideration factors like – Matching, Worth, Wording, Appropriateness, Logical Grouping and Revision while formulating educational objectives Formulating Educational Objectives Matching Worth Wording Appropriateness Logical Grouping Periodical Revision These factors are briefly discussed here— Matching: Specific objectives identified to any specific content

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should be related to the broader or ultimate goals of education from which they had been originally derived. Worth:

Worth or value relates to whether attaining the pre-specified objectives have significant value in the life of the learner at present or in future. The quality of life is gradually improving with time as a result our knowledge base is continually changing, the objectives need to be re-evaluated and modified. The objectives should be meaningful, beneficial, constructive and relevant to the demand and requirement of the learners. Wording: Pre-specified objectives are expressed in statements of specific pattern. The objectives should be formulated and phrased properly, so that young learners can easily understand the expected outcomes already planned. Appropriateness: The needs and interests of the learners should be the source of the pre-specified objectives. The objectives should be appropriately chosen. Lack of clarity in

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an objective may create confusion in the minds of the teachers, the students and other stakeholders. This may adversely affect the process of Curriculum Development.

Logical grouping: Proper organisation and coherence is required in formulation of objectives. Each content area caters to the development of different knowledge,

NSOU ? CC-ED-07 ? 71 understanding and application areas. Therefore, objectives need to

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be grouped according to some common idea or in terms of domains - cognitive, affective and psychomotor. Consistent and sensible grouping of the objectives will help develop a more effective curriculum.

Revision: At present every society and economy is changing very fast causing changes in students' needs, sphere of knowledge, instructional techniques and strategies; thus making revision in objectives to be obvious. Curriculum development is an ongoing process and to keep this process dynamic revision of objectives is mandatory. This will have a recurrent impact on the curriculum keeping it flexible and updated to handle the latest demands in the society successfully. When objectives reflect specific behaviour in the form of a statement then it is known as behavioural objective. A Behavioural objective helps the learner to know and understand what is expected of him and it also describes what the learner has to do at the time of learning. Any discussion on formulation of educational or behavioural objectives can not be considered as complete without considering Bloom's Taxonomy In 1956 under the competent leadership of educational psychologist, Dr Benjamin Bloom, Bloom's Taxonomy was formulated in order to promote higher forms of thinking in education. This system of classification helped in analyzing and evaluating concepts, processes, procedures, and principles, apart from just remembering facts or rote learning. This taxonomy is often used when designing educational, training, and learning processes. Three domains of educational activities or learning (Bloom, et al. 1956) are Cognitive Domain- considering Mental skills (knowledge), Affective Domain Growth in feelings or emotional areas (attitude or self) and Psychomotor Domain Manual or physical skills (skills). 2.5.3 Selection and organisation of content Content should be selected on the basis of students day to day life experiences so that students can apply the acquired knowledge in their day to day life. Content selection should be based on aims, goals and objectives. Content selection is based on various sources. Some of these sources are briefly discussed here – Knowledge as a source : The domain of knowledge itself is considered as an important source of Curriculum content as no particular content should be left out. Knowledge can be disciplinary and interdisciplinary. Disciplined knowledge has content organised in a particular structure, unique to that discipline. For example the methods of inquiry of a discipline like physics or literature is specific to that discipline only,

NSOU ? CC-ED-07 ? 72 whereas interdisciplinary knowledge does not have a unique content or method of inquiry. These disciplines are somehow overlapping where content is taken from different disciplines and clustered around a focus of investigation for example sociology and education, bioinformatics and biotechnology etc. Learner as a source of content : The child or the individual is of primary importance in content selection process. The individual is the centre of education, who should be motivated to create his or her own ideas. Education can only become learner centred if the curriculum focuses on how the learner learns, form attitudes, values, develop interests, create novel ideas etc. Although students' interests are transitory teachers should identify search interests which shall help the students to develop as socially useful citizens. Society as a source of content : Analysis of the social situation and selecting content on the basis of social analysis gives curriculum a strong basis. Curriculum designers consider School as a miniature society and believe that curriculum content should be based on an understanding of the society. Children are born and grow up in society so curriculum should enable individuals to make a place for themselves in society at the same time curriculum should facilitate change or improvement of the social order. The role of teacher is very important as they act as agents for social change through the contents of curriculum. After brief discussion of the sources some important criteria of content selection should also be mentioned here, which are as follows — ? Content selection should analyse the utility criterion which means the usefulness of the content. Usefulness is determined by a person's philosophical orientation. ? Learning ability is another very important criterion which is related to the appropriateness of the selected

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content. The content should be within the range of students' experiences so that the content can be easily grasped and assimilated by the students for whom it is intended. ? Feasibility is another important criterion of content selection.

Whether the content is appropriate with reference to time allowed, whether adequate re- sources are available, availability of academic expertise, financial resources etc. are some of the components considered under this criterion. The curriculum framers may find a vast body of content important to be included in curriculum but factors like working days in academic calendar, size of class- room, number of teaching personnel etc are the limiting factors that need to be considered.

NSOU ? CC-ED-07 ? 73 After selection of the content the next important task is to put the identified content in a particular sequence so that the pre-specified objectives can be realised. The desired objectives cannot be attained if a curriculum lacks systematic organisation. Logical sequencing and organisation of the curriculum is not an easy task as it requires an in-depth understanding of the teaching learning process. The curriculum framers often face problem in ideal organisation of the content as certain concepts are central to the content while some are prerequisites to other concepts, thus proper sequencing becomes a difficult and complex task. Again to some curriculum planners' content should be organised on the basis of psychological principle, hence

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content should be organised such that the concrete is experienced before the abstract

or simple concepts should come before complex ones and so on. For proper sequencing of concepts different ideas should be related together in a logical manner. Again the events should be presented in chronological order so as to maintain a basis of sequencing the content and experiences. Definite sequence, continuity and integration of various components should be effectively done to prepare a well organised curriculum. Continuity is the second aspect of curriculum that needs to be maintained by vertical repetition and recurring appearances of the content. This process helps to strengthen the permanency of learning in the learner. Jerome Bruner named this concept of continuity as the spiral curriculum. He stated ideas

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Curriculum Planning and Development CFP3010 - ...
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should be developed and redeveloped in a spiral fashion increasing depth and breadth

of knowledge and skill in the learner; each time the learner go to the concepts off the content. Next important aspect is the principle of integration. Human life is a series of emerging themes and every theme is integrated and interconnected. This sense of integration is also important in curriculum design. The boundaries or gaps between different disciplines of subject matter should be erased and isolation should be eliminated to give education an integrated nature. Another thing that needs to be mentioned here is that too much or too little of these elements may be catastrophic to the curriculum therefore keeping a balance between content, time, experiences and all other elements is always desirable. This requires continuous review regarding the effectiveness and relevance of the curriculum.

2.5.4 Selection and organisation of learning experiences After selection and organisation of content the next step in curriculum development is selection of appropriate learning experiences. To carry out the instructional programme successfully wide range of experiences should be offered so that that teacher can exercise flexibility in selecting curriculum experiences. At present NSOU ? CC-ED-07 ? 74 the border line between curricular and extracurricular activities has been removed and importance of both academic and non-academic activities is genuinely felt. The task of Curriculum framers has become more difficult as they have to plan for balanced and comprehensive instructional programme providing varied learning experiences. Following this it can be stated that curriculum should help in individual and personal development of the learner, inculcate social competence and should also develop skills for continued learning. For personal development different kinds of activities should be included in the curriculum, for example physical activities according to age and maturity. The curriculum framers should also include activities leading to better self -understanding. For developing social competence different subject areas like Science, Mathematics and Humanities should be effectively used. For developing the skills for continued learning, successful relationship should be developed between learning needs; and instructional programme should be structured on the basis of the nature or characteristics of the individual. One important factor for selection of suitable experiences in the process of curriculum development is relevance. The experiences are considered to be useful if they reflect recent knowledge, social and cultural trends etc. The process of Curriculum development should be tuned to help students equip to face the future. In view of the goals and objectives of the programme some useful criteria for selection of curriculum experiences can be stated: 1. The knowledge and skills should be valid so that the learners can apply them in and out school situations. 2. Selected experiences should be feasible in terms of time, infrastructure, staff and other facilities in the school. 3. The learner should get optimal chance to learn the content. In other words, the students should be allowed to develop their power of thinking and ratio- nality. 4. The learners' experiences should be organised in such a way so that they achieve

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a greater understanding of their own existence as individuals as well as responsible members of

groups. 5.

Experiences in the field of education should allow the students to broaden their interests and satisfy their needs. This will foster a sense of openness to new experiences and tolerance for diversity in learners. 6. Complete development in students can be achieved by including experiences leading to cognitive, affective, psychomotor, social and spiritual domains. If this phase of Curriculum development is done as mentioned above then this will address social and security needs of the learners in a desired pattern, which

NSOU ? CC-ED-07 ? 75 ultimately will instil in them a sense of appreciation and empathy for others. If learning experiences are organised scientifically then the activities selected for students will be meaningful and interesting. In order to translate the selected curricular experiences into reality a wide range of activities should be offered to facilitate learning. Among this wide range of activities the teacher will decide which instructional strategy to be adopted for a particular child. There should be more than one option both in method and teaching-learning appliances to be used. For example lecture, discussion, questioning, collaborative method, group work, library reading, field trips etc. are some of the instructional methods and chalkboard, maps, models, audio-visual aids, movie clips etc. are some of the teaching-learning appliances. The teacher and the students mutually decide which method and teaching learning material to be used to make the students experiences interesting and successful. While organising learning experiences another important criterion should be kept in mind. The teacher should ensure that the need of the student population is met and the nature of the programme matches the pre-set goals and objectives.

2.5.5 Evaluation of the curriculum In curriculum development programme evaluation aims

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to determine the extent to which the objectives are achieved through implementation of

the curriculum. Evaluation of the curriculum can be ascertained by expressing the relationship between three major curricular components namely Objectives, Learning experiences (content and method) and outcome. Three major curricular components of Evaluation. Learning Objectives Evaluation Strategies Teaching and Learning Experiences NSOU ? CC-ED-07 ? 76 All these three components are interdependent and cannot be studied in isolation. One important outcome of this phase of Curriculum development is to provide useful feedback for improving the curriculum. Evaluation of Curriculum when conducted during the process of development is called formative evaluation. The feedback derived from formative evaluation can be used to accept, modify or reject different aspects of the curricular components. Evaluation of learning and evaluation of instruction both are two important phases of Curriculum development. Evaluation of learning implies the techniques by which student learning is evaluated. Tests, projects, multiple choice questions or MCQ etc. are some of the techniques popularly used. Which technique should be suitably used is determined by the degree to which they meet the needs of the specific student population. The extent to which instructional methods and materials used are matched is also analysed. Lastly, whether goals and objectives of the programme match the goals of the institution is also verified. The nature and type of expected learning should also be reflected through the curriculum evaluation programme along with the content of the course or programme. The term evaluation is generally applied to the process of making a value judgment. Both curriculum evaluation and student evaluation are significant parts of evaluation. Curriculum evaluation is the process of evaluating the curriculum and it

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aims to examine the impact of implemented curriculum on student's achievement.

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Curriculum evaluation may be an internal activity and process conducted by the various units within the education system

or external, that

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MEDHC 2.1 Curriculum- Principles and Planning ...
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may be undertaken regularly by special committees or task forces.

Student Evaluation connotes assessment or evaluation of student learning.

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MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

Assessment of student learning could be formative or summative or both. There are various types of tests such as standardized tests, teacher- made tests, performance-based tests, ability tests

etc. Methods of administration may be - oral, written, practical, discussions or any other form as required. Curriculum Evaluation Model CURRICULUM EVALUATION Evaluation Methods Objectives Content NSOU ? CC-ED-07 ? 77 Evaluation of instruction is equally effective and important as evaluation of learning. Evaluation of instruction can be done by review of students' work, student ratings of instruction, anecdotal comments and other records. For making effective changes and improvements in the instructional programme every aspect of the programme should be reviewed regularly and systematically. 2.6 Summary The above section consists of three sub-sections. In the first sub-section the bases or foundation of curriculum is discussed. Meaning and significance of philosophical, psychological and sociological bases are described here. A student of education should have a clear idea about all these sections to understand the idea of curriculum and education separately as well as mutually. The second sub-section considers the major approaches to curriculum namely - subject centred, broad fields approach, humanistic approach. Curriculum approach is a way of dealing with a curriculum. It is a way of thinking, designing and creating a curriculum. Curriculum practitioners and implementers may use one or more approaches in planning, implementing, and evaluating the curriculum. Broadfields approach implies combining two or more subject areas into a single broad field. Subjects which are closely related are integrated to form a broad field. Subject-centered approach focus primarily on the subject matter and emphasises on bits and pieces of information which are may not be attached from life. The continuous quest of learning outside the formal system is not emphasized. Humanistic Approach Rooted in the

progressive philosophy and child-centered movement

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Considers the formal or planned curriculum and the informal or hidden curriculum.

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It Considers the whole child and believes that in curriculum the total development of the individual is the prime consideration. In the

third sub-section deals with
the process of curriculum development. This section includes

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assessment of educational needs, formulation of objectives, selection and organization of content, selection and organization of learning experiences and evaluation. Formulation of Educational

Objectives is done on the basis of Matching, Worth, Appropriateness and Logical Grouping. This is done on the foundation of Felt needs, Real needs and Observed needs. The content is organised following the principles of sequencing, continuity and integration. The curriculum development process closes with Evaluation, which can have conducted at Micro-level as well as Macro-level.

NSOU ? CC-ED-07 ? 78 2.7 Self-Assessment Questions 1. What is the importance for assessing the educational needs? 2. Mention the sources for content selection. 3. Describe knowledge as a source for content selection. 4. Briefly describe the psychological base of curriculum. 5. Describe society as a source for content selection. 6. Describe the process of selecting and organising learning experiences. 7. Discuss the process of curriculum evaluation. 8. Describe different bases of curriculum. 9. Mention the different bases of curriculum. How these bases influence curriculum? 10. Mention the important guidelines to be followed for developing any curriculum design. 11. State different approaches to curriculum development. 12. Describe the subject centred approach to curriculum development 13. Discuss different designs under subject centred approach of curriculum development. 14. Describe the Broad fields approach to curriculum development Introduction. 15. Describe the Humanistic approach to curriculum development 2.8 References Cronback,

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and

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UNIT 3 ????? Major Approaches to Curriculum Structure 3.1 Objectives 3.2 Introduction 3.3 Curriculum Transaction and Curriculum Evaluation: A Continuum 3.3.1 Important features of Curriculum transaction 3.3.2 The process of curriculum transaction 3.3.3 Use of media in curriculum transaction: 3.3.4 Different modes of curriculum transaction in classroom situation: 3.3.5 Curriculum Evaluation 3.4 Basic Considerations in Curriculum Planning 3.5 Stages For Planning of Curriculum Development (System Approach in Curriculum Development) 3.6 Summary 3.7 Self-Assessment Questions 3.8 References 3.1 Objectives After going through the sub units the students will be able to : ? Mention the important features of curriculum transaction; ? describe the process of curriculum transaction; ? discuss the role of media in curriculum transaction; ? describe the different modes of curriculum transaction in classroom situation; ? evaluate a given curriculum or a part of it after considering different aspects; ? define curriculum planning; ? identify the major areas of consideration in curriculum planning; ? discuss the economic considerations in curriculum planning; ? justify the need of social and cultural considerations in curriculum planning; ? explain the process of system approach in curriculum development;

NSOU ? CC-ED-07 ? 81 2nd Proof • Classic Print & Procces (09-02-2022) ? describe the model developed by ralph tyler curriculum development; ? describe the characteristics of a system; ? examine the stages of system approach in curriculum development; ? mention the advantages of system approach in curriculum development. 3.2 Introduction In the two previous units we have discussed the meaning and concepts of curriculum and its bases.

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MEDHC 2.1 Curriculum- Principles and Planning ... (D154644155)

In its broadest sense, curriculum refers to the "total learning experiences of individuals not only in school but society as well" (Bilbao et al., 2008). The process of curriculum development

is described as planned, a

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purposeful, progressive, and systematic process to create positive improvements in the educational system.

The curriculum is influenced

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every time there are changes or developments happening around the world. There is a need to update them to address the

needs of the society. A

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curriculum is the instructional and the educative programme by following which the pupils achieve their goals, ideals and aspirations of life.

It is curriculum through which the general aims of a school education receive concrete expression. Traditional concept- The traditional curriculum was subject- centered while the modern curriculum is child and life-centered. Curriculum is the instructional programme designed to meet the various requirements of a vast heterogeneous population. It is the courses of study that embodies the outlines of knowledge to be taught. Therefore, it is the sum total of experiences provided under the guidance of the school. The second unit deals with the bases of curriculum. Curriculum development is the most important component of educational programme. Bases of Curriculum development are the pillars upon which the foundation of curriculum is constructed. On the bases of Curriculum development, the content and methodology of education is decided. The root of planning any curriculum depends upon the fundamental ideas of Philosophy, Sociology and Psychology. Curriculum evaluation is the next step in the process of curriculum development. This unit will focus on curriculum transaction and curriculum evaluation, basic considerations in curriculum planning and stages for planning of curriculum development with special emphasis on system approach.

3.3 Curriculum Transaction and Curriculum Evaluation: A Continuum

People get educated both through formal and informal ways. In a formal NSOU ? CC-ED-07 ? 82 environment all sources of information keep influencing our mind so the more we focus on something the greater is our perception about it. While learning through informal ways is always a slow process. The learners have got their own specific needs and aspirations, to cater their needs within a specified span of time, organisations like schools and colleges have been set up. Selected chunks of knowledge and series of learning experiences carried out for educating the learners is known as curriculum. Curriculum transaction is the process of instructional planning and implementation. Curriculum transaction is the process of putting into practice the set of activities listed or topics covered in the curriculum. This transaction of curriculum is a complicated task and all stakeholders specially the teachers need to reflect, visualise and plan. In order to make this process effective maximum utilisation of all physical, material, financial and human resources is required. Curriculum cannot be developed in isolation. Issues related to socio-economic factors, environmental conditions help develop meaningful curriculum. The main purpose of the school system is to preserve and transmit the culture of the society; the curriculum helps to achieve this goal. The curriculum has two important aspects to consider; firstly, what knowledge is most worth is to be preserved and transmitted and secondly how this worthy knowledge can be acquired or transmitted. Now this is the task of the curriculum planner to develop the curriculum according to the two considerations mentioned above. The process of Curriculum transaction is based on national needs, nature of course of study and the social philosophy. The form of government, recommendation of national commissions and committees, along with the theory of human organisation also determines the process of Curriculum transaction. Another important element to be considered in curriculum transaction is the growth and development of students and type of examination suitable for them. The process of curricular transaction requires a series of micro-operations performed by students, teachers, parents, School administrators, textbook writers etc. In this process the official curriculum gets transacted in various ways to the target group. Curriculum according to different perspectives In objective perspective curriculum is generally built around a set of assumptions about the knowledge, understanding and skill to be acquired and also the way it is acquired. This perspective knowledge is considered to be relatively known, fixed NSOU ? CC-ED-07 ? 83 2nd Proof • Classic Print & Procces (09-02-2022) and transmittable. Students generally demonstrate their mastery of knowledge through performance on tests. In the constructive perspective knowledge is constructed by the learners through their experience. Learning is considered to be a social process where students construct meaningful concepts through interaction of prior knowledge and new information. Curriculum can be based on any perspective mentioned above but Curriculum transaction or implementation is an indispensable tool for learning to take place. Curriculum transaction is a tough and complicated job.

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Curriculum transaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives listed in the curriculum. It incorporates effective planning for providing suitable learning experiences for its learners.

This process also includes organisation or planning, administration or implementation and evaluation of the implementation procedures conducted by teachers or experts in the relevant field.

3.3.1 Important features of Curriculum

transaction: 1. Curriculum transaction is the process of planning and organising the curriculum in a particular subject area for different levels of education. 2. Curriculum transaction requires continuous monitoring while being implemented.

It requires direct involvement of teaching staff and a considerable amount of reflection visualisation and planning during the transaction process. 3. Curriculum implementation process should also reflect the changing needs and aspirations of the people. A uniform curriculum for all countries and for all time is difficult to frame. 4. An efficient and effective curriculum transaction calls for maximum utilisation of all available resources – physical, natural, financial and human. 5. The process of Curriculum transaction needs to be based upon current social, economic, and political changes in a country. From these features of Curriculum transaction it is clear that this process involves rigorous planning. The planning and development process takes into account a step by step procedure for teaching, the selection of learners, resources and facilities that lead to attainment of Pre-specified objectives. This planning phase also involves additions, deletions and interpretations about place, sequence and importance of the curriculum.

NSOU ? CC-ED-07 ? 84 Effective curriculum transaction requires adequate planning along with clarity of thought and organisation. Those who are responsible for transaction should know the appropriate method of transaction. Curriculum transaction cannot be done single-handedly therefore each team member should be aware of his or her responsibility. Different levels of children need to be addressed in curriculum transaction which requires clarity in communication. The target group that is the group of children should be observed and understood so that every child can be accessed. Material organisation and appropriate room setup both are important for effective curriculum transaction. Time management again is another important aspect to be kept in mind in all the stages of Curriculum transaction. Persons responsible for transaction should be alert always. Review of the work and keeping alternatives ready are also important criteria in ideal curriculum transaction. 3.3.2 The process of curriculum transaction: Curriculum is divided into a definite number of subjects for convenience of transaction. The topics and activities that fall under one subject altogether are known as syllabus. Text books are prepared based on this syllabus. Teacher teaches the portion of the syllabus allotted to him or her. By appropriate techniques and methods teachers transact the content of the textbook to the students thereby helping children to acquire appropriate knowledge, develop necessary skills and attitudes. This is actually the process of curriculum transaction. For effective transaction of curriculum, teacher should be competent enough in organising the activities and experiences of the learners. Planning is an important part of curriculum transaction. While planning and developing of the curriculum the different variables, namely - learners, resources and facilities are taken into account so that students may be helped to attain the pre-specified objectives. For clear understanding the process of curriculum transaction different aspects of planning need to be discussed. 1. Planning for instruction In curriculum transaction planning is a process that gives both teachers and students a sense of direction. While planning both students and teachers become aware of the goals or specifically the learning objectives and this also helps in uninterrupted teaching-learning activities. Most of classroom management problems can be handled by consistent planning. In an ideal educational setup the specified objectives are stated in behavioural terms and teaching actions and strategies are

NSOU ? CC-ED-07 ? 85 2nd Proof • Classic Print & Procces (09-02-2022) designed to achieve these pre-set objectives; which is ultimately measured in terms of student achievement. Planning results in comprehensive, integrated and meaningful content development at an appropriate level. Effective planning provides for a variety of instructional objectives, economizes cost, time and energy and also provides for logical sequencing and pacing lessons. A sequence of well-organized learning experiences can be the outcome of good planning. Planning for Purposeful Instructional Planning for teaching involves sequences of steps. It calls for decisions with respect to each of the tasks involved. If all these tasks are accomplished successfully, the prospects that students will master what has been taught are excellent. The interrelationships among these tasks are presented as a cycle. There are several issues related to planning of instruction. Most important issues in this context are Subject matter for teaching, methods to be used, levels of instruction, organising learning etc. Subject matter or content for teaching The subject matter for teaching is selected by curriculum planners at different levels. Agencies like Boards of School Education, Board of studies and various bodies associated with the education system determine the broad outlines of the curriculum. Finally, during the course of teaching the teacher decides which parts of curriculum are to be more emphasised and which ones are less emphasised. Time allotment, use of teaching learning materials, use of technology, methodology used in teaching-learning are decided by the teacher. There may be some contents which do not require much explanation while some topics may be difficult to grasp. Even experienced teachers need to plan instruction carefully for this purpose. Methods to be used The aim of classroom instruction is to bring about desired changes in students' behaviour and this cannot be accomplished by random trying out of all methods of teaching for all types of contents. The most appropriate method for teaching a particular subject matter should be selected by the teacher. Information can be catered in different ways so teachers should use different teaching techniques and devices for teaching facts, concepts, principles and generalizations. Presentation of content requires adequate planning. Students of different ages, form concepts in different ways. So a teacher should use an instructional procedure that allows learners to make direct observations. While planning for instruction the teacher should employ such methods, rules and generalizations, which will enable the students to know and understand the subject matter well. Whether the content is age appropriate, whether relevant teaching-learning tools are used, whether the presentation is

NSOU ? CC-ED-07 ? 86 enjoyable to the students are some of the concerns that a teacher should consider while selecting a suitable method. Levels of instruction Teachers can plan instruction in different ways to teach the same subject matter in different learning conditions and at different levels by various customisations. There are three levels of instruction; namely - memory level, understanding level and reflection level. In the first level students are expected to remember and produce the learnt materials as taught, so students memorise and retain the content. Generally nominal concepts, mathematical tables, spellings, symbols, etc., are taught by arranging instruction at memory level. Comprehending is the second level where the teacher presents the content meaningfully to the students. If the teachers want that the learners should be able to apply the learnt content later in different situations, then content should be explained with examples and linked with earlier experiences or previous knowledge of the learners. Instruction should be planned in such a way that students can understand and incorporate the content at mastery level and apply the knowledge in different situations. This level of instruction is called the understanding level. Reflective level is the highest stage of Instruction. The aim of reflective level instructions is to develop problem solving ability among learners. Students learn to analyse facts, categorise facts and formulate appropriate generalizations through deep thinking and is engaged in innovative and creative activities. Organising of learning experiences Teachers have to identify which facts are more accurate and relevant, which concepts are familiar to the students' previous knowledge and which new ones need to be explained. Teachers also have to find out which methodology will enable the students understand the content better, this requires planning as well as organisation of learning experiences. The scientific process of sequencing and presenting content is rooted in the principles of psychology. Learning can be organised on the basis of some considerations; the most important one is previous knowledge of the learner as on the basis of prior learning depends the ease of understanding of the present and future concepts. So all teaching-learning should precede from simple to complex concepts. The link between the concept and sub concepts should be properly explored to make the learner understand the structure underlying the concepts. For example flower is a broader concept and the calyx, corolla, androecium, and gynoecium etc. are the sub-concepts. If a student clearly understands the fundamental structure any one of these concepts, he can potentially understand other related concepts.

NSOU ? CC-ED-07 ? 87 2nd Proof • Classic Print & Procces (09-02-2022) Student's needs and interests – In planning instruction one important task is diagnosing the student's needs and abilities. Systematic techniques should be employed to gather information about the student's interest and capabilities. Students are the most important factor in the instructional process and without understanding of the students' needs and interests the teacher cannot develop instructional and behavioural objectives and formulate desirable outcomes. The teacher should try to balance the students' needs and interests with objectives of curriculum. A good balance between students' needs, interests, abilities in one hand and meaningful learning experiences provided for students in the classroom on the other helps in achieving the pre-specified objectives.

2. Different levels of planning Even before the commencement of the academic year the teachers are supposed to carry out pre-instructional planning at three stages. Course planning, unit planning and lesson planning are the three important levels of planning required for effective curriculum transaction. The number of units in a particular course is determined in a course plan. Planning of instruction helps the teacher achieve the desired objectives. A scientific and systematic planning of instruction enables the teacher to be fully in command of the system. The teacher needs to utilise imagination, creativity and insight while following the different levels of planning instruction. It is a known fact that there are no boundaries to knowledge and any topic can be extended beyond its limits. Content is divided into several units and each unit is divided in different subunits in unit plan. One unit is essentially a chunk of content and associated experiences that are perceived to fit together in a logical way. Again each subunit is divided into a number of lesson plans based on the content covered under each sub unit. Depending on the needs of learner a teacher has to delimit the contents to be taught. This requires proper analyses of the content. Analysis means detailed examination of the elements or structure of something. Content analysis means dividing the content into its constituent parts. The teacher in this process selects topics given in the curriculum, splits these into their constituent parts, arranges all these in a hierarchical sequence and limits the length and breadth of the sub-topics. The syllabus being part of the curriculum, only mentions the topics to be covered and does not prescribe the sequence. The teacher therefore, has to take up the pre-specified objectives one by one, analyse the related content and accordingly find the sequence and arrange accordingly. Throughout the process the teacher follows the needs interests and abilities of the students. Some of the sub-topics may be less emphasised because they are part of their everyday knowledge. A teacher may take

NSOU ? CC-ED-07 ? 88 up certain elements or sub-topics because these match well with the mental age of the students. The limits of the topics are decided once the subject matter has been identified. After deciding the limits and the scope of the topics the teacher has to arrange these topics in some specific order. Sequencing of topics should be based on the psychological maxims of learning like 'known to unknown' and 'simple to complex'. At this stage it has to be ensured that the sequence is absolutely rational from the point of view of the subject matter. Each element should be linked with the other elements vertically and horizontally; altogether forming a part of the main topic. Teachers' own learning experience, hunch, perception and feeling plays a very important role here. At this stage, the teacher develops a flow chart of the content. Flowchart helps to present important aspects of the content clearly and effectively and may also help reduce the burden of large amounts of unstructured content. It provides a diagrammatic view of the inter-relationships among various sub-topics and elements of the content. A comprehensive picture of the whole content is framed in the mind of the teacher as well as students. Flow charting the content: PLANT- Selected Unit or Content or Topic ? Subunit 1 Subunit 2 Subunit 3 Subunit 4 Subunit 5 Stem Root Flower Fruit Leaf ? ? ? ? ? Learning Learning Learning Learning Learning experience 1 experience 1 experience 1 experience 1 experience 1 Learning Learning Learning Learning Learning experience 2 experience 2 experience 2 experience 2 experience 2 Learning Learning Learning Learning Learning experience 3 experience 3 experience 3 experience 3 experience 3 Learning Learning Learning Learning Learning experience 4 experience 4 experience 4 experience 4 experience 4

NSOU ? CC-ED-07 ? 89 2nd Proof • Classic Print & Procces (09-02-2022) Selecting Suitable Presentation Mode After content analysis the teacher has to decide upon suitable presentation mode of the content. Numerous questions may crop up at this stage regarding – the teaching methods to be used, more suitable teaching strategies, effective teaching-learning materials and so on. There may be many answers to each of such questions and the answers primarily and depend upon a large number of criteria including the nature of pre-specified instructional objectives, subject matter, diverse background of students, learning styles of the students and strategies of teaching. Teachers should recognise the students' ability to learn and should ensure that the presentation mode selected by him should enable the students to process the presented information meaningfully and satisfactorily. Moreover teacher's own experiences and his/her personal style of teaching plays an important role in a particular mode of presentation. A brief discussion on lesson plan is given here. Different types of activities and experiences are organised in lesson plans to fulfil the objectives of that specific part of the subunit. There should be daily lesson plans to be used in the span of a period of 40 to 45 minutes. Generally there are four sections in a lesson plan. Information regarding subject, class, topic, previous knowledge and general objectives of the lesson are mentioned in the first section. Secondly comes the introduction section which establishes a link between the lessons done on the previous day and to be done on that day. Some provisions for the previous day's lesson are also included in this section. Next comes the presentation section, it involves presentation of learning experiences by using different methods and teaching learning materials. The students are motivated to take active part in the presentation phase. The concluding section comprises of summarisation, revision and evaluation. Home assignment is given in this closing phase. Generally these four phases are followed but depending on circumstances customisation is also permitted.

3.3.3 Use of media in curriculum transaction

The selected content has to be transacted by the use of appropriate media. Selecting media to be used in the classroom is a difficult task. At the very beginning teachers should have clear idea of what is to be taught, how it is to be taught, how effectiveness of teaching-learning can be tested, the nature of learners, teachers knowledge and skill to handle technology required to present the selected content. The process of selection and handling media becomes easier if one has appropriate and affirmative answers to most of these questions. The teachers can use both conventional and electronic media, but appropriate selection of media depends on several factors.

NSOU ? CC-ED-07 ? 90 Firstly, the instructional objectives to be achieved and the content or subject matter to be taught determine the mode of presentation and media to be used. Secondly, the use of media is dependent on characteristics of the learners for whom the lesson plan is prepared. Thirdly, use of media depends on the availability and accessibility of the media in school, college or university level. The cost of the media is also important here. School or college should have the required infrastructural facilities for application of the media. For example, there should be projectors for Power Point presentations and computer lab for computers. Fourthly, the user friendly and interactivity of the media implies that the learners can interact easily by using this media. This is an important factor that decides the type of media to be used. The media should be able to communicate to the learners effectively. Fifthly, the selection and use of media is also determined by the ability of the teacher to handle the media. Teachers should be adequately trained to manage the required media in the classroom. Sixthly, the media should be able to satisfy the pedagogic aspects to cater achievement of learners in cognitive, affective and psychomotor domains. Using media during instruction is an integral part of the instructional system. To avoid any confusion among students the selected content to be taught through media should be correlated with the content taught through other modes of presentation. The instruction given by the teacher through the selected media has to be integrated with the teaching methods in such a way so that teaching-learning process seems like natural flow and nothing appears artificial in the class. For example, the teacher may use discussion method in the class to teach some parts of a unit and may like to supplement the teaching by showing some video clippings to teach another part of the same unit. In other words media should not be used for the sake of using media rather it should be judiciously used to complement the major instructional method used by the teacher.

3.3.4 Different modes of curriculum transaction in classroom situation

Teachers in classrooms use different modes for transacting the curriculum content. Selection of a particular mode depends on the target group or the students, the content or the subject matter, infrastructural facilities of the institution etc. On the basis of the learning environment being provided, the curriculum transaction can be classified as structured, interactive, self- directed and computer assisted.

NSOU ? CC-ED-07 ? 91 2nd Proof • Classic Print & Procces (09-02-2022) Structured - When each and every component of the curriculum is planned and curriculum development takes place as per predetermined planning then it is called a structured process. In structured curriculum transaction and implementation in classroom also follows a specific structure and pattern. Interactive – This mode of curriculum transaction is followed mostly in group discussion as a major technique of group learning. Group discussion allows frequent and multiple ways of communication among the students in the group. Learning is more influenced by the group rather than the teacher. These interactive techniques used in the classroom may differ from subject to subject and from one level of education to another. Self- directed - In this mode of curriculum transaction, the course materials consist of a number of small chunks of information called units, each unit having its own learning objectives and the learner is given a study guide that suggests a number of ways and means to achieve the pre-stated objectives of the unit. These units are necessarily self-instructional in nature and the learner uses the suggested text books and supplementary notes as per the study guide. A course unit may contain preset assignments; work on exercises, slides and models that help the learner to proceed smoothly through the course. Course tutors are consulted to discuss any problem encountered in the units. Generally in self-directed methods variations are allowed for different types of learners with a varied pace of learning. Computer assisted – Computer Assisted Learning (CAL) offers two-way communication instead of one-way communication as in teacher-centred techniques, and in the absence of a teacher it simulates dynamic interaction between the learner and the learning programme. The computer, as an important information device, has not only extended the role of the teacher but has also individualized learning and increased learner freedom. In the process of learning, a computer performs different functions like storing, processing and retrieving information, and thereby helps an individual to be an independent learner. In CAL, the computer helps a learner to find out whether a response, given by him/her is correct or not. If the answer is correct, the learner proceeds to the next step; if not he/she is advised to redo the exercise. Besides this, it can make learning more individualized by taking into account the needs, characteristics, skills, aptitudes, and pace of an individual student. Different means of curriculum transaction used by teachers in classroom situation are discussed below - 1. Lecture method or verbal exposition This is a popular and age old practice which is used even today for transacting the

NSOU ? CC-ED-07 ? 92 curriculum. In lecture method the teacher introduces the content or topic, explains the subject matter, interact with students, conduct formative evaluation and collect feedback from students. Lectures or talk by teachers is considered to be a very important aspect of curriculum transaction; it is used for giving directions, eliciting information, inviting students' participation etc. In classroom communication teachers play a dominant role through verbal exposition and these remain to be a very important factor even if the teachers use the latest audio-visual equipment to assist them in their instruction. Teacher's lecture is not one way communication but it is also used in classroom discussion, questioning and answering and even in a cooperative learning session, when the teacher is engaged in constant dialogue with the learners to extend their thinking about particular concepts or checking their understanding of the subject matter. 2. Classroom discussions Another popular mode of transaction of the curriculum is discussion conducted in classroom. At present most of the teachers try to create interactive classroom for active involvement of their students. Discussion is an important strategy that has been employed in various situations across all models of teaching. There is no hard and fast rule to use discussion and teachers initiate discussion among students to help them achieve the behavioural objectives. The instructional objectives of the teacher are also accomplished to a great extent through discussion. A great deal of conversation, sharing of experiences and argument is required to develop complex ideas among students. Discussion can help to refine concepts and produce new explanations. In this method the students gets a chance to express their thoughts, which may be incomplete or faulty. The teachers also get scope to understand the thinking process of their students and may provide correction and feedback if necessary. Through discussion the students can improve their thinking and construct their own meaning of academic contents. This process allows students to loud thinking and enables them to strengthen their cognitive structure. This helps the student to increase their ability to thinking and reasoning. 3. Question-answer mode This method can be used as an important tool for classroom communication as well as curriculum transaction. Questioning and answering is primarily used for evaluating the substantive knowledge and skill of learners. The learners can attain higher levels of cognition i.e. application, analysis, synthesis, evaluation and creation through questioning. The teacher can use probing to understand the deeper levels of understanding, insight and discovery of the learner.

NSOU ? CC-ED-07 ? 93 2nd Proof • Classic Print & Procces (09-02-2022) In a classroom questioning can be used to understand the previous knowledge of the learner, to develop the content, to evaluate students understanding etc. Therefore the role of questioning in curriculum transaction is unquestionable and Socrates rightly accepted questioning as the main tool for education. Different questions can also be used to solve different purpose. Factual questions can be asked to assess the level of knowledge acquisition of learners and understanding. Best questions can be asked to assess the level of comprehension of content and higher order questions can be asked to assess the higher order skills of learners. While questioning the teacher should remember that there is individual difference among learners therefore, he/she should wait for the learner to respond. This reaction time or waiting time may be different for different learners. A disadvantaged child in a classroom may require more time than the average child. 4. Participation of the learners In most of the classroom situations the teachers play a dominant role and the students play the role of passive listeners. For effective curriculum transaction learners should be taken to higher levels of cognition. This can be done by increasing learners' participation so that teaching learning process can proceed in a collaborative way. Different Participation structures can be adequately employed for effective curriculum transaction - Learners' participation can be enhanced through maximum utilisation of classroom participation structures. These structures refer to typical arrangement of speakers and listeners into communication networks. The structures include specific ways of turn taking by students during group lessons regarding asking questions and also responding to the teachers' questions. In traditional classrooms teachers used to talk to the silent students and whenever the teacher use to talk with one student, the rest of the class is expected to notice silently. In order to increase participation and involvement of the learners the teacher has to shift to those participants structures where learners' participation is more emphasised. 1. Use of active learning methods: The teachers should make more use of active methods like discussion, role play, brainstorming, seminar, debate, projects, practical work, demonstration, survey, excursion etc. These methods ensure a lot of involvement and participation on the part of the learners. For more interaction and participation of the learners the teachers may divide the students into small groups and involve them collaborative learning.

NSOU ? CC-ED-07 ? 94 2. Creating greater scope for learners' involvement: Recent researches reveal that when learners are actively involved in any classroom activity then their commitment increases. With increased scope for autonomy and involvement the students identify themselves with the goals to be achieved. Therefore students should be involved in activities like distribution and collection of copies, worksheets and books; taking care of the bulletin board, acting as monitors in the classroom and prefect in the school, peer teaching, collaborative teaching etc. Here we have discussed different modes of curriculum transaction in a classroom. For successful transaction of the curriculum that teachers should have a clear idea of the overall as well as the specific objectives of teaching learning. Teachers must set realistic and achievable goals and the learners should also be provided a clear understanding of the goals and objectives to be achieved. If there is any ambiguity or lack of clarity regarding the intentions of instruction then successful transaction of the curriculum cannot be attained. 3.3.5 Curriculum

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Evaluation Evaluation is the process of collecting data on a programme to determine its value or worth with the aim of deciding whether to adopt, reject or revise the programme.

Evaluation of curriculum

is a part of the curriculum development programme and is conducted when the developer or the planner and teachers want to know the effectiveness of the programme in achieving the aims and objectives; and they are also interested in improving the curriculum product. The value of a programme or course of study is assessed by curriculum evaluation. Few definitions of curriculum evaluation are given here. More definitions are stated in the fifth chapter -

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Curriculum evaluation is the formal determination of the quality, effectiveness or value of a programme, product, project, process, objective or curriculum. (

Worthen and Sanders, 1987).
Curriculum

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evaluation is a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept change or eliminate something - the curriculum in general or an educational textbook in particular (

Ornstein and Hunkins, 1998). The process of Curriculum evaluation determines the merit or worth of Curriculum. This process determines whether the planned courses, programmes, activities and learning opportunities are developed and organised to produce desired results. This evaluation process also tries to find out how this can be improved.

NSOU ? CC-ED-07 ? 95 2nd Proof • Classic Print & Procces (09-02-2022) The total process of curriculum development depends on interaction between curriculum planning and curriculum evaluation. Changes can be legitimately made when careful evaluation demonstrates best strengths and weaknesses of a program. It can be said that no particular curricular proposal can claim widespread support unless it is justified by carefully collected data. Therefore curriculum planning and curriculum evaluation are very important stages of curriculum development. In fact the process of curriculum development starts with curriculum planning and ends with curriculum evaluation. These two processes establish link between the total process of curriculum development.

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Curriculum evaluation refers to the evaluation of different components of curriculum; namely objectives, content, methods and evaluation procedures for student assessment.

All these components are mutually dependent each has to be evaluated in combination with the others.

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To determine whether the curriculum caters to the needs and the educational purposes of the target group

the mode of elution should be chosen judiciously. Each component affects and influences the rest of the Curriculum components so these cannot be scrutinized in isolation. Some major considerations in curriculum evaluation are Pre-testing and post testing; Non reference testing and Criterion referenced testing; Formative evaluation etc. Learner scores on pre-test reveal the status of the student again the set criteria or the expected terminal behaviour. Curriculum evaluation is to be done with reference to a set of criteria called criterion-referenced testing or in relation to a norm like a normal distribution called norm-referenced testing. Comparing with a norm or standard, one can evaluate a curriculum for its attainment of objectives. Evaluation may be conducted at the Formative and Summative stages. Formative evaluation is carried out at two levels at the developmental level called process evaluation and at the implementation level or product evaluation. There are several aspects of Curriculum evaluation which makes the evaluation process a comprehensive activity and on these depend the choice of evaluation mode. Problems in curriculum evaluation The curriculum development process suffers from numerous challenges at every stage of development and implementation. Here some obstacles regarding curriculum or programme evaluation are discussed. Firstly, a common trend of putting greater emphasis on evaluation of those aspects which are easy to measure than those aspects which are important to measure is observed. In an educational setting traditionally emphasis was put on measuring acquisition of factual knowledge and basic subject matter. Presently huge efforts are utilised and most of the tests have been reviewed to assess higher order skills beyond basic subject matter. But still important aspects like critical thinking, problem solving, creative expressions, cultural appreciations etc. are neglected till date. One simple reason behind this is, it is easy to

NSOU ? CC-ED-07 ? 96 develop and use measuring devices that are associated with simpler learning. On the contrary it can also be said that people are not encouraged explore to controversial and difficult areas. As a result more emphasis is laid on contents covering all important educational outcomes, which can be easily measured, leaving important concepts unassessed. Secondly, an unauthentic sense of certainty has come into widespread existence because of uncritical use of standardized instruments. The test makers put honest efforts to create and standardise evaluation instruments. These instruments also mention different cautions and precautions to be maintained during the process of testing and evaluation. Most of the time there is a gap between the test makers and test users regarding their line of thought. Thirdly, the locally constructed measures are not emphasized. The evaluation tools and techniques can be developed on global and local basis. Many a time global instruments need to be customised to suit the local needs. A programme when constructed on the basis of the needs of local boys and girls; the creative endeavours are encouraged and students learning can be objectively assessed. Fourthly, lack of communication between teachers and test technicians: Too often teachers are unduly resistant to the complexities of standardized testing inspite of its possible benefits. Tests are mostly selected and administered with little regard to the reality of the classroom. Thus teachers' experimentation and creativity is discouraged. The measurement skill of teachers and educational test contractors has to be improved. Evaluation is a system of feedback, providing information to planners, developers, teachers, students, parents, policy framers and decision-makers. Curriculum evaluation may be formative as well as summative. Formative evaluation is a process of involving ongoing activities aimed at gathering timely information about the quality of a programme. Summative evaluation is conducted to assess the overall effectiveness of a curriculum so that decisions about dissemination, institutionalization and desired revisions can be made. Any curricular proposal cannot be widely accepted unless it is supported and justified by proving its own worth. Curriculum transaction and curriculum evaluation are two vital stages of curriculum development.

NSOU ? CC-ED-07 ? 97 2nd Proof • Classic Print & Procces (09-02-2022) 3.4 Basic considerations in curriculum planning Identification and analysis of the existing situation has to be done in the process of curriculum planning to determine needs and purposes of the programme. The programme should be formulated as per the aspiration of the nation. There should be a committee consisting of educators, policymakers, economics, philosophers, psychologists, curriculum experts etc. for developing are suitable curriculum. The process of curriculum planning is based on four important criteria. Firstly, the programme should be prepared jointly by a group of persons able to make significant contribution in the process. The role of cooperation between different subject experts is highly desirable for curriculum planning. Secondly, general and abstract considerations are important and will give a strong basis for drawing up the essential structure of a relevant programme. Thirdly curriculum planning is a continuous process and hence the preparation of a programme is not a one shot operation. Every stage of curriculum development requires continuous planning and revision. Fourthly, curriculum planning has to be comprehensive i.e. all the components of the programme must be defined with requisite precision, so that the programme mainly covers all the areas required to fulfil the objectives of curriculum. Major Areas of consideration in curriculum planning

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A curriculum is more than putting together a set of academically required subjects.

In curriculum planning several things need to be considered, such as the learning needs of students; the mutual consent of teachers and administrators; the expectations of the community; and current breakthroughs in academic fields. The developmental, social, economic, environmental and institutional considerations are some of the very important considerations in curriculum planning. Nature of the discipline is yet another factor of consideration and due emphasis on role and function of the teacher is yet another point of concern for curriculum planners. And it goes without saying that no factor can operate in isolation; formulation of an effective curriculum is only possible if all the factors re considered in relation to each other.

NSOU ? CC-ED-07 ? 98 Major Areas of consideration in curriculum planning Developmental considerations Nature of discipline Teacher related factors Social considerations Environmental considerations Economic considerations Institutional considerations Diagram showing Major Areas of consideration in curriculum planning 1. Developmental considerations Ideally speaking in any educational process all the developmental considerations of learners are covered in curriculum. Curriculum planning should consider knowledge, experience and skills for Physical development, Emotional development, Social development and Intellectual or cognitive development of the learners. The activities suggested should nurture the development of ideas, skills and ways of thinking having educational values. Textbooks should not be considered as the only source of knowledge and experiences learnt by the individual. They should be able to connect the content and other aspects of the curriculum to their community at large. Moreover curriculum planning should be done in such a way so that the experiences lead the students to various avenues of enquiry that may ultimately help in achieving the objectives under affective domain. Knowledge of the nature of the learner in terms of developmental level, learning style, normative needs and other philosophical and psychological concerns are also important factors to be covered in curriculum planning. The learners are the beneficiaries of Curriculum revision efforts. It is necessary to know their needs and interests so that the curriculum design can respond to their developmental needs that impact on the growth of knowledge, skills, values,

NSOU ? CC-ED-07 ? 99 2nd Proof • Classic Print & Procces (09-02-2022) attitudes and habits as well as their expectations in relation to the socio-economic realities in their own environment. 2. Nature of Discipline The nature of discipline should be considered as an important criterion to determine what knowledge is most worthwhile, which skills must be mastered and which values are relevant. The most important outcome of education is individual development. Some progressive educators emphasize the creative role of education in society by accentuating the development of a creative learner. The objectives and demands of this changing society should be continuously examined and the forces in action should be well understood in order to keep the curriculum reality-oriented and dynamic. The background in which education functions should be continuously studied and a constant effort is required to mobilize the resources of different sciences and social sciences such as psychology, biology, anthropology, sociology and social psychology. The accumulated knowledge about society or culture should be utilized when framing educational policies and formulating the curriculum. 3. Social and cultural considerations Different social forces influence curriculum development therefore with emphasis on liberal education the curriculum contents should be revisited. To achieve the goal of productive manpower, curriculum must be made relevant to the timely demands of society so that education must enrich society, improve the living conditions of its people and help in its optimum development. A group of people in any given society may be defined by its culture which is manifested by both visible and non visible dimensions. Visible dimensions include food dress, rules and regulations, language, music, dance, means of livelihood, political behaviour as well as family community and institutional norms and practices. While the non visible dimensions of culture and society include philosophy, beliefs, value system, which have far greater influence and impact on the way of life of the people. Shared philosophy, beliefs, behaviour, norms and rules of the society are important considerations under this category. Culture is an important factor in curriculum planning as the essence of education is to preserve and transmit the cultural heritage of a society to the younger generation of the society. Curriculum is an effective tool for attaining the educational goals of a nation. Education is the hub of all forms of development in any country and no country can develop if her educational system is not strong. Curriculum planning should therefore endeavour to integrate the significant components of society and culture, which is the essence of education in curriculum development. Curriculum planners should ensure that the products of the educational system would be functional members of their society.

NSOU ? CC-ED-07 ? 100 Each social institution, including educational system, influences and get influenced by other components of society. Social customs and aims in cultural, political, and economic matters also shape school curriculum. Every institution performs in relation to the system as a whole and to its various parts. Decisions of government agencies, quasi-legal and professional organisations affect the structure, function and goals of formal agencies, informal agencies and non-formal agencies too. And operations of these institutions in turn affect governmental practice. The government implements policies on education and its curriculum for example the new educational policy of 2020, government controls are based on constitutional and statute laws; Quasi-legal agencies include universities and colleges, parent-teacher associations (PTAs), textbook writers, publishers, philanthropic organisations, mass media, etc. and professional organisation include National Council of Teacher Education (NCTE). Curriculum should aim at

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establishment of intercultural communication among the diverse cultures as a basis for building a world

and national community. 4. Economic considerations Probably the most powerful consideration in curriculum planning is the national economy, because educational institutions are continuously challenged to meet the workforce demands of a changing world. The process of curriculum development comes under sphere of education. Now whether financial responsibilities of education will be borne by the state or centre or both is determined by the existing policy of the country. The economic considerations are basically related to the practicality of a curriculum and this also includes the factors influencing economic condition of learners. It goes without saying that if the basic needs for food health and housing of majority of the people are not met then many children of school age are malnourished and they will remain out of school. The process of a curriculum implementation involves several actions including provision of physical facilities, development of learning materials and recruitment of untrained teachers. These recurring expenses are borne by the government, and also by the community and other institutions. Some expenses may be of non-recurring nature too. The cost of providing certain learning opportunities are weighed and compared with alternative modes of providing educational opportunities have varying cost are done by the planners. The curriculum planner has to keep in his mind four types of cost – namely, initial cost, maintenance cost, supplementary cost and personal cost. For example, if a course on inclusive education is being proposed, it will involve the initial cost of infrastructural facilities like ramps, lifts etc. the cost of maintaining the lift to keep it in working order, the cost of teaching-learning materials like books on Braille, audiometer etc., and the cost of appointing a suitable teacher having aptitude, knowledge and skill in inclusive education.

NSOU ? CC-ED-07 ? 101 2nd Proof • Classic Print & Procces (09-02-2022) 5. Environmental considerations The environment in which the educational institution is located and the culture shared by people of that locality are two very important considerations for the curriculum planners. Recently the educated society has given much attention to the environmental condition of the educational institution. The environment should facilitate students to attend to experiences that have been selected and organised for them. The supporters of learner centred designs suggest in favour of making the environment meaningful for students. Adequacy of space is very important to allow other individuals to grow or in other words if more space is provided then worthy things can be expected to happen. The environment for educational institutions should address social needs, security needs, need for belongingness, along with development of inner awareness, appreciation and empathy for others. The curriculum planners should plan for such an environment that will facilitate students learning and stimulate them for a wide range of activities. Gaining social perspective in curriculum development is by analyzing the impact of technology and the changes it has produced or is producing in society. Expansion of technology has brought vast changes in what modern man is required to do. • There are new conditions which set new tasks for curriculum developers

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A tremendous enlargement of the environment to be understood and the culture to be transmitted.

There is an unprecedented expansion of knowledge. •

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An ever increasing demand for increasingly skilled and literate workers.

As new occupations have sprung up, demands have been made on the educational institutions to prepare the nation's workers 6. Institutional considerations Under this aspect the curriculum planners have to consider the relationship between the school and community. Objectives and goal of education including physical education is another important aspect to be considered by the planners. Under institutional considerations an important aspect is dealing with the physical issues of the environment. Physical arrangement for layout of the institution including floors, doors and windows should be considered in terms of cost, durability and aesthetics. Secured electrical wiring, adequate lighting, comfortable temperature appropriate for educational institutions should also be considered while planning the curriculum. Size of class should be proportionate to the number of students. Utilisation of space should be done appropriately but at the same time overcrowded classes should be avoided.

NSOU ? CC-ED-07 ? 102 7. Teacher related considerations This is an important issue for curriculum planners as curriculum implementation is mostly done by the teachers. The teachers should be aware of the education philosophy and goals of the programme. Every curriculum will require a certain group of teachers equipped with appropriate knowledge, education and training to transact the curriculum successfully. Competent teachers are an integral part of the teaching-learning system. Teachers' functions include interpretation, explanation, demonstration and guidance in various activities and experiences incorporated in the curriculum. Therefore, a curriculum planner should consider the teacher-related factors as well during curriculum planning. A certain group of teachers equipped with appropriate education, training and experience are required to successfully transact the curriculum. They are the artists who will choose the activities for their students and to help the students in achieving the pre specified objectives. Teachers decide which teaching methods to be utilised, teaching learning materials or equipments to be used etc. So the curriculum planners should decide the parameters or qualities required to serve as teachers. 8. Recognizing future needs of the students It is necessary that the curriculum planning process may anticipate future needs and expectations of the learner. In order to educate the learners to live in and cope with the demands of a world that will certainly be unlike the present in many significant ways. The modern Curriculum should be able to outline visions about the future. 3.5 Stages for planning of Curriculum development (System approach in curriculum development) Curriculum development should be done systematically and not in any haphazard manner. Many a time curriculum development process has some hidden agenda like fulfilling some specific social or political objectives or fit a particular instructors' preference. These aren't desirable problems can be avoided by following system approach in curriculum development. Let us list the definitions of a system A system is a collection of elements interacting with each other to achieve a common goal. Crunkilton and Finch, 1999.

NSOU ? CC-ED-07 ? 103 2nd Proof • Classic Print & Process (09-02-2022) Systems Model with emphasis on curriculum content. Source : Adapted from Finch & Crunkilton (1999) Webster's dictionary defines a system as "a regularly interacting or independent group of items forming a unified whole." System approach is a systematic process to coordinate all elements of a problem towards specific objectives. The characteristics of a system of may be explained with the help of a simple example –

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Every component of the digestive system contributes to and supports in functioning of the digestive system as a

whole therefore, various components of the digestive system altogether may be called a system. A thematic curriculum framework is - A set of organised experiences such as programmes courses and other school sponsored activities that provide the students with the exposure to abroad predominant theme. Thus system approach plays a significant role in curriculum development. In the sphere of education, system is a unit as a whole incorporating all its aspects and parts, namely, pupils, teachers, curriculum, content and evaluation of instructional objectives. The teaching-learning process is viewed as communication that takes place between the components of a system. Therefore, in education, the system is composed of a teacher, a student and a programme of instruction, all in a particular pattern of interaction.

NSOU ? CC-ED-07 ? 104 There are different models which describe how curriculum can be developed in specific and systematic steps. For example in the model developed by Ralph Tyler curriculum development is conducted in 4 simple steps - development of objectives, development of activities and experiences, development of organisation and finally evaluation. Tyler's model of curriculum development was expanded by Doll. In this model the stages followed are - statement of need based on assessment, statement of objective, content list and organisational plan, description of learning experiences, evaluation plan, and lastly plan to solicit support for the curriculum. A system comprises of different components which if work in union will increase the efficiency of the system. All the components of a system are interrelated and change in one component affects the functioning of all other components of the system directly or indirectly. All the components together contribute to the wholeness of the system. An ideal system consists of five elements. Which are as follows: 1. Input 2. Process 3. Output 4. Feedback 5. Environment Inputs - The inputs are said to be feed to the system in order to get the output. For example: Input of a computer system that includes-keyboard, mouse, joystick and sun, rain, etc. Process(s) - The process is the element of a system that involves the actual transformation of input into output. It is the operational component of a system. For example: CPU, Machineries, engines, fields, ecosystem etc. Output - Those elements that exist in the system due to the processing of the inputs is known as output. The output of a system may be in the form of cash, information, knowledge, reports, documents etc. For example - Output devices of a computer which includes printers and screens, monitor etc. Environment – It implies the Boundary and interface. More explicitly environment is the space where the total process is going on. Feedback – Simply speaking feedback means collecting information regarding the quantity and quality of output.

NSOU ? CC-ED-07 ? 105 2nd Proof • Classic Print & Procces (09-02-2022) Katz and Kahn Open System Model showing the Elements of System approach Source: Katz and Kahn (1978). System approach implies a simplified but communicable representation of a real world setting or situation. This is an organised and systematic way of accomplishing a goal or task. Furthermore this approach should be practical, realistic, efficient and inclusive. Education planners define the system approach as a tool which aims at finding the most efficient and economically cost effective methods for addressing educational problems significantly. A system has three Major characteristics 1. A system is developed to perform certain function. 2. Different components of a system have got different functions to perform. A system can run only if all components contribute to the function of the system. 3. All the components of a system are interrelated hence they are interdependent too. System approach is designed in several stages 1. Planning phase : This is the period for need assessment and task analysis. Formulating of specific instructional objectives to be achieved and defining instructional goals is done in this initial stage. 2. Designing phase : In this phase programmes and lessons are designed based on the results of need analysis. During this phase attempt is made to match the needs with identified constraints. Appropriate media to achieve these goals is also selected at this stage.

NSOU ? CC-ED-07 ? 106 3. Developing phase : This stage is meant for developing new materials and revision of the existing materials. Defining learner characteristics and requirements, selecting appropriate methods suitable for effective learning to take place etc. are conducted at this stage. 4. Role assignment : Assigning appropriate personal roles for teachers, students and supporting staff, selecting appropriate learning experiences from available alternatives and selecting appropriate materials and tools required are the prescribed tasks at this stage. 5. Implementing phase : In this phase the materials which are developed are implemented in real situation. 6. Evaluating the outcome in terms of original objectives measured in student performance 7. Revising to improve efficiency of the system to improve students' learning. The word system is used by sociologists, politicians, economists, leaders and managers. This term is also used by layman and all of them refer to the wholeness component of something. In the sphere of education there are different systems that encircle the teaching learning process. The education system lies in the outer periphery, then comes the school system; the teaching learning process is placed at the centre of core. System approach is the process of thinking that implies problem identification and problem resolution. In system approach a problem can be defined precisely considering the alternatives available and thereby selecting the most efficient alternative to solve the identified problem and achieve the goal. There are various stages that are usually followed in system approach of instruction. The stages are briefly described in the following section: 1. Formulation of objectives in terms of terminal behaviour At this initial stage the specific instruction all objectives are stated in terms of observable and measurable terminal behaviours. Terminal behaviours expected from students after going through the instructional system. 2. Developing an evaluation process At the end of the evaluation process the performance of the students is tested for which the system designer has to prepare various questions or items representing the expected terminal behaviour for understanding whether all expected terminal

NSOU ? CC-ED-07 ? 107 2nd Proof • Classic Print & Procces (09-02-2022) behaviours have been achieved or not. The achievement of performance of students can be tested at the development stage as well as at the end of the process. Formative and summative tools maybe used for this purpose. Outcomes of Formative tests provide feedback during the process and the summative tools at provide feedback at the end of the process. 3. Identifying input specifications Students' entry behaviour that is their previous knowledge or prerequisite knowledge and skills is specified. Some form of test may be used for this purpose. 4. Specifying the alternatives This stage a variety of teaching learning methods may be identified that can be used effectively to achieve the desired objectives for terminal behaviours. Selection of alternatives depends on type of objectives, nature of target group etc. 5. Selecting the best alternative After identification of all possible alternatives naturally the task of selecting the best one comes up. This depends upon nature of the subject, availability of human resources, availability of material resources, size of the class etc. 6. Planning for learning experiences This is a very important step when the materials needed for providing appropriate learning experiences are prepared. The activities required for imparting the learning experiences should be arranged in order to facilitate effective teaching learning. 7. Pilot testing or try out At this stage one has to find out whether the system is functional in terms of attainment of the pre-specified objectives. The system should be tested on a small group of students in a control situation. The weakness of a system is identified by this which require improvement through rectification. 8. Revision and implementation: This is the last and final stage of the system, but one thing should be kept in mind that this is not the end of the system. Modification and revision can be done after every implementation of the system as it is an ongoing process.

NSOU ? CC-ED-07 ? 108 Various stages of System approach Identify the task or the problem Analyse the situation Identify the objectives Specify the materials to be used Try out Analyse the results Implementation Recycle Fig: Stages of system approach Advantages of systems approach ? Systems approach helps to identify the suitability of the resource material to achieve the specific goal. ? It analyses the resource needs, their sources and facilities in relation to quantities, time and other factors effectively. ? This approach allows an orderly presentation of components demonstrated to be required for systems success in terms of student learning. ? Rigidity in plan of action can easily be avoided as continuous evaluation affords desired and beneficial changes to be made. Limitations of systems approach ? Systems approach requires hard and continuous work on the part of school personnel. Some are not prepared for the extra load.

NSOU ? CC-ED-07 ? 109 2nd Proof • Classic Print & Procces (09-02-2022) ? There may be lack of understanding. Teachers and administrators are still not familiar with systems approach. Though it has been successfully implemented in industries, it has still to make headway in education. ? There is always resistance to any new method or approach, as old ways are difficult to erase. 3.6 Summary In this unit we studied the basic consideration in curriculum planning. Planning

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a curriculum involves the interaction of several components, reaching beyond the academic wall to impact the entire community. Without an effective curriculum, students would not be able to understand or meet the challenges of society. A curriculum has an

objective to prepare

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an individual with the knowledge to be successful, confident and responsible

citizen. To start with development of a new programme need-analysis is important, Re-evaluating the precision accuracy of the original needs analysis is important because the feedback helps to improve existing practice in developing curriculum. Hence intensive planning of curriculum is considered to be an important part of curriculum development process. Towards the end of the sub-unit, we described the process of

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curriculum transaction and evaluation. Curriculum transaction is the effective and desired implementation of the curriculum contents on the basis of the aims and objectives listed in the curriculum. It incorporates effective planning for providing learning experiences for its learners, organisation of planning, administration

and implementation of the organised and planned components, and lastly evaluation of the implementations by the teacher or implementer and the experts in the relevant field. Therefore, it can be stated that

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curriculum transaction is the effective and desired implementation of the contents on the basis of listed objectives in the curriculum

and curriculum evaluation is the implementation by experts. In system approach the role of a teacher can be visualised as a system designer as the teacher decide which method is to be used, which materials are to be imported and the extent of media used. Any instructional system the teacher is not merely a participant of the subsystem but he or she can create and improve the system on regular basis after each session of implementation. It is well understood that system approach is a systematic attempt to coordinate all aspects of a problem towards specific objectives. In education and curriculum development, this means planned and organised use of all available learning resources, including audio-visual media, to achieve the desirable learning objectives by the most efficient means possible.

NSOU ? CC-ED-07 ? 110 3.7 Self-Assessment Questions 1. Define a system. 2. What are the important features of Curriculum transaction? 3. What do you understand by Curriculum evaluation? 4. Define curriculum planning. 5. What are the major Areas of consideration in curriculum planning? 6. Describe the process of system approach in curriculum development 7. Describe the model developed by Ralph Tyler curriculum development 8. Identify

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the elements of System approach 9. Describe the characteristics of a system 10. List the limitations of system approach in curriculum development. 11. Describe the stages of system approach

in curriculum development 12. Mention the advantages of system approach in curriculum development 13. Describe the Economic considerations in curriculum planning. 14. Justify the need of Social and cultural considerations in curriculum planning. 15. Describe the basic considerations

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in curriculum planning. 16. Describe the process of curriculum transaction. 17. Discuss the role of media in curriculum

transaction. 18. Describe the different modes of curriculum transaction in classroom situation. 19. Write down the problems in curriculum evaluation. 3.8 References Bilbao, P. P., Lucido, P. I., Iringan, T. C., and R. B. Javier (2008). Curriculum development. Philippines: Lorimar Publishing, Inc. Finch CR, Crunkilton JR (1999) Curriculum development in vocational and technical education: Planning, content, and implementation. 5 th ed. Edn., Allyn and Bacon, Boston.

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UNIT 4 ????? Curriculum Development Structure 4.1 Objectives 4.2 Introduction 4.3 Dimensions of Curriculum development 4.3.1 Components of curriculum design 4.3.2 Sources of curriculum design 4.3.3 Dimensions of curriculum 4.4 Theories of Curriculum Development 4.4.1 Prescriptive Theories 4.4.2 Descriptive Theories 4.4.3 Critical Theories 4.4.4 Personal Curriculum Theory 4.5 Models of curriculum development: Tyler, Taba, Kilpatric 4.5.1 Tyler Model 4.5.2 Taba Model 4.5.3 Kilpatric Model 4.6 Summary 4.7 Self-Assessment Questions 4.8 References 4.1 Objectives After going through the sub units the students will be able to : ? Define Curriculum design; ? identify components of curriculum design; ? outline the curriculum tips to establish a Broad Curriculum Design; ? name the Dimensions of Curriculum design; ? describe briefly the dimensions of Curriculum design; ? justify the significance of sequence in Curriculum design; ? mention the different types of Models of Curriculum Development; ? describe the Prescriptive model of Curriculum Development;

NSOU ? CC-ED-07 ? 113 ? explain the descriptive model of Curriculum Development; ? illustrate the critical model of Curriculum Development; ? describe the Personal model of Curriculum Development; ? describe Kilpatrick approach to Curriculum development. 4.2 Introduction In the previous units, you have learned meaning, nature and scope of curriculum. The factors that influence the process of curriculum development are also discussed. The meaning, concept, objectives and types of co-curricular activities are also described in the first unit. In the second unit the three bases of curriculum namely – philosophical, sociological and psychological are discussed. The three major approaches to curriculum i.e. subject centred, broad fields approaches, humanistic approach along with the processes of curriculum development are also discussed in the second unit. The third unit deals with the basic considerations in curriculum planning. Stages for planning of curriculum development, curriculum transaction and curriculum evaluation are explored in this unit. This fourth unit provides opportunities to explore current developments in curriculum design and dimensions of curriculum also help to understand the central concepts the process of designing a curriculum. The theories of Curriculum Development are also discussed and this unit throws light on models of curriculum development. Ideally the principle and practice of curriculum design for Education for Sustainable Development curriculum design will consider some important areas – curriculum must take into consideration the National curriculum standards. Curriculum development requires diversification and differentiation with reference to Citizenship, value education and social transformation. Current approaches to curriculum development should be pointed towards integration of objectives, content competencies and common student learning outcomes. Curriculum should also provide opportunities to explore current trends of science, technology, health education and development of coping skills in emergency situations. 4.3 Dimensions of Curriculum development 4.3.1 Components of Curriculum Design The blue print of all teaching-learning activities are planned by the teacher on the basis of

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four components, namely - teaching – learning objectives, teaching NSOU ? CC-ED-07 ? 114 content or subject matter, teaching methods and evaluation

of learning outcomes. Curriculum is constructed depending upon

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level of students, need of the society and the nation. Nature of content

is very essential for identifying the objectives of teaching – learning. The same content can develop several types of teaching objectives. A specific range of

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objectives are realized by organizing specific teaching tasks and activities. The

four elements of curriculum mentioned above, are essentially interrelated to each other. Brief description of the components is given below a) Design of goals and objectives On the basis of philosophical, sociological and psychological bases aims and objectives are decided at central, state, and local levels. Aims and objectives determine “what is to be done”. The objectives

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of teaching and learning are determined by the subject’s content structure, levels of students, and type of examination

etc. These objectives are specific and written in behavioural terms so that these may be successfully developed among the students in a congenial learning environment. The statements of objectives are supposed to reflect the vision, the mission and the philosophy. b) Subject matter or content Curriculum Content or Subject Matter is the channel or the medium through which the objectives are accomplished. An elementary concern of formal education is primarily to transmit the organized knowledge to the new generation of young learners. A sound content requires proper organization of the learning contents. There should be balance, articulation, sequence, integration and continuity among different parts of the content. The content of any subject usually covers a broad area. It is divided into sub-contents or sub-units and those can further be divided into simpler elements. These elements are arranged in a logical sequence in the curriculum. The behavioural objectives are framed on the basis of each of these smallest elements of the content. c) Design of the methods and organisation Method means the Instructional strategies; resources and activities are to be used in

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teaching- learning. The pre-specified objectives of teaching-learning are attained with the help of appropriate teaching strategy.

These instructional strategies are methods when put into action using the content produce the desired outcome and behavioural change. d) Evaluation of curriculum Through Curriculum evaluation one could estimate whether the objectives and aims have been met or not. If the desired outcome is not achieved then one could NSOU ? CC-ED-07 ? 115 use another strategy which will really work out. Curriculum evaluation determines

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what methods and instruments will be used to assess the results of the curriculum.

It identifies the quality and effectiveness of the programme.

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The level of students' attainment is evaluated by employing criterion referenced test.

Norm referenced test is used when students' attainment is evaluated in respect of the group to which he/ she belongs. Formative and summative evaluation measures the process and product of the curriculum respectively. All elements of a curriculum are distinct but interrelated to each other. These four components are essential ingredients and should be present in a curriculum mandatorily. The aims and goals serve as the anchor of the learning journey, the content or subject matter serve as the core or substance of the educational journey, method or experience serves as experience to the real spectrum of learning and finally the curriculum evaluation serves as the tool to measure how far the learners had reached on their educational journey. Relationship between the 4 elements of curriculum 1. Objectives 2. Content 3. Experience 4. Evaluation Source : Giles, et. al (1942) 4.3.2 Sources for Curriculum Design For designing a curriculum, the curriculum framers require a vision of education's meaning and goal. The designers must view common curriculum's sources from philosophical, social, and political views of society. One's beliefs and values NSOU ? CC-ED-07 ? 116 influence what one considers worth knowing and teaching. The main sources of curriculum design are: society as a source, science as a source, moral doctrine or External and Divine Sources as a source, knowledge as a source, and the learner as a source. In present context the most important source is the learner. The curriculum should be derived from various information regarding the students i.e. how they learn, form attitude, develop interest and inculcate values. The student is the genuine source where the curriculum comes from. This source influences curriculum designers by stressing student-centered learning and activities. Students are active individuals who participate in their learning. Science as a Source Science is a significant source as it provides meaning for the curriculum design. The scientific method is necessary to observe and measure all the elements and variables engaged in the process of curriculum development. Procedural knowledge or knowledge of process can be understood if only the method of scientific inquiry is adopted to deal with reality and arrive at truths Society as a Source Curriculum can be

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designed to serve the broad social interests of society, as well as the local community.

School is a miniature of society and most curriculum framers strongly believe that curriculum should be based on an understanding of society. Curriculum developers also believe that a curriculum should enable individuals to make a place for themselves in society. So we can say, the learners are coming from the society in order to prepare themselves for the society and schools could change society if they had the will to do so. Society directs when and where to modify the curriculum and curriculum is a significant agent for that change of society. Society shows where to modify the

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curriculum. Hence, "Whenever we have in mind the discussion of a new movement in education, it is especially necessary to take the broader or social view" (

Dewey, 1900). Knowledge as a Source The domain of knowledge itself is considered as one of the prime sources of curriculum.

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Knowledge is perhaps the only source of curriculum, and that society and what we know about learners really serve as filters in the selection

of content (Hunkins, 1980). Knowledge can be both Disciplined and Undisciplined. Disciplined knowledge is unique as content is organised into a particular structure for example geography and physics. Whereas undisciplined knowledge content is taken from different disciplines and clustered around a focus of investigation for example Bio- science and Bio-technology.

NSOU ? CC-ED-07 ? 117 The Learner as a Source Curriculum is derived from what we know about the learner so the individual is of primary importance. Education should motivate the individual to create his or her own ideas. Based on cognitive researches the curriculum planners draw much from the psychological foundations. Therefore, curriculum should be learner centred and experience centred; and the nature of education as is well as method of teaching – learning is determined by how the learner learns, forms attitudes, values, develops and interests. The teacher serves only as a facilitator in the learning process of the individual child. External and Divine Sources There may be some external and divine Sources that influence the Curriculum design. Religion may be an important source long with curriculum designer's values and personal morality. Curriculum design Curriculum design is a record of organisation of the elements of a curriculum. It states the inter-relationship of the elements, and this also indicates the principles of organisation for effective operation. This also mentions the pre-requisites of the administrative conditions under which it is to operate (Hilda Taba, 1962). In curriculum design

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the components or elements of curriculum are organised along two vital dimensions horizontal and vertical.

In horizontal organisation the fundamental components of curriculum are arranged side by side. For example, selected contents of separate subjects like geography, history, sociology, political science etc. can be arranged into a course dealing with contemporary studies. While in vertical organisation a specific sequence, order and continuity is maintained in arrangement of content. For example, computation of simple interest in mathematics starts in class 6 then it is continued to higher classes with a higher difficulty level. This concept is similar to Bruner's idea of spiral curriculum. Johnson identified three notions of Curriculum design as - - An arrangement of selected and ordered learning outcomes intended to be achieved through instruction. - An arrangement of selected and ordered learning experiences to provide in an instructional situation. - A scheme for planning and providing learning experiences.

NSOU ? CC-ED-07 ? 118 Curriculum Tips - Establishing a Broad

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Curriculum Design Curriculum design refers to the placement of the key elements of curriculum

and the relationships of these elements in one or another, a type of mapping of the curriculum course of study. Here are a few helpful recommendations for developing a broad curriculum view to be followed by curriculum planners. These recommendations can be effectively used to "Map" or design the curriculum. 1. Be sure you comprehend the rationale for the course in context with the goals of the school. 2. Be sure you understand objectives of the course according to state or school district guidelines. 3. The focus of the course should be clarified; it should be set whether the designs should stress subject matter, learner needs, societal needs, or all three in some particular balance or weightage. 4. Determine if there is a special need audience or programme for the course. 5. Identify the important components content skills, attitudes and values. 6. Examine the components of the curriculum map to see if they - a. Meet the objectives of the course, b. Address all the key thinking processes, c. Match students abilities according to the data obtained from needs assessment, d. Stimulate the student interest, e. Feasible in terms of school time allotted and school resources, and f. Balanced in terms of content, skills and attitudes. 7. Decide on the components so that they can be used as a framework for your unit planning. 8. Show the map to an experienced colleague or supervisor and revise as necessary. Source : Allen C. Ornstein, Institutionalized learning in America (New Brunswick, NJ: Transaction, 1990) 4.3.3 Dimensions of Curriculum Curriculum designs provide clear relationships between and among the different elements of the curriculum: objectives, contents, activities and evaluation. These NSOU ? CC-ED-07 ? 119 elements will determine the shape of the curriculum and also determine the kind of learning experiences it will provide. The six dimensions of Curriculum design are discussed hereunder: 1. Scope : It means the length and breadth of contents. All types of educational experiences to engage students in learning- cognitive, affective and psychomotor learning (some might add the moral or spiritual domain).

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All the content, topics, learning experiences and organising threads comprising the educational plan

come under this dimension. The terms broad, limited, simple and general are few of the words that can describe the scope. It refers to the coverage of the curriculum. The scope of the curriculum can be divided into chunks called units, subunits, chapters or sub chapters as the case may be. Every chunk is guided by the general curriculum objectives or goals. Teachers and other educators should consider the scope of the curriculum to decide which content to include and the amount of detail of the content to be included in the curriculum. It is desirable

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that the scope of the curriculum should be kept manageable and should address a limited number of objectives.

Now here arises a very important question raised by Herbert Spencer, who asked "What knowledge is of most worth?" This question poses many problems to the curriculum planners as it is really difficult to identify most worthy contents. One last thing should be mentioned here that is the sole objective is to educate the learner as a whole so that contents selected should reflect the same. 2. Sequence : Sequence implies the order or arrangement in which the content should be taught for the best learning (building on past knowledge) throughout the course. Educators must decide the sequence before a course begins to be effective. Vertical relationship among the elements to provides continuous and cumulative learning.

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When considering sequence curriculum planners are challenged to deal effectively with the

curriculum elements so that it fosters cumulative, comprehensive and continuous learning, this is possible by establishing vertical relationship among the content areas.

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Contents and experiences arranged in hierarchical manner where the bases can either be the logic of the subject matter or the developmental patterns of growth of the cognitive, affective and psychomotor domains.

In organising content into an effective sequence the curriculum planners should take into consideration how the individuals develop and learn. At the same time they should also consider the substantive structure of the content. Hence we can say that sequencing is a very important step in curriculum design and it should take care of individual need and group interests.

NSOU ? CC-ED-07 ? 120 Principles of sequence : Four principles for sequence as introduced by Smith, Stanley and Shore are mentioned here - i.

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Simple to complex learning - Contents and experiences are organised from simple to complex, concrete to abstract, easy to difficult.

Researches reveal that students learn most when started with easy and concrete concepts rather than difficult and abstract concepts. ii. Prerequisite learning - There are fundamental things to be learned ahead. Students can learn better any content if they do have the prerequisite for learning that content. iii. Whole to part learning- This implies overview before the specific content or topics are delivered and it is related Gestalt principle. Whole versus part learning receives support by the cognitive psychologists. iv. Learning chronologically -

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The order of events is made as a basis of sequencing the content and experiences.

For subjects like history, political science; world events should be organised chronologically for better comprehension. Few other principles for organising content or sequencing in units are - - World related sequence (space, time, physical attributes) - Concept related sequence (class relations, prepositional relations) - Inquiry related sequence - Learning related sequence (empirical prerequisites, familiarity) Again, sequencing of contents or units may be done in different ways- Concept related sequence indicates how ideas are related together in logical manner. Inquiry related sequence is

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based on the process of generating, discovering and verifying knowledge, content and experiences are sequenced logically and methodically.

Learning related sequence implies people learn through experiencing contents and activities. Utilisation related sequence indicates how people use their knowledge through an activity.

NSOU ? CC-ED-07 ? 121 Continuity : This component deals with vertical repetition and recurring appearances of the content and thus provides continuity in the curriculum. For example if developing writing skill is an important objective then it becomes necessary to see that it is occurring repeatedly so that the child gets enough opportunity to practice and develop the specific skill of writing. At this point mention should be made of Bruner's " spiral curriculum" where the content is organised

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according to the interrelationship between the structures of the basic ideas of a major discipline. The concept of spiral curriculum

emphasizes on vertical and horizontal integration of knowledge. Therefore the curriculum planners will try to establish link between topics within a discipline or field of study.

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Integration refers to linking all types of knowledge and experiences contained within the curriculum plan. "

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Everything is integrated and interconnected. Life is a series of emerging themes" (

Ornstein and Hunkins, 2014), therefore organisation is drawn from the world themes and from real life concerns. Subject matter content or disciplined content lines are erased and isolation is eliminated. It emphasizes on horizontal relationships.

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Everything is integrated and interconnected. Life is a series of emerging themes. This is

the essence of integration in the curriculum design.

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People cannot disconnect themselves from their inquiries and the curriculum cannot exist as a separate

bit. Therefore the curriculum planners should emphasize on integration between

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various content, topics and themes involving all domains of knowledge and skills. By integration the students develop unified view of knowledge and deeper meaning of the subject matter. The opportunities of

learning should be arranged and sequenced in such a way that integration occurs within the learner. Lack of integration of knowledge in education is increasing due to knowledge explosion. At present integrated curriculum has become an urgent need as students goes on adding information to their existing knowledge without actual integration. Articulation : It refers to the vertical and horizontal interrelatedness. For example, Teacher

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design algebra course so that it relates algebra concepts to key concepts presented in geometry course.

This can be done either vertically or horizontally resulting in vertical articulation or horizontal articulation. Vertical articulation implies

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sequencing content from one level to another. It also ensures students receive necessary preparation for coursework. Horizontal articulation

is also known as correlation. It blends contents in one part of the educational programme with contents similar in logic or subject matter. At

NSOU ? CC-ED-07 ? 122 present horizontal articulation is more emphasized. Articulation is difficult to achieve as to develop interrelationships between 6th grade English and 6th grade social studies are practically difficult. Many a times it happens that contents in the curriculum are added without paying any attention to connect the subject areas. Balance : In curriculum designing when educators strive to give appropriate weight to each aspect of design.

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Equitable assignment of content, time, experiences and other elements to establish balance is needed in curriculum design.

Curriculum design committee should be present to involve teachers, parents, administrators and even students. Students' vision, mission, goals and objectives should be reviewed and used as bases for curriculum design. The needs and interests of the learners in particular and the society in general should be considered. The curriculum design should take into account cognitive, affective, psychomotor skills, concepts and outcomes. Perhaps it is very difficult to bring total balance in the curriculum. It is quite common that curriculum planners and educators tend to put too much emphasis on a single subject or group of subjects at the expense of others. Olivia (1997) has listed a set of points to consider, that can provide a base for attaining balance in the curriculum. According to her balance has to be sought between 1.

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The child centred and subject centred curriculum. 2. The need of the individual and of society 3. The needs of common education and specialised education. 4. Breadth and depth of Curriculum content. 5. Traditional content and innovative content. 6. The needs of the unique range of pupils regarding their learning styles. 7. Different teaching methods and educational experiences. 8. Work and play 9. The community and school as educational forces.

The probability of attaining balance within the various components of the curriculum may increase if the above mentioned suggestions are followed.

NSOU ? CC-ED-07 ? 123 4.4 Theories / Models of Curriculum Development / Designing The process of Curriculum development is an ongoing dynamic and interactive phenomenon and can begin with any curriculum element. Curriculum approaches or models are central to the curriculum process. These approaches are essential in determining the content and implementation of the curriculum programmes. Curriculum model refers to an educational system that combines theory with practice. A curriculum model has a theory and knowledge base that reflects a philosophical orientation and is supported, in varying degrees, by child development research and educational evaluation. Prescriptive, Descriptive and Critical Theories/Models The descriptive and prescriptive models are alternative ways of explaining the two broad and widely accepted models of curriculum development, namely, the Product and Process models. Prescriptive model stands for product model and process model almost similar to descriptive model. Types of Curriculum Models Curriculum models fall into two types, models for the curriculum which prescribe what teachers should do (prescriptive) and models of the curriculum which describe what teachers actually do (descriptive). 4.4.1 Prescriptive Theory / Models of Curriculum Development Prescriptive curriculum models are models which prescribe what teachers should do. Over the years two forms of prescriptive models have emerged - the traditional prescriptive and the contemporary prescriptive models. The most well-known example of Traditional Prescriptive Models is Ralph Tyler's Objectives or Rational Planning Model. A prescriptive theory is one that says how people or things should function, as opposed to how they actually do. Prescriptive Theory of Curriculum Development prescribes how things ought to be. The purpose of prescriptive theory is to establish norms for action which was coined by Hirst (in Tibble, 1966). In Prescriptive Theory of curriculum planning process should be defined by first thinking about the outcomes that are to be obtained by students. Having identified the outcomes, the curriculum planners, work "backwards" to, determine content, teaching and learning activities, assessment and evaluation. The terms prescriptive and descriptive are derived from the models of language teaching, especially teaching of grammar. In curriculum designing, prescriptive curriculum means to prescribe what curriculum designers should do, how to create a curriculum. This model is more concerned with ends rather than means to developing a curriculum. One of the classical examples of NSOU ? CC-ED-07 ? 124 prescriptive curriculum is Ralph Tyler's Objective based model. It asks four basic questions: 1. What educational purpose (objectives) the curriculum should

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seek to attain? 2. What educational experiences are likely to ensure attaining the purposes? 3. How experiences can be organised effectively? 4. How can we determine whether purposes

have been attained? In order to set objectives, it is essential to write them in observable behavioural terms. As for example – Acceptable objective Unacceptable objective To describe, to define To know To explain, to elaborate To understand* (*These are just examples, all objectives can be stated similarly). Recently, the classical objective based model has been modified more meaningfully on the basis of 'Broad outcomes and specific Curriculum objectives' Advantages of Prescriptive approach are ? Prescriptive models for the curriculum prescribe what teachers should do therefore this group of models provide a set of advice for the teachers and curriculum implementers beforehand. ? The advocates of this approach start with a simple message, they prescribe curriculum planning process should start with defining the students outcomes that are to be obtained by students then the curriculum planners work backwards to achieve those outcomes.

4.4.2 Descriptive Theories / Model of Curriculum Development

The authors of Descriptive Models also criticised the prescriptive curriculum models for being simply objective or out-come based model. The reason behind disagreement is that curriculum planning process is a complex human activity and so it should not be considered as a matter of following some fixed and pre-specified steps. Stenhouse, was one of the critics of the objective or prescriptive model. He put forward a 'research- based' model plan for curriculum development. For him, the curriculum process represented an agenda for classroom-based research by teachers. Models grounded in the complexity of practice were then proposed. This category of models is known as 'Descriptive' curriculum models. They represent what is genuinely happening actual setting. An example of the descriptive model is the NSOU ? CC-ED-07 ? 125 'Situational' Model developed by an Australian, Malcolm Skilbeck. This model considers the complete 'situation' or context in which the curriculum is located. The significant external and internal issues that may impinge on the curriculum developmental process are also under the purview of curriculum developers. Malcolm Skilbeck, as a champion of descriptive model of curriculum designing thinks that the situation or context in which the curriculum is developed and will work should be thoroughly and systematically analysed to find out the function and effect of every unit on the curriculum. Descriptive models are more concerned with what curriculum designers do, what the curriculum covers. The outcomes and curricular objectives are determined by what is known as Situational Analysis. This is a pragmatic approach which caters more to the societal needs rather than academic needs. Situational analysis is done both on peripheral or external and core or internal factors. As for example, some external factors are goals of the nation, societal expectation and change, Employers' and community values, nature of the discipline, support system, flow of resources etc. On the other hand, typical internal factors are, Students', Teachers' and institutional culture, existing resources, problems and shortcomings etc. Curriculum Maps Curriculum mapping is the process of indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness (a curriculum includes everything that teachers teach to students, instructional materials and techniques they use). Before the advent of computers, curriculum designers used to do paper work for curriculum mapping. At present, spreadsheets, software programmes, online services are used to understand the extent to which the teachers are able to fulfil students' expectations and how the expectations change with time. This is also a descriptive approach to curriculum change as to curriculum development. Advantages of Descriptive approach are ? Descriptive approach to curriculum is a pragmatic approach which caters more to the societal needs rather than academic needs and societal needs cannot be adequately fulfilled without satisfying academic needs. ? These curriculum models basically represent what is genuinely happening actual setting.

NSOU ? CC-ED-07 ? 126 4.4.3 Critical Theory / Model of Curriculum Development

Paulo Freire (1985), a Brazilian educator and philosopher, wrote in his book 'Pedagogy of the Oppressed' about what he called Critical Pedagogy. This theory is basically derived from post-Marxian theorists and the theory deals with careful reflection of the suppressed socio economically backward people and how curriculum can be framed to bring them out. Critical approach to curriculum assumes that ? Education is value laden process; ? Learners actively create knowledge, participate in learning by taking a critical look at what power and impact on those who are without it; ? This way the learners recognize causal and circumstantial relationship that causes social injustice; ? Gaining power with words transfer into personal power making a social change; ? Promote critical thinking, dialogue and discussion making activities that support democratic ideals and move towards socially critical consciousness. Paulo Freire believes that, ? Teachers lead the class while following leads from the students. ? Form of knowledge gained is fixed and depends on interaction among students, text and teachers. Knowledge is treated rather than taken in. ? Education is political. Both language and power are connected. ? Curriculum is not set in advance. It emerges from action an interaction of the participants. It addresses social and community issues of importance. ? Learning is assessed through portfolio, self assessment, and by means of social and political changes and levels of consciousness reached. External performance levels do not apply. Advantages of critical approach are, ? It does not ignore the difficulties learners face in learning head on, ? It is motivating, does not separate learners' life and learning. ? Bridges class room and real world. ? Helps in social justice and empowerment.

NSOU ? CC-ED-07 ? 127 There are some disadvantages too, ? It is time consuming. ? Teachers need special facilitative skills in teaching reading and writing. ? The whole idea and practice are unfamiliar and difficult. ? Learners' potential has been ignored. ? It is formulated keeping in mind the primary or elementary education and may be unsuitable for academic higher studies. 4.4.4 Personal Curriculum Theory This theory is derived from the work of Pinar and Grumet (1976), it is based on reconceptualists and also a critique on traditionalist. Personal Curriculum, as it appears in the Michigan State notification to a number of schools intending to implement Michigan Merit Curriculum, is defined as "the intent of Personal curriculum is to individualize the rigor and relevance of the educational experience and provide a tool to help all students succeed.." Its prime features are, · Seat time waiver – A student is allowed to be in the class room as long as she wishes. Fixed sitting time is waived. ? On line learning – Facilities for on line learning are provided and allowed. ? Dual Enrolment – Flexible enrolment policy is adopted and students can enrol simultaneously in two courses of her choice. ? Testing out – Testing time is flexible. A student can opt to be tested at a suitable stage of the course and quit. ? Career and Technical Education – What is commonly known as vocational education, is provided if the learner so desires. ? Personal Curriculum – The learner is free to choose the educational and non-academic experiences to be included in her course of study. Students are encouraged to – ? Undertake competency based learning: ? Follow integration principle in content and approach in studies: ? Be awarded due credits for out of school learning by the teachers: and ? Get adapted to the school curriculum flexibility. The other features of Personal Curriculum include variation in its application like, ? To go beyond academic credit requirements focusing on enrichment of learning. NSOU ? CC-ED-07 ? 128 ? To modify Mathematics learning requirements so that learners are allowed to learn Mathematics at various levels. ? To provide Individualized Education Programme (IEP) to modify individual requirements for students with special needs. ? To modify credit requirements for transfer students. Michigan State has experimentally implemented Personal Curriculum to a number of selected schools willing to accept the plan. Obviously, the whole project is complex and needs careful planning. 4.5 Models of curriculum development: Tyler, Taba, Kilpatrick Introduction In curriculum development model serve as a guideline to action. Almost in every educational area models are used to represent different concepts. The educational field has models on instruction, administration, evaluation, supervision etc. In curriculum studies models are found in curriculum development as well as curriculum evaluation. Print (1987) explains a model as a simplified representation of reality which is often depicted in diagrammatic form. In the process of curriculum development models are designed to provide a basis for decisions regarding selection, structuring and sequencing of the learning experiences. Several models can be developed based on various approaches of

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curriculum development. Most models can be classified as either technical / scientific models or non-technical / non-scientific models.

Those educators who emphasize on subject matter approaches adopt the scientific or technical approach to curriculum development. Advocates of learner-centered and problem centered designs have formulated non-technical or non-scientific curriculum designs. Technical-Scientific Models Curriculum developers designed this approach by using the scientific model which requires observing and monitoring of components subject matters, objectives, learning experiences and evaluation. In this approach curriculum development is a useful blueprint for structuring the learning environment.

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According to this point of view, "Curriculum development is basically a plan for nurturing the environment to

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coordinate in an orderly manner the elements of time, space, materials, equipment and personnel." (Feyereisn, et. al. 1970.) The curriculum can be understood

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from a macro or broad point of view with its prime objective of educating the individual. It enables the educationists to work with a specific plan in mind,

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to achieve optimal student learning, through a scientific organization of its components into a complex unit. These

are the three models under the Technical-Scientific Approach. ? Hilda Taba Model ? Goodlad Model ? Hunkins's Developmental Model Hilda Taba Model is discussed in detail in the later part of this unit; a brief outline of the other two models is given here -

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Goodlad Model In this model educational aims are formulated by analysing the values of the existing culture. Then accordingly the educational

objectives and learning objectives are stated. Based on these the behavioural objectives are determined following which the learning experiences and opportunities are provided. Goodlad's model is considered as technical- scientific as the various components of this model are inter-connected. Feedback is generated after analyzing the student's performances and relating them to the values and culture of the society, and accordingly the entire model may be revised if necessary (John L. Goodlad and Maurice N. Richter, 1966; in Ornstein and Hunkins, 1988).

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Hunkin's Developmental Model This model helps the curriculum planners to reconsider their decision making about curricular actions. If the curriculum planner finds that no content exists for a particular student

at the stage of content selection, they can revisit the curriculum development process from the very

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beginning and rethink the curriculum to recreate and state the learning objectives. Hunkin's Developmental Model has seven major stages; namely - curriculum conceptualization and legitimization, diagnosis, content selection, experience selection, implementation, evaluation and maintenance.

There are several other technical or scientific models each having the essential aspects for curriculum development though each is not all-embracing and complete.

NSOU ? CC-ED-07 ? 130 Non-technical /Non-scientific Models Non-technical or Non-scientific Models do not mean they are non-systematic or non-rational, but this approach focuses on the perception of needs and preferences of the learners. In this approach learners are also involved in the curriculum planning process. Since this model focuses on the individual need of the learner, subject matter and society, it is considered as subjective and particularly individualistic. There are three models under non-scientific curriculum designs ? Open Classroom Model ? Wienstien and Fantini Model ? Roger's Model of Interpersonal Relations Open Classroom Model / Kilpatrick model William Kilpatrick is one of the proponents of the Open Classroom model, it is based on the Activity Curriculum. Though the believers of this model do not believe in planning any activity for the children in advance; as this may suppress and hold back the child's developmental trajectory. This movement was initiated at the time when learning was teacher dominated the whole educational scenario and learners were mere passive recipients of knowledge. The activity model allows children to move around freely in the classroom and learn by doing. In Open Classroom model learners can make choices according to their own needs, interests and aptitudes. In Open classroom model, teachers' control and rigid curriculum is replaced by child's capability and sovereignty. Weinstein and Fantini Model This model is called non-scientific or non-technical as this model is based on concern of the students. In this model the process of curriculum development is initiated with identification of the learner group. Teaching-learning process is based on the interests and characteristics of the group. The proponents of this model believe that teachers generate new content and techniques by keeping the learner at the centre to the whole process. The existing curriculum and instructional methods are assessed to modify the curriculum to meet the learner needs.

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Learners' feelings, students' identity, experiences of a growing person, and students' knowledge of the social content

play an important role in determining the sources of content. This model emphasizes enhancement of self-image of the learner and instills in them a confidence and belief in themselves (Orstein and Hunkins, 1988). This model attempts to develop a feeling

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of self-worth in the learners after interaction with content and teachers.

NSOU ? CC-ED-07 ? 131 Roger's Model of Interpersonal Relations Carl Rogers (1979) is one of the proponents of this model.

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Rogers has developed a model for changing human behaviour which can be used for curriculum development.

In this model human experiences are considered more important than content or learning activities. He believes that by expressing themselves honestly and exploring each other's feelings in a group, learners can solve their problems. Rogers claims that the climate of openness in a group generates trust and permits individuals to know themselves and each other comprehensively. The main points of concern of these two approaches are outlines here - Therefore it can be stated that

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the technical-scientific models rely more heavily on the view of experts and demands of subject matter, while considering learner's needs.

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Hence we can say that technical-scientific models primarily focus on subject matter whereas non-technical non-scientific models, which focus on learner needs

and subject matter and society. Both the groups are looking at the curriculum from different frameworks. Educators who emphasize learners and problems formulate non-technical or non-scientific curriculum designs. Technical Approach 1. This approach is considered to be logical efficient and effective in delivering education. 2. Curriculum is viewed as a plan or blueprint. 3. Curriculum development is a definable process and helps in analysis of means and ends. 4. The objectives of these curriculum approaches are usually preordained. 5. The models under these approaches are criticized as too linear. Non technical approach 1. Non technical approach is subjective, personal, aesthetic and it focuses on the learner. 2. The main focus of these approaches is the students. 3. Non technical approaches consider the learners as the participants and view learning as a holistic process. 4. These approaches question the universality and objectivity; as well as the assumptions of the technical approach. 5. These approaches put more emphasis on the personal, subjective and aesthetic nature of the curriculum.

NSOU ? CC-ED-07 ? 132 Curriculum Designs or models may again be classified under four broad categories 1. Traditional curriculum model 2. The Student-Centered model 3. The Critical model 4. The Structural model 1. Traditional curriculum model or

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Subject-Centered Curriculum This traditional model focuses on the content of the curriculum. The subject centered design corresponds mostly

to the textbook written or study materials prepared for the specific subject. Some common examples of this model are Subject Design, Discipline Design, Correlation Design, Broad field design/interdisciplinary etc. 2. The Student-Centered or child-centred model Rousseau, Pestalozzi, John Dewey and Froebel are the proponents of Child-centered design/model. It

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is based on the needs and interests of the child. The learner is considered as an active individual but as one who engages with his/her environment.

Experience- centered design, Humanistic design are some of the models or designs under child-centred model. The integration of thinking, feeling and doing of the whole person is emphasised for developing the positive self-concept and interpersonal skills. This model states that

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the cognitive, affective and psychomotor domains need to be interconnected and must be addressed in the curriculum. 3.

The Critical model or approach to curriculum Paolo Freire (1985) was a pioneer of critical approach to curriculum. This approach assumes that education is a value-laden process. Freire's theories and curricula promote critical thinking, dialogue, and discussion making activities that support democratic ideals and move towards socially critical consciousness. In developing critical curriculum, teachers must first learn about important issues in their student's lives through conversation, and lots of listening. Learners actively create their own knowledge as they participate in learning by taking a critical look at who has power and what impact the powerful person has on the lives of others. The form of knowledge gained is fixed and depends on interaction among students, texts and teachers. Knowledge is created rather than taken in as readily available. 4. The Structural model This approach assumes that every discipline has a fundamental structure, which is reflected by the organisation of its content and the interrelationships among its various NSOU ? CC-ED-07 ? 133 components. The curriculum should reflect the structure of the specific discipline. Understanding of the structure will enable the students to develop new ideas, thoughts and insights; then they can express these in their own language. In this approach the structure is most important hence the curriculum in a particular subject can be formulated in advance for various grades. Gaining mastery on subject matter is most important. Knowledge about learners need, interest and attitude is of little importance. After giving an outline of the four broad categories of Curriculum Designs or models, in the following section three very significant models of curriculum development is discussed - 4.5.1 Tyler's model of curriculum development Ralph Tyler (1902-1994) published more than 700 articles and 16 books. Tyler stated that the curriculum should be dynamic and it is such a programme which is constantly evaluated and revised. Before Tyler, curriculum was thought to be a static set programme and preoccupied with student testing. For the first time he offered the innovative idea that teachers and administrators should spend as much time evaluating their plans as they do while accessing their students. Ralph Tyler's Objectives or Rational Planning Model is called the Objective Model because it starts with the objectives. This model sets out what curriculum workers should do.

Tyler proposed

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that curriculum planners should identify general objectives by gathering data from three

main sources, which are the learners, subject matter and the contemporary life outside the school. After identification of the objectives the planners need to refine them by filtering through two screens that is the philosophical screen and the psychological screen. In

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Tyler's model of curriculum development four basic questions are raised. 1. What is the purpose of education? In other words, what educational

purposes should the school seek to attain? This question indicates determination of objectives. The learners should be studied and observed important source of educational objectives. The philosophy and contemporary life outside the school can be used in selecting objectives. The psychology of learning and learning experiences of children are considered as important sources for selection of objectives. In determining objectives the progressives emphasize the importance of studying and understanding the child to find out his own objectives and interests. If the child encounters any problem, that should also be known to the curriculum planners while selecting the objectives. Subject specialist and teachers especially chapters may also be considered as important sources for selecting objectives.

NSOU ? CC-ED-07 ? 134 2. Question that arise after selecting objectives are - How can learning experiences be selected? Which experiences are likely to be useful in attaining these objectives? or What educational experiences will attain the purposes? This question determines the instructional strategies and content required to fulfil the predetermined objectives. The term learning experience should be clearly defined to understand the general principles of selecting learning experiences. And this all together can be an important source for selection of objectives. Tyler, like his mentor John Dewey, also believed that students learn through exploration and teachers should encourage children to engage actively in discovering what the world is like. 3. How can these experiences be effectively organised for effective instruction? This question signifies the organisation of learning experiences suitable for the learner as well as the pre-set objectives. In Tyler's model the central idea is to organise learning activities effectively. Learning experiences need to be concrete so that the students' readings can be meaningfully connected. Learning experiences should be organised on the basis of three basic criteria, namely - continuity, sequence and integration. Hence meaning of organisation, criteria for effective organisation, the elements that need to be organised, principles of organisation and the process of planning a unit of organisation; all these can contribute for organisation of effective learning experiences. 4. How can one determine that the purposes are met? or how can the effectiveness of learning experiences be evaluated? This question directs to assessment and evaluation of the curriculum programme that has already been developed. The process of assessment is not simple in Tyler's model and it begins with determination of objectives of the educational program. This process of evaluation is essentially the

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process of determining the extent to which the educational objectives are actually realised by the programme of curriculum and instruction.

Evaluation procedures, results of evaluation, values and uses of evaluation procedures and the need for evaluation; altogether can form a sound basis for evaluating learning experiences.

NSOU ? CC-ED-07 ? 135 Tyler's Model Importance of Tyler model : ? The basic principles of Tyler's curriculum model and instruction have been a standard reference for anyone working with curriculum development. ? His book shows how educators can critically approach curriculum planning, studying progress and retooling when needed. ? The readers will develop a firm understanding of how to formulate educational objectives, how to analyse and modify their plans to meet the students purpose or objectives. ? Tyler also explains that curriculum planning is a continuous cyclical process and instrument of education that needs to be tuned finely. ? Tyler emphasized on thoughtful evaluation that has kept basic principles of curriculum and instruction relevant and entrusted companion for more than 60 years. ? Tyler's recommendations act as direct, sound and effective tools for educator's, who can create a curriculum that integrates National level objectives with needs of individual students. Strengths of the model: This is one of the best known models of curriculum development.

NSOU ? CC-ED-07 ? 136 Some major strengths of the model are mentioned here - 1. It involves the active participation of the learners. 2. The objectives are clearly defined in the purposes and these purposes are translated into educational objectives. 3. This model indicates a simple linear approach to development of behavioural objectives. 4. Special attention is paid for planning of each phase. 5. Another positive aspect of this model is its deductive nature, so it proceeds from general to the specific. Criticisms of Tyler model: The Tyler's model is criticized in the following issues - 1. The objectives are narrowly interpreted. 2. The process of construction of behavioural objectives is difficult and time consuming. 3. Curriculum is restricted to a constricted range of student skills and knowledge. 4. Higher level objectives like critical thinking, problem solving and value acquiring processes cannot be clearly mentioned in behavioural objectives. 5. Learning experiences are so individual that teacher is not in a position to select the most effective learning experiences. 6. The teacher may attempt to control the learning experience by manipulating the environment which results in stimulating situations sufficient to evoke the desired learning outcomes. 4.5.2

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Hilda Taba Model She was an architect, a curriculum theorist, a curriculum reformer and a teacher educator. Taba was a

student of John Dewey. She authored the book named - Curriculum Development: Theory and Practice (1962), a very important document in the field of curriculum studies. Curriculum development can be defined as the process of planning, implementing and evaluating curriculum that ultimately results in a curriculum plan. This theory is based on higher order inductive thinking. Hilda Taba believed that the skills used in inductive thinking need to be taught and practiced by students.

NSOU ? CC-ED-07 ? 137 Taba's Philosophical ideas on

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curriculum development: ? Taba believed that social processes including the socialization of human beings are not linear and they cannot be modelled through linear planning. ? She thought learning and development of personality cannot be considered as one-way process of establishing educational aims and deriving specific objectives from an ideal of education proclaimed by some authority. ?

The construction of curriculum

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is not a short term effort but a long process

that require continuous revision and reconstruction. ? New curriculum or programme can be developed

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more effectively if it is based on the principles of democratic guidance and distribution of work. Emphasis should be on competence not administration.

Some features of Taba's model: ? Taba's model is based on inductive approach. ? The teachers are aware of

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the students' needs therefore they should be the one to develop the curriculum.

Hence teacher's approach or perspective is the basis of Taba model. ? Approach is basically the Grassroot approach. ? The basic idea of this approach emphasizes that the needs of the students should be in the forefront of the curriculum.

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Taba believed that the curriculum should be designed by the teachers rather than handed down by

the higher authority. She also felt, it is the teachers who

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should begin the process by creating specific teaching-learning units for their students in their own schools. Approach to curriculum development

is inductive. In inductive approach the curriculum workers start with the specifics and construct a general design of curriculum as opposed to the traditional deductive approach by Tyler, who advocated a deductive approach to curriculum development that is starting with the general design and then working down to the specifics. There are seven stages in Hilda Taba's model of curriculum development. Taba perceived the stages of curriculum development in the following order as shown in the table.

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TABA'S MODEL OF CURRICULUM DEVELOPMENT (Taba 1962)

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Step 1 : Diagnosis of needs ? Step 2 : Formulation of objectives ? Step 3 : Selection of content ? Step 4 : Organisation of content ? Step 5 : Selection of learning experiences ? Step 6 : Organisation of learning experiences ? Step 7 : Determination of what to evaluate and ways and means of doing it.

Stage 1 : Diagnosis of needs This implies diagnosis of the learners' needs and expectations of the larger society. The learners' need can be diagnosed through diagnosis of achievement, diagnosis of students as learners and diagnosis of curriculum problems. The diagnosis process should be conducted systematically, it should start with problem identification then the identified problem is analysed. After this the formulation of hypothesis and gathering of data will be followed by experimenting with action. Stage 2 : Formulation of learning objectives: Learning objectives will be based on the objectives of education, which are as follows - ? To add to knowledge they possess or their existing knowledge; ? to enable the students

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perform skills which otherwise they would not perform; ? to develop certain understanding, insights and

appreciations; ? to understand and analyse the culture of a particular society, which the education programme is supposed to serve; ? to develop a healthy and balanced personality of the students; These educational objectives are of much importance as they transmit culture, reconstruct society and help in fullest development of the individual. Certain principles are to be followed in formulation of objectives. These are - objectives should be useful, clear and concrete. Objectives should have a broad scope and realistically achievable.

NSOU ? CC-ED-07 ? 139 Stage 3 : Selection of learning content: Content should be selected rationally. By nature the content should be significant, valid and consistent with social realities. Appropriateness to the needs and interests of the students should be verified. There should be clear distinctions between different levels of contents. Stage 4 : Organisation of learning content The contents should be organised based on the principles

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of sequencing. A teacher cannot just select content, but must organise it in some type of sequence, taking into consideration the maturity of learners, their academic achievement, and their interests. Content must be presented to students and students must be engaged with the content. At this point, the teacher selects instructional methods that will involve the students with the content.

Stage 5 : Selection of learning experiences The

principles of learning are applied at this stage. What are the different teaching methods that have been used? While using lecture method the teacher should be active to use questioning and discussions. In this phase it is decided whether the students have enough opportunities to learn from one another and whether the students are using these opportunities to solve their real problems or using only while working in projects. Stage 6 : Organisation of learning experiences After selecting the learning experiences the teacher needs to organise the selected ones to present it before the students more effectively. Stage 7 :

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Determination of what to evaluate and the ways and means of doing it.

In this phase planning is done for evaluation. The curriculum implementers or the teachers try to evaluate whether the aims and objectives are actually achieved by students. Attempts should be made to assess the quality of learning and it should also be ensured that curriculum organisation provide experiences which offer maximum opportunities for all types of learners to attain their goals independently. Taba believed, to evolve a theory of curriculum development, one needs to understand the demands and requirements of a culture and society both for the present and the future, as curriculum is a way of preparing the young to participate in one's culture.

NSOU ? CC-ED-07 ? 140 Applications of Taba's model This model is currently used in most curriculum designs.

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Taba's Grassroot model emphasizes that a broad base of involvement is necessary for curriculum decision-making.

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For identifying the needs of the students, developing objectives and selecting instruction method

this model is widely used. Learning experiences are organised and evaluated by using this model. Strengths : 1. The teachers enjoy great autonomy as the role of teacher is not limited to implementation of the curriculum but she acts as the developer of the curriculum too. 2. Base model mentions that the teachers are aware of the students names therefore there can plan for students learning in a better way. 3. The objectives are considered to be very important in this model as they determine what to include, exclude and emphasise in the curriculum. Some criticisms of Taba model : 1. This model

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applies the concept of participatory democracy as a highly technical and specialised process, therefore it

lacks simplicity. 2. The connection between the content, activities, teaching methods and evaluation are always not understandable to the teachers. 3. Another special requirement of this model is keeping the resources up-to-date. 4. The new teachers require training for using this method and they also need support as the plan is often reviewed. 5.

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The model has employed the concept of participatory democracy to a highly technical, complex and specialized process, and this cannot guarantee an effective

curriculum. 6. This model believes

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that teachers have the time and expertise to engage in such extensive curricular activities.

The Taba-Tyler rationales Both Taba and Tyler follow the technical/ scientific approach. When comparing between these two models of curriculum development it is difficult to ascertain who borrowed from whom and when but we have to admit the basic difference of the two curriculum design approaches, which has a critical meaning not only for researchers of modern times but also for those developing curriculum for current school praxis.

NSOU ? CC-ED-07 ? 141 The sequence of development as propounded by Piaget's learning theories form the basis of curriculum principles propounded by Tyler and Taba, and curriculum principles remains the same for all individuals. Tyler (1962) propounds three methods of organizing learning experience which were based on Piaget's theory of cognitive development: Continuity: Skills and concepts in a curriculum should have vertical recurrence, which enable the learner to practice those concepts. Sequence: Understanding of concepts should be in a sequence such that each successive experience builds on the preceding one. Integration: Curricular experiences should be horizontally interrelated and should be unified in relation to other elements. Concepts in a particular subject should not be in isolation to concepts in other subjects. Taba reviews Piaget's four stages of cognitive development and analyses their implications for intelligence and mental development. Complex concepts and subject matter should be transformed into mental operations appropriate to the learner's development stage. Taba also takes into consideration Piaget's cognitive process of assimilation, accommodation and equilibration. Taba's curricular experiences are compatible with existing experiences; the concept should be organized so as to move from concrete principles (accommodation) and classifying new relationships/ equilibration. Points in favour of Tyler's approach ? This model is Deductive in approach. ? Argues from the administrator's perspective or approach. ? Believes that administration should design the curriculum and the Teachers should implement it. ? Places main stress on objectives, evaluation and control. ? This approach may be perfect for market oriented education but inadequate for the development of responsible and creative individuals who need to meet the challenges of constantly changing circumstances of the society. Points in favour of Taba's approach ? This model is Inductive in approach. ? Reflects the teachers approach, she believes that teachers are aware of the students needs hence they are the one who should develop the curriculum and implement in practice.

NSOU ? CC-ED-07 ? 142 ? Her rationale does not start with the objectives as she believes that the demand for education in a particular society should be studied first. ? In Taba model attention is

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paid to the selection of the content and its organisation with an aim to provide students with an opportunity to learn with comprehension. 4.3.3

Kilpatrick approach to Curriculum development William H. Kilpatrick (1871 – 1965) was the much acclaimed progressive educational philosopher, teacher and interpreter of John Dewey's work and at the same time a bitterly criticised person by a section of American educators. Commonly he is famous for the formulation and giving useful shape to his Project Method and Project based curriculum. According to

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Kilpatrick, curricula are purposeful activities which are child centred. Purpose of curriculum is child'

s development and growth. He was the pioneer to the idea of personalised curriculum as in his project method teacher and the student plan of the activities to be undertaken by the latter. Another reason for Kilpatrick's rising influence in American education was his effective teaching and charismatic public-speaking ability. Post World War II, critics attacked several aspects of the ideas and practices of Progressive education. They saw a curriculum that lacked firmness and students were academically unprepared to compete with in a global economy. Kilpatrick's consistent Progressive message was that schools needed to be more child-centered, democratic, and socially oriented. It is important to remember that the Project Method was not a rigid method but actually a philosophy. Specific criticism aimed at Kilpatrick emerged in the school reform literature of the 1980s and 1990s. Kilpatrick's spectacular rise in educational circles began with the publication in 1918 of his article "The Project Method". In the article Kilpatrick provided a practical approach to implementing John Dewey's educational philosophy. He banked upon Dewey's earlier work, *Interest and Effort*, he attempted to demonstrate how students could engage in purposeful activity at the intellectual, physical, and affective levels. "The Project Method" was an immediate bestseller among educators and launched Kilpatrick's national public career. The inclusion of projects matched the child-centered approach advocated by Progressive educators at this time. The emphases that projects placed on individual learning, on reflective activity, and on the development of the whole child struck an echoing chord with teachers of the period. The project method was nothing but an idea of approaching a child-centered learning experience. Kilpatrick believed, education was about the social development of the child rather than their cognitive development through the mastery of content. The emphasis was on learning to think and not focusing on what to think.

NSOU ? CC-ED-07 ? 143 The curriculum should originate from comprehensive real-life situations and not compartmentalized subject matter. This idea calls for a need for an integrated curriculum that stressed maximum student participation. These beliefs led Kilpatrick to create a unique form of teaching. Teachers have to perform very significant role in Kilpatrick's form of education. Firstly teachers need to decide what they are trying to do. Next, they need to develop a plan for achieving these objectives. The development of observable goals is clearly the behavioural aspect of this method. Execution involves the implementation of the plan. Lastly, the teacher has to judge and assess the success of the plan. Again, assessing the students and curriculum is a behavioural aspect of the Project Method. Kilpatrick firmly believed that students should be leaders in the development of their learning as nothing would motivate them more. This also led to the development of decision-making skills. Therefore the progressivist aspect of this method suggested constant revision of the curriculum based on student need and interest and the curriculum was to be developed jointly with the students. After initial popularity and use for twenty years, this philosophy was criticised due to the difficulty in implementation in large-scale systems. Recently constructivists have used the theories of Piaget and Vygotsky to develop a problem solving system, which emphasizes an adaptive curriculum with students as problem solvers. This instructional process of student-directed learning has been promoted as a new idea, which may be a tentative way to solve the problem of students' motivation and achievement in the modern world. Kilpatrick's Project Method had put forward similar ideas long back. The ultimate goal for Kilpatrick and present-day constructivist educators is the learners, who can think critically, judge situations and face problems independently in a democratic society. Educational success in the 21st century requires the ability to find answers by the students on their own and move beyond the traditional teacher directed system that emphasised only on assimilation of material. Imaginative thinking and creativity is required in real world situations and Kilpatrick's ideas are highly relevant in this context. The successes and failures of Kilpatrick's work in the twenties and thirties are still beneficial in examining today's curriculum development processes. The above discussion proves that Kilpatrick's work was much ahead of his time who was virtually instrumental to the development of many modern ideas in contemporary education like personalized curriculum, individualised instruction etc.

NSOU ? CC-ED-07 ? 144 4.6 Summary In this subunit we have discussed the definitions of Curriculum design. Various components of curriculum design have been elaborated with an outline the curriculum tips to establish a Broad Curriculum Design. The Dimensions of Curriculum design are described briefly. This subsection also described the different types of theories of Curriculum Development. Various types of curriculum development models – namely the Prescriptive theories, the descriptive theories, the critical theories and the Personal theories of Curriculum Development are discussed in detail. Different models of curriculum development are described in detail. Tyler, Taba and Kilpatrick's approach to Curriculum development are elaborately discussed along implementation of the models of curriculum development. 4.7 Self-Assessment Questions 1. Define Curriculum design. 2. Identify important areas for curriculum design. 3. Name the Dimensions of Curriculum design. 4. Mention the different types of Models of Curriculum Development 5. Describe elaborately the dimensions of Curriculum design. 6. Discuss the significance of sequence in Curriculum design. 7. Write down the curriculum tips to establish a Broad Curriculum Design. 8. Describe the Prescriptive model of Curriculum Development 9. Explain the descriptive model of Curriculum Development 10. Illustrate the critical model of Curriculum Development 11. Describe the Personal model of Curriculum Development 12. Discuss the teachers' role in Kilpatrick's form of education 13. Describe Kilpatrick approach to Curriculum development 14. Discuss the students' role in Kilpatrick's approach to Curriculum development

NSOU ? CC-ED-07 ? 145 4.8 References Allan C Ornstein; Francis P Hunkins. (2014). Curriculum : foundations, principles, and issues . Harlow: pearson Dewey, John (1900). The school and the society, Chicago: University of Chicago Press. Feyereisn, K.A., Fiorino, John, and Nowak, A. (1970): Supervision and Curriculum Renewal: A System approach, New York: Appleton-Century Crofts. Francis P. Hunkins (1988). Curriculum—foundations, Principles, and Issues Prentice Hall, 348 pages. Francis P. Hunkins (1980). Curriculum Development: Program Improvement. C.E. Merrill Publishing Company 393 pages. Goodlad, Maurice N. Richter (1966).The development of a conceptual system for dealing with problems of curriculum and instruction. ERIC Document Reproduction Service. Hilda Taba (1962).The theory of curriculum development: New York : Harcourt, Brace & World. Oliva, P. (1997) The curriculum: Theoretical dimensions. New York: Longman. Paulo Freire. (1985). The Politics of Education: Culture, Power, and Liberation. Greenwood Publishing Group. Print, M. 1989. Curriculum Development and Design. Sydney: Allen and Unwin. Rogers C. (1979). On Becoming - Client-centered psychotherapy. Howard Kirschenbaum. Delacorte Press, 444 pages. Tibble, J. W. (1966), The Study of Education. London, Routledge & K. Paul; New York. William Pinar, Madeleine R. Grumet (1976) Toward a Poor Curriculum -Kendall/ Hunt Publishing Company.

UNIT 5 ????? Curriculum Evaluation Structure 5.1 Objectives 5.2 Introduction 5.3 Curriculum Evaluation: Concept, Objectives Micro Macro Level 5.3.1 Objectives of Curriculum evaluation 5.3.2 Steps in Conducting a Curriculum Evaluation 5.3.3 Curriculum evaluation at Micro & Macro level 5.3.4 Some issues and challenges faced in different levels of

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Curriculum Evaluation 5.3.5 Importance of curriculum evaluation 5.4 Sources of Curriculum Evaluation 5.5 Methods of Curriculum Evaluation 5.5.1 Evaluation and at the time of curriculum

development 5.5.2 Evaluation and at the time of curriculum implementation 5.5.3 Tools for effective Curriculum Evaluation 5.6 Summary 5.7 Self-Assessment Questions 5.8 References 5.1 Objectives After going through the sub units the students will be able to: ? Define curriculum evaluation; ? identify important areas for curriculum evaluation; ? discuss the challenges faced in different levels of curriculum evaluation; ? mention the objectives of curriculum evaluation; ? describe briefly the steps in conducting a curriculum evaluation; ? identify important sources of curriculum evaluation; ? explain the role of students as an important source of curriculum evaluation. ? describe the role of subject experts and teachers as an important source of curriculum evaluation.

NSOU ? CC-ED-07 ? 147 2nd Proof • Classic Print & Procces (09-02-2022) ? justify the significance of curriculum evaluation at micro & macro level; ? describe the process curriculum evaluation; ? mention the Tools of curriculum evaluation. 5.2 Introduction We have discussed the different dimensions of curriculum development in the preceding unit. You also studied the influences of different theories and models that have immense impact on the development of curriculum. In this unit we will discuss the concept of curriculum evaluation its nature purpose source and methods. A framework of curriculum is based on the assumptions about the learner and society. Aims and objectives, content and subject matter selection, scope and sequence, modes of transaction, methodology, learning environment and evaluation are some of the major concerns of curriculum development. In the previous unit we have discussed the different dimensions of curriculum development. Three vital aspects are considered in organizing curriculum. They are Articulation, Balance and Continuity. We learnt articulation is interdisciplinary, interrelationship among subjects must be maintained during design of the curriculum. Balance among structure, scope and sequence, content, life experience, time, text book, teaching aids etc. should be achieved through Cognitive, affective and psychomotor domain of objectives. Continuous flow of knowledge and learning experiences should also be ensured in this process. There should be well defined relationships among different components. The influences of different theories are also studied. In this unit we will discuss the concept of curriculum evaluation its nature, purpose, source and method. We shall also discuss curriculum evaluation at Micro and Macro level. 5.3 Curriculum Evaluation : Concept, Objec- tives, Micro Macro Level 5.3.1 Concept

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of Curriculum and Evaluation The term "Evaluation" generally applies to the process of making a value judgment. In education, the term "evaluation" is used in reference to operations associated with curricula, programmes, interventions, methods of teaching and organizational factors. Curriculum evaluation

is a process of delineating, obtaining and providing information for taking decisions about curriculum development

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and implementation. Curriculum evaluation is a necessary and important aspect of any national education system. It provides the basis for curriculum policy decisions, for

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feedback on continuous curriculum adjustments

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and processes of curriculum implementation. Curriculum evaluation aims to examine the impact of implemented curriculum on student learning

and

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achievement so that the official curriculum can be revised if necessary and teaching and learning processes

can be reviewed before classroom application. It also aims to find out how much of the intended Curriculum has been transacted in a classroom and how much students are involved in learning activities. The process of curriculum evaluation can provide several ways to improve the teaching-learning systems.

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Student assessment is an important aspect of curriculum evaluation which helps to facilitate the understanding of the impact and outcome of education programmes. A fundamental measure of the success of any curriculum is the quality of student learning. Knowing the extent to which students have achieved the outcomes specified in the curriculum is fundamental to both improving teaching and evaluating the curriculum.

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The ultimate goal of curriculum evaluation is to ensure that the curriculum is effective in promoting improved quality of student learning. Student assessment therefore connotes assessment of student learning. Assessment of student learning has always been a powerful influence on how and what teachers teach and is thus an important source of feedback on the appropriateness implementation of curriculum content.

The curriculum evaluation is the collection and provision of evidence to find out the feasibility, efficiency, effectiveness and educational value of curricula. The stages of curriculum evaluation process are stated in the figure below – STEPS OF CURRICULUM EVALUATION 1. Identifying Primary audience (sponsors, managers, administrators, school heads) 2. Identifying critical issues (expected desired and intended outcomes) 3. Identifying data sources (students, teachers, parents, curriculum planners) 4. Identifying techniques (standardised test, checklist, observation) of data collection 5. Identifying established standard and criteria (standards set by professional organisation) 6. Identifying techniques of data analysis (descriptive and inferential analysis and qualitative and quantitative analysis) 7. Preparing Evaluation report (written, oral, descriptive, graphic) 8. Preparing modes of presentation (product display through use of multimedia) NSOU ? CC-ED-07 ? 149 2nd Proof • Classic Print & Procces (09-02-2022) Curriculum evaluation basically translates government education policy into educational practice.

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The achievement of the goals and aims of educational programmes

depends on the

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status of curriculum contents and practices in the contexts of global, national and local concerns.

Curriculum evaluation provides indicators for monitoring and assesses

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specific strengths and weaknesses of a curriculum and its implementation. All significant information for strategic changes and policy decisions

are identified and important inputs to improve learning and teaching are provided. The term "

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Curriculum" comprises all the learning which is planned and guided by the school whether it is carried on in groups or individually inside or outside of

the school. In the words it is the totality of experiences that pupils receive through various activities in the classroom, library, laboratory, workshop and playground. Curriculum is the tool in the hands of the teachers to develop the desired quantities is in the learner. Curriculum evaluation is the technique to check whether the curriculum objectives are fulfilled. Curriculum and Evaluation: Putting together Curriculum evaluation is a component of Curriculum development. It looks into evaluation reforms or innovations that happen in classrooms, School, district and/or the education system as a whole. The process of Curriculum evaluation helps to establish the merit or worth of a curriculum. Curriculum evaluation provides information necessary for teachers, school managers; curriculum exerts for policy recommendations that will enhance achieved learning outcomes. Curriculum evaluation identifies the strengths and weaknesses of an existing curriculum that will be the basis of the intended plan, design or implementation. When evaluation is done in the middle of the curriculum development, it will tell if the designed or implemented curriculum can produce or is producing the desired results. Based on some standards, curriculum evaluation will guide whether the results have equalled or exceeded the previously set standards, thus can be labelled as success. The process of collecting data on a specific course or programme by utilising scientific tools and techniques to determine its value or worth is known as evaluation. The curriculum developer or the planner conducts evaluation of Curriculum to adopt, reject and revise the programme. The teachers are interested to know the effectiveness of their classroom teaching. Other stakeholders and

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the public want to know whether the curriculum implemented has

been able to achieve its aims and objectives. Any aspect of an activity or endeavour can be evaluated for better performance in future and this brings good result and quality performance if curriculum is evaluated objectively. Curriculum evaluation or assessment is a continuous process and not a

NSOU ? CC-ED-07 ? 150 one shot deal. The purpose of curriculum evaluation is to improve and not to prove. Curriculum evaluation is the process that resolves the issues mentioned above. Diversity of opinion among curriculum experts is found in respect of nature and purpose of evaluation. Some of them view curriculum evaluation as a means for quality control in education. The process starts with the act of stating the objectives of the course and is followed by the definition of these objectives in behavioural terms. Then the new materials are developed such to satisfy the purposes and the objectives that curriculum developers have already conceptualised. To some expert the primary objective is to provide relevant information to the decision makers so as to enable them to arrive at decisions. This implies that there is more to evaluate in the curriculum programme than its stated objectives. This diversity of opinion among curriculum experts are also reflected in the definition put forward by them. Towards a definition of Curriculum evaluation Going through the given below definitions one can easily realise the diversity of opinion among curriculum framers and experts of this area in respect of nature and purpose of evaluation. Curriculum evaluation is an ongoing and dynamic process hence experts viewing different aspects or stages of the process may come up with a definition that seem to be apparently different for the other. Gay, L. (1985) evaluation is to identify the weaknesses and strengths as well as problems encountered in the implementation to improve the curriculum development process. According to Olivia, P. (1988) it is a

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process of delineating, obtaining and providing useful information for judging alternatives

for purposes of modifying or eliminating the curriculum. MC Neil, J (1997) mentioned, evaluation answers

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two questions, firstly, do planned learning opportunities, programmes, courses and activities as developed and organised actually produce desirable results? & how can

a curriculum best be improved? Ornstein and Hunkins (1998) stated "Curriculum evaluation is the process done

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in order to gather data that enables one to decide whether to accept, change, eliminate the

whole curriculum of a textbook." Bilbao, P. P., Lucido, P. I., Iringan, T. C., & Javier, R. B. (2008). Curriculum development. Philippines: Lorimar Publishing, Inc.

NSOU ? CC-ED-07 ? 151 2nd Proof • Classic Print & Procces (09-02-2022) From the above definitions it can be stated that it is a continuous process starting from what is intended to what is implemented and achieved. The terms intended, implemented and achieved connotes different meaning altogether (Bilbao, 2008). Intended curriculum refers to the plan, objectives, goals and purposes. Implemented curriculum refers to the various learning experiences provided to the students to achieve the desired goals, endlessly achieved curriculum implies the learning outcomes measured by learning performances.

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Curriculum evaluation may be an internal activity and process conducted by the various units within the education system for their own respective purposes. These units may include National Ministries of Education, Regional Education Authorities, Institutional Supervision and Reporting Systems, Departments of Education, Schools and Communities. Curriculum evaluation may also be external or commissioned review processes. These may be undertaken regularly by special committees or task forces on the curriculum, or there may be research-based studies on the status and effectiveness of various aspects of the curriculum and its implementation. These processes might examine, for example, the effectiveness of curriculum content, existing pedagogies and instructional approaches, teacher

education and textbooks and teaching-learning materials. Another very important task for curriculum evaluation is linking the curriculum to the needs of the society for which it is prepared. 5.3.1 Objectives of Curriculum evaluation 1. To provide necessary information to teachers, school managers, curriculum specialist and significant others regarding policy recommendations that will enhance achieved learning outcomes. 2. The basic idea of Curriculum evaluation is to identify the strengths and weaknesses of an existing curriculum that will be considered as the basis of the intended plan design or implementation 3. By this process the obsolete areas, ideas and practices are removed and existing curriculum is updated based on the recent advancements in the field of knowledge. To meet the new challenges and concerns; the outdated, obsolete and redundant material are eliminated from the curriculum. 4. When evaluation is done during curriculum development the objective is to determine whether the design of the curriculum being developed can produce the desired results. 5. One important objective of Curriculum development is to make the curriculum more efficient in achieving the determined objectives. Need assessment and continuous monitoring is done to enhance the effectiveness of a curriculum.

NSOU ? CC-ED-07 ? 152 6. To identify the gap if any between the requirements of the consecutive grades and to analyse the suitability of objectives of the present grade and if required filling these gaps with appropriate learning experiences. 7. Terminal assessment and decision making are two other important objectives of Curriculum evaluation. Terminal assessment is conducted towards the end of the curriculum development process and the strength of a programme is ascertained by this process. The fundamental purpose

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of curriculum evaluation is to ensure that the curriculum is effective

and valuable in promoting improved quality of student learning. Student assessment is therefore considered as an important indicator for assessing

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student learning. Assessment of student learning has always been a powerful influence on how and what teachers teach and is thus an important source of feedback on the appropriateness of

implementation of curriculum content. Curriculum evaluation fulfils the diverse objectives of diagnosis, certification and accountability. This process

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requires different kinds of assessment instruments and strategies selected to achieve specific purposes.

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Assessment of student learning could be summative or formative, and there are various types of tests to address different needs such as standardized tests, performance-based tests, ability tests, aptitude tests, personality tests, interest inventories and intelligence tests.

The process of curriculum evaluation can easily be understood by asking the following six questions which are nothing but the six determining factors in curriculum evaluation: What is to be evaluated? Who is to be evaluated? What is the purpose of evaluation? Who will conduct evaluation? Where to conduct evaluation? What to be done after evaluation? 5.3.2 Steps in Conducting a Curriculum Evaluation Curriculum evaluation process comprises of some simple steps easy to follow. Begin thinking of how curriculum evaluators will proceed in finding out if there is a need to modify, enhance or continue with the implementation of the curriculum. After all, the main purpose of evaluation is to improve the existing condition, so that it would benefit the students by improving their education.

NSOU ? CC-ED-07 ? 153 2nd Proof • Classic Print & Procces (09-02-2022) 1. Identifying Primary Audiences Identifying Curriculum Programme Sponsors, managers and administrators, School heads or institutional head, direct participants i.e. the teachers and the students, content specialist; and other stake holders etc. as the primary audience is the first step. 2. Identifying critical issues In the second stage the Outcomes which may be of three types i.e. expected, desired and intended should be determined along with the process of implementation and required resources or inputs. 3. Identifying data source Identification of data source is followed. People (teachers, students, parents, curriculum developers) may act as important source of information, along with these existing documents, available records and evaluation studies also may provide significant data. 4. Identifying techniques for collecting data Standardized test, informal or teacher made test, sample of students work, interview, participant observations, checklist, anecdotal record and cumulative record cards may be used effectively for collection of data. There are numerous Sources of collecting data for Evaluation. The important sources of curriculum evaluation are primarily the Students, Teachers, Subject experts and Parents. Policy makers, Community, Drop out students, Administrators, School Boards of Education, Examination Boards, Employers and entrepreneurs etc. re also important sources from which data may be collected. Data collected from these sources is considered for introducing changes in content. Evaluation process may reveal that content is not congruent with objectives then some new content may be introduced and mismatched the objectives can be eliminated. Evaluation process can also improve teaching by making use of appropriate methodology. The teacher needs to refine his/her teaching strategies to suit the needs of the students. Again this process can assess the need and scope for introducing new courses as science, technology and information expanding everyday. Evaluation process should always provide the scope of introducing contemporary courses that can help the future students of universities find jobs that are in demand today at present. 5. Identifying established standards and criteria After deciding on the techniques for collecting data, in the following stage of curriculum evaluation process the standards previously set by any professional oragnization or agency should be identified to determine the standard of the programme.

NSOU ? CC-ED-07 ? 154 6. Identifying techniques in data analysis Now the data collected need to be analysed. Content analysis, process analysis, statistics, comparison, evaluation process etc. may be done for analysis of data. Curriculum evaluation process may make use of one variable analyses and correlational analyses as mostly used data analysis technique. Based on the results achieved decision is taken regarding more use of qualitative and advanced statistical methods. 7. Preparing evaluation report Evaluation report should be well documented and duly contain all the components identified for evaluation. The important components are goals and objectives, prerequisites like entry level knowledge, contents, processes, outputs, assessment procedures, references etc. All the techniques for obtaining evaluation information should be mentioned while reporting. Information regarding improving teaching learning strategies and the introduction of new courses, etc. should be stated duly. The evaluation report should contain the progress of the programme, final scenario and summary in descriptive or graphic mode. The nature of the report should be evaluative and judgmental. List of recommendations should be well documented for further improvement. This is the age of new-wave evaluation, therefore field testing should not play the only role in evaluation but there is a great variety of factors that need to be considered.

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Student assessment is an important aspect of curriculum evaluation which helps to facilitate the understanding of the impact and outcome of education programmes. A fundamental measure of the success of any curriculum is the quality of student learning. Knowing the extent to which students have achieved the outcomes specified in the curriculum is fundamental to both improving

the teaching-learning process and evaluation of the curriculum. 5.3.3 Curriculum Evaluation at Micro & Macro Level Curriculum evaluation is very long process that starts even before planning of curriculum and continues even after evaluation. It

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is a necessary and important aspect of any national education system. It provides the basis for curriculum policy decisions, feedback on continuous curriculum adjustments and processes of curriculum implementation. Curriculum evaluation is primarily concerned with effectiveness and efficiency of translating government education policy into educational practice.

Determining the importance

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of curriculum contents and practices in the global, national and local

contexts

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the achievement of the goals and aims of educational programmes are some important areas of curriculum evaluation

process. The range of this curriculum evaluation process sometimes starts at the macro level then proceeds to micro level i.e. from national level to local level or vice versa i.e. from local level to national level. Curriculum Evaluation at Macro level At the macro level the all curriculum professionals of curriculum development are guided into an analysis through three major activities. Firstly, to determine the structure of a curriculum framework, this includes the typical components of curriculum frameworks to be used as a structural analysis tool. Secondly to formulate what students should know and be able to do, it helps the participant to revise and choose several alternatives to define the expected achievements of students. Thirdly, to integrate different available approaches of curriculum development by reviewing the existing strategies having different focus and depth. Schematic Diagram Showing Macro Level Evaluation Process

MACRO LEVEL EVALUATION PROCESS Evaluation of the overall effectiveness of the whole curriculum Summary and Preparation of Evaluation Report Decisions by the disciplines communities Decisions by the interdisciplinary communities Revision of Curriculum Students who completed the course and are employed Employers or Entrepreneurs Subject Exports Principals or Teachers Curriculum Exports Officers in charge of exam cert of Board & Secondary Education

NSOU ? CC-ED-07 ? 156 Some characteristics of Curriculum evaluation at Macro level: 1. At macro level the entire curriculum is organised starting from theory to the contents of each subject. 2. Macro level refers to as the 'function of Curriculum design'. 3. The range of curriculum evaluation at this level is huge. Curriculum change, curriculum development, curriculum supplementing, curriculum adaptation, curriculum planning, curriculum experimentation, curriculum design, curriculum expansion, content sequencing, materials evaluation, material writing etc. all these are strategies of macro level curriculum evaluation. 4. At the macro level curriculum evaluation is based on social, political and educational philosophy of the nation and society. 5. The scope of curriculum evaluation at the macro level consists of socio- cultural system, educational system, educational policies and curriculum policies. It also includes activities outside the classroom, co-curricular activities and community involvement activities. Schematic Diagram Showing Micro Level Evaluation Process

MACRO LEVEL EVALUATION PROCESS Evaluation of each subject of the curriculum Judgement Teachers Students Subject Exports Curriculum Evaluation Team Summary and Recommendations Observation Some characteristics of Curriculum evaluation at Micro level 1. This implies arranging the content of a specific discipline of subject. 2. Micro level refers to as the 'function of Curriculum organisation'.

NSOU ? CC-ED-07 ? 157 2nd Proof • Classic Print & Procces (09-02-2022) 3. This level indicates change, development, adaptation, planning, experimen-tation, sequencing and evaluation of Curriculum at the school or institutional level. 4. Curriculum evaluation at the micro level concentrates on fulfilment of objectives related to student's needs, self-sufficiency, significance, interest, utility feasibility etc. 5. Curriculum evaluation at the micro level is very much specific and it refers to the learning expectations of the school or any educational institution regarding the prescribed subject or content areas. 5.3.4 Some issues and challenges faced in different levels of Curriculum Evaluation The ultimate indicator for an effective school is the measure of academic growth of its students. Without sufficient data, schools cannot fine-tune programs or respond to students' individual needs quickly enough to meet local, state, or national guidelines. This is a major problem with the states and the government at the centre to authorise those schools that attain a high proficiency rate of student achievement. 1. Lack of congruence between instructional practices; namely - learning objectives, contents and instructional methods as well as assessment at macro and micro levels. 2. To develop alignment between different levels of Curriculum evaluation, adequacy in teacher training and professional development is difficult to attain. 3. Identifying appropriate methods to be used for facilitating student learning at different levels is hard to find. 4. For monitoring and improving the quality of education effective use of curriculum assessment is important. This becomes further difficult when synchronisation between different levels has to be achieved. 5. Most of the time the curriculum evaluation and monitoring system at different levels lacks consistency, resulting in ineffective

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evaluation. Curriculum evaluation may be an internal activity and process conducted by the various units within the education system for their own respective purposes. These units may include National Ministries of Education, Regional Education Authorities, Institutional Supervision and Reporting Systems, Departments of Education, schools and communities. Curriculum evaluation may also be external or commissioned review processes. These may be undertaken regularly by special committees or task forces on

research-

NSOU ? CC-ED-07 ? 158 based studies of the state or the nation. All these organizations and departments examine

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effectiveness of various aspects of the curriculum and its implementation.

Presently, new developments in technology are allowing schools to use Internet- enabled assessment tools that can effectively adjust in difficulty to the individual students' ability. As electronic tests can be customized on demand, each student can be engaged and more accurate and instantaneous electronic results are acquired. This allows teachers to see quickly whether students are succeeding or falling behind. Curriculum and instruction can then be modified to address the results. Again tests can be tailored to meet national, state, district and if required local mandates. All these above mentioned processes might examine, for example, the authenticity of the sources of curriculum,

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the effectiveness of curriculum content, existing pedagogies and instructional approaches, teacher training and textbooks and instructional materials.

Keeping in view the purpose of the curriculum under consideration importance of each of these aspects is assessed singly as well as wholly. 5.3.5 Importance of curriculum evaluation Curriculum development is an ongoing and dynamic process which keeps on changing as the demand from education keeps on changing depending on societal needs. In this process, Curriculum evaluation is a method for determining the worth and effectiveness of any newly implemented curriculum which can help and decision makers take objective decision on curriculum. There are several stakeholders with interest in the results of curriculum evaluation that include subject experts, curriculum experts, parents, teachers, the community, administrators, and curriculum publishers. The most important reason behind curriculum evaluation is to improve student learning and quality of education. Let us discuss the importance of curriculum evaluation. 1. Introducing changes in subject matter or content: If curriculum experts discover that content is incompatible with objectives and new content may be introduced then curriculum evaluations become important. Curriculum experts can eliminate those contents that do not match the objectives. 2. Improving teaching: If the course has been evaluated by the students as 'confusing' or 'inadequate', it is possible the methodology was not completely correct. It is completely up to the teacher then to refine his/her teaching strategies to suit the needs of the students. For instance, the lecture method in some areas can be replaced by group discussions or seminars or vice-versa. 3. To study and analyse curriculum under implementation: The policy framers and curriculum makers may require immediate feedback on implementation of a NSOU ? CC-ED-07 ? 159 2nd Proof • Classic Print & Procces (09-02-2022) curriculum in order to make changes or amendments for effective realisation of all the pre-specified objectives. 4. To update an existing curriculum: some contents in the curriculum may become backdated with time. For excluding this obsolete ideas and practices from the curriculum evaluation of the curriculum become necessary. 5. To develop a new curriculum: whenever a new curriculum has to be developed the existing curriculum has to be evaluated objectively, so that decisions regarding new emerging requirements can be considered. As expand science, technology and information is taking place everyday, there is always the scope of introducing contemporary courses that can help the future students of universities find jobs that are in demand today. Development of a new curriculum can be taken up only after evaluating the curriculum. 6. To assess the effectiveness of a curriculum: The curriculum has both short-term and long-term objectives. When it becomes necessary to evaluate both the type of objectives curriculum evaluation is conducted. 7. To assess the effectiveness of

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student learning: The essential goal of curriculum evaluation is to ensure that the curriculum is effective in promoting improved quality of student learning. Student assessment therefore connotes assessment of student learning. Assessment of student learning has always been a powerful determiner on how and what teachers teach and is thus an important source of feedback on the appropriateness implementation of curriculum content. 8.

To provide Feedback: The outcome of the process of curriculum Evaluation provides

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feedback to students and educational programmes in order to bring about an improvement in the system.

Feedback may be collected from any stakeholder concerned with the process of curriculum development. Therefore, we may say that

93%**MATCHING BLOCK 265/392****W**

Curriculum evaluation is a necessary and important aspect of any national education system. It provides the basis for curriculum policy decisions, for feedback on continuous curriculum adjustments and processes of curriculum implementation. 5.4 Sources of curriculum evaluation

There are several sources from where meaningful information can be collected regarding evaluation of curriculum. The curriculum evaluator can collect information from the students, peer groups, teachers, educational experts, subject experts, curriculum experts, policy making community, employers and entrepreneurs, professional evaluators and even dropout sample.

NSOU ? CC-ED-07 ? 160 1. The student or the learners Curriculum can be evaluated by students, either those who have completed the course or those who are still studying.

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The learners of a particular course are the primary and most important source of information regarding how relevant

that

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intended curriculum is and how well it is being implemented. The list of the output specifications can be given to the learners who are undergoing a particular course and detailed information can be gathered in two ways. Firstly by finding out whether the learners have really achieved the intended output specifications. Secondly by finding out the perceptions of

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learners regarding the extent to which they feel they have achieved the objectives of the course. This information is more qualitative in nature as these

are

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the perceptions of students and they are of immense value from the point of view of revising a curriculum. This valuable data can be collected even from

the students have passed out. 2. Different subject experts and teachers Teachers are the artists who implement

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the curriculum in classroom. Teachers can help in curriculum mapping which is the process of content alignment in accordance with curriculum goals.

Teachers are an important source of curriculum implementation as they are considered to be most important in curriculum transaction obviously after the students. The subject experts from the discipline can also help in this regard. 3. Curriculum framers or experts The curriculum framers are in a position to provide information on the modern techniques that can be used for developing a curriculum. At present the curriculum development procedure has been updated and the output specifications are made clear in the modern and meaningful curriculum. Does

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the curriculum itself mentions what the student will be able to do at the end of the course, the conditions under which the learners will be observed, the

minimum criteria to be fulfilled and the level of acceptance of errors etc. are determined by the curriculum experts. Therefore it can be said that the contribution of the curriculum experts has become inevitable in curriculum evaluation and they act as a very good source of data for curriculum evaluation. 4. Policymakers Central board of education, State board of education, National and state council of educational research and training are some of the important institutions which play a very important role in decision making regarding curriculum development. Policymakers occupy responsible positions in these apex bodies

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by virtue of their position they are better informed about the current and important changes in government policies regarding economy,

NSOU ? CC-ED-07 ? 161 2nd Proof • Classic Print & Procces (09-02-2022) industry, agriculture, technology, science and education. All these areas have direct or indirect impact on curriculum. Inclusion or exclusion of topics in textbooks or making specific changes may be necessary due to change in government policies. The policy makers can be considered as an important source for curriculum evaluation in this regard. 5. Community or society The National and the local community can be considered as an important ground for delivering information regarding curriculum development. The products i.e. the educated or trained persons of a particular course are absorbed in the local community hence this

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can be another important source of information for curriculum evaluation. The

curriculum should take into consideration the requirements of a local committee to make it relevant and need-based. The concept of community is dynamic so revision should be based

48%**MATCHING BLOCK 276/392****SA**MEDHC 2.1 Curriculum- Principles and Planning ...
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on the needs and requirements of the community. This will help the curriculum to serve the community better and produce better balanced, socialized and responsible citizens. 6.

Stagnation status and dropouts The

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students who have dropped out of a particular course can be

considered as a valuable source of information for curriculum evaluation. Data collected from these students can throw light on those

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curricular factors that might have been responsible for their withdrawal from the course.

If necessary a diagnostic test can be administered on these dropouts to get

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(D154644155)

valuable information regarding the misconceptions generated by the present curriculum. This can help in

providing feedback that may help in improving the curriculum. Even some form of remedial curriculum can be designed from these feedbacks collected from dropout children. 7. Employees and entrepreneurs Employers' opinion can be considered as a very important source of curriculum evaluation, as they have to absorb the products or outputs of the educational system. They can

84%**MATCHING BLOCK 279/392****SA**MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

reflect the strengths and weaknesses of the curriculum. Persons who are self employed

and working

63%**MATCHING BLOCK 280/392****SA**MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

in unorganised service sector can provide valuable information regarding advantages and limitations of a particular curriculum. This information can help the curriculum

framers to develop the curriculum in a socially relevant and useful manner. All these sources have got important implication in curriculum evaluation. Therefore for developing a comprehensive and effective curriculum, information should be gathered from each of these sources in order to improve the quality of the programme under consideration. NSOU ? CC-ED-07 ? 162 5.5 Methods of curriculum evaluation Curriculum is all of the planned experiences provided by the school to assist pupils in attaining the designated learning outcomes to the best of their abilities. curriculum is defined as all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when the curriculum is implemented. This includes those activities that educators have devised for learners which are represented in the form of a written document. These activities need to be assessed through the process

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of evaluation. The term 'evaluation' generally applies to the process of making a value judgment. In education, the term 'evaluation' is used in reference to operations associated with curricula, programmes, interventions, methods of teaching and organizational factors. Evaluation

is the process of collecting data on a programme to determine its value or worth with the aim of deciding whether to adopt, reject, or revise the programme.

100%**MATCHING BLOCK 283/392****SA**Sambalpur-MA-Education-SEM-II-Curriculum Devel ...
(D156211172)

Curriculum evaluation aims to examine the impact of implemented curriculum on student (learning) achievement so that the official curriculum can be revised if necessary and to review teaching and learning processes in the classroom.

Definition given by Worthen and Sanders (1987) can be mentioned here, they stated that

89%**MATCHING BLOCK 282/392****W**

curriculum evaluation means "the formal determination of the quality, effectiveness, or value of a programme, product, project, process, objective, or curriculum." Curriculum evaluation

establishes ? Specific purposes for assessing student learning ?

100%**MATCHING BLOCK 284/392****SA**Sambalpur-MA-Education-SEM-II-Curriculum Devel ...
(D156211172)

Specific strengths and weaknesses of a curriculum and its implementation; ? Critical information for strategic changes and policy decisions; ? Inputs needed for improved learning and teaching; ? Indicators for monitoring. ?

Assesses

76%**MATCHING BLOCK 286/392****SA**MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

the distinction or value of some aspect or the whole of a curriculum. ?

A comprehensive assessment plan. ? Assessment tools and scoring procedures that are valid and reliable. Curriculum

82%**MATCHING BLOCK 285/392****W**

Programmes are evaluated to answer questions and concerns of various stakeholders or parties. General people want to know whether the curriculum implemented has achieved its aims and objectives; teachers want to know whether what they are doing in the classroom is effective; and the developer or planner wants to know how to improve the curriculum product. The scope of curriculum evaluation

includes curriculum design, learning environment, instruction process, resources and materials; used in the process

of imparting education. To find out about the adequacy along with the facility of

NSOU ? CC-ED-07 ? 163 2nd Proof • Classic Print & Procces (09-02-2022) resources required for teaching such as teaching aids, laboratories, library books and instruments can be essentially done by the process of curriculum evaluation. Curriculum evaluation process helps identify procedures for using assessment information to determine long-range and annual improvement goals. This is a method for determining the worth and effectiveness of any newly implemented curriculum or improving the existing one. Parents, teachers, the community and administrators are the several stakeholders who are interested in the results

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(D154644155)

of curriculum evaluation. Curriculum evaluation can be done by an external agency

as well as

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(D154644155)

by insiders, those who are involved in the planning and development of the curriculum. A combination of both the groups

may also work for curriculum evaluation. Objective and comprehensive evaluation can be ensured if it is done by a combined group of outsiders and insiders. Teachers, learners and curriculum framers are considered as insiders. While outsiders or External evaluators are usually brought in from outside the situation in which the curriculum is being developed. The methods of Curriculum evaluation may follow strict rules or be flexible depending on the pre-specified objectives. It may vary from a highly structured questionnaire based evaluation to a supple evaluation method based on unstructured interview. The method of collecting information can be either direct or indirect depending on the objectives of evaluation. Curriculum evaluation is based on information and data gathered from a comprehensive assessment system that is designed for accountability and committed to that all learners will achieve high grades leading to significant and sustainable improvements in teaching and student learning.

68%

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MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

When we require more qualitative descriptions of the implementation of curriculum then unstructured for structured observations can be used. But when we require quantitative data regarding various components, aspects dimensions of curriculum being designed a well constructed checklist can also be used. Similarly many other techniques can be used depending on the purpose of evaluation and the stage of evaluation. Evaluation may be done at the developmental stage or the implementation stage

of the curriculum. When curriculum evaluation is done

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at the planning stage it is mostly confined to job analysis or task analysis,

this is followed by content analysis which required

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(D154644155)

the support of formative evaluation. These exercises are usually not practiced in schools

as a result the curriculum suffers from several drawbacks. Pilot testing should be an essential step in curriculum evaluation. Defining data reporting procedures and verifying assessment tools as fair for all students and are consistent steps of Curriculum evaluation processes. Identification of NSOU ? CC-ED-07 ? 164 procedures for multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning. Therefore curriculum evaluation also define procedures for regular and clear communication about assessment results to the various internal and external publics. A well prepared curriculum should be able to accommodate an evaluation cycle even at the planning stage. In other words every phase of curriculum development should have inbuilt evaluation cycle which will strengthen the process to move further and provide necessary support to the stake holders in using data to make instructional decisions. In the next section let us discuss how evaluation of curriculum is done at different stages of curriculum development. 5.5.1 Evaluation and at the time of curriculum development Curriculum evaluation is a fundamental phase of curriculum development. The process is conducted by the evaluation team within the framework of the model. Through evaluation it is discovered whether a curriculum is fulfilling its purpose and whether students are actually learning.

73%

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MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

One of the major tasks of curriculum development is to prepare an exhaustive list of specific objectives to be achieved through curriculum. Once the list is prepared it has to undergo evaluation cycle. The list of objectives may be referred to a group of practicing teachers for their specific comments,

they may add or delete objectives if define necessary. Along with the serving teachers the list of objectives can also be sent to prospective employers, a group of prospective students, planners and administrators for their opinion. List of objectives can further be modified based on the feedback given. One important fundamental concern of curriculum evaluation is relating the

82%**MATCHING BLOCK 292/392****W**

status of curriculum contents and practices in the contexts of global, national and local demands. The achievement of the goals and aims of educational programmes is another important concern of curriculum

development process. Another major task

83%**MATCHING BLOCK 294/392****SA**MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

of evaluation exercise required during the development of a curriculum is the

selection of

75%**MATCHING BLOCK 296/392****SA**MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

instructional materials that have been prepared to achieve the objectives. These materials have to be tried out on a sample of students for their feedback on learning routes and difficulties. A field try out with a small sample is ideal in getting adequate evaluation information from a sample. This can be used for further improvement of the course materials. Data collected from the inbuilt evaluation exercises of learning material can also be used in modifying the learning material. Here curriculum material refers to all learning materials that include textbooks, self-learning text, audio and video programmes, teacher's manual, assignment questions, project work etc. Similarly the evaluation procedures can be adopted during curriculum development

for the modification based on data collected through the try-out phase.

NSOU ? CC-ED-07 ? 165 2nd Proof • Classic Print & Procces (09-02-2022) Curriculum evaluation

100%**MATCHING BLOCK 295/392****W**

provides the basis for curriculum policy decisions, for feedback on continuous curriculum adjustments and processes of curriculum implementation

therefore it

100%**MATCHING BLOCK 297/392****W**

is a necessary and important aspect of any national education system.

Curriculum evaluation is very significant for translating government education policy into educational practice. 5.5.2 Evaluation and at the time of

97%**MATCHING BLOCK 298/392****SA**MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

curriculum implementation After the curriculum has been tested and the materials are duly modified it is important that the teachers and administrators are oriented and trained for proper implementation of curriculum. To implement curriculum without introductory or supporting courses would be quite a severe risk, it may lead to the use of new materials in unsatisfactory ways. Training of the personnel involved and provisions of all necessary facilities and resources are essential for successful implementation of any curriculum. Evaluation is necessary at the time when curriculum is implemented as well as each of the

stages of the course development.

77%**MATCHING BLOCK 299/392****SA**MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

The purpose of evaluation at this stage is two fold a) To find out the areas of support needed for effective implementation of the curriculum in schools. b) To control the quality of the product i.e. the educated person at the end of the course. Important information to be collected at this stage includes All aspects of curriculum according to the curriculum planning need to be studies in order to identify the missing features of the curriculum being implemented in the schools. A Checklist which gives all the features of the objectives and content of the curriculum, students entry behaviour or the characteristics necessary to begin the teaching learning process, teachers characteristics necessary for implementing the curriculum,

95%**MATCHING BLOCK 300/392****SA**MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

the basic assumptions regarding how teaching and learning should take place

so that active participation of every student can be ensured, additional teaching learning

89%**MATCHING BLOCK 309/392****SA**MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

materials required to implement the curriculum, organisation of the curriculum with respect to time requirements and the order in which the activities and materials are to be processed, methods of implementation of curriculum and evaluation of students performance can be used to assess the discrepancies or gaps in the implementation of different aspects of curriculum. i) Effectiveness of the curriculum :

The crucial question in determining the effectiveness of curriculum is to determine the extent to which the students attain the standards or achieve the objectives as decided already in the phase of curriculum NSOU ? CC-ED-07 ? 166 planning. Thus the effectiveness of curriculum reveals whether curriculum is able to achieve the preset objectives as determined by the social system. But practically speaking all students cannot achieve all the objectives of the content of subject matter. Therefore it is important to find out whether the minimum expected number of students achieves the minimum specified number of objectives according to the criteria. The criteria of judging the effectiveness of a programme should provide feedback from the employers and also the students who have passed through the same curriculum. Another thing that needs to be mentioned here is that effectiveness offer programme may also be relative i.e. whether the new curriculum is more effective than the previous one can be most appropriately determined only by a series study. ii) Acceptability of the programme : In addition to assessing the effectiveness of the curriculum it is important to assess its acceptability. Acceptability here means whether the people involved in implementing the curriculum for example teachers, administrators etc. like the programme or not. The perceptions of students, teachers, supervisors, administrators of the school and other educational institutions should be referred to get an insight into the acceptability of the programme. iii) Efficiency of the programme : Efficiency of curriculum implies whether the curriculum is able to achieve the pre-specified objectives used in the most economic way in terms of cost, time, labour or energy. An effective curriculum ensures that the predetermined objectives are achieved irrespective of the amount of time for money spent. Effective and efficient curriculum will ensure that objectives are achieved with minimum resources efforts and finance. Efficiency indicates the ratio between output and the input of energy and resources. It is very easy to calculate efficiency of any machine as it gives result in absolute quantities. But determining programme efficiency is not that easy in case of any social system like education. Valid assessment of an educational programme is indeed extremely difficult. Controlled experiments can be of great help here but again it is not easy to control the significant variables. Nevertheless, it is important to assess the programme efficiency by comparing to other programmes in the light of achieved results or effects. Whether a programme is efficient enough can be judged by finding out if the outcome of the programme is justified to the expenditure incurred for all the total resources. Again the programme should be more efficient than the previous existing programme without any wastage of student time, teacher time or material resource. No equipment or personnel should remain under-utilized and there should be adequate scope for a programme to improve by enhancing its efficiency.

NSOU ? CC-ED-07 ? 167 2nd Proof • Classic Print & Procces (09-02-2022) 5.5.3 Tools for effective Curriculum Evaluation The instruments commonly used in curriculum evaluation are Questionnaires and Checklists, interviews, observations, tests, survey and online feedback. Questionnaires and Checklists Questionnaire and checklist are useful data collection tools. Questionnaires and checklists can collect data anonymously so lots of information from people can be collected in a non-threatening way. These tools

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are relatively inexpensive to administer. Since data collected is quantitative, it is easy to compare and analyse and can be administered to many people. It is also easy to design as there are many sample questionnaires already in existence.

Massive amount of data can be obtained; however, the information obtained may be to some extent non-accurate as it depends on truthfulness of subjects who respond to the questions. Interviews

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The person asking the questions is called the interviewer while the person giving answers to the questions is called the interviewee. Interviews are used when one wants to understand someone's

individual opinion and

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experiences, or learn more about their answers to questionnaires. There are two general types of interviews depending on the extent to which the responses required are unstructured or structured. In an unstructured interview, the interviewer does not follow a rigid script and there is a great deal of flexibility in the responses.

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The advantage of the unstructured interview is that it allows the evaluator to gather a variety of information, especially in relation to the interviewee's knowledge, beliefs or feelings toward a particular situation. In a structured interview, the questions asked usually require very specific responses.

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Evaluators should ensure that each question is relevant for its intended purpose. In the end, the data must be translated into a form that can be analysed and this has to be done carefully to preserve accuracy and to maintain the sense of the data. The advantage of interviews is that it can get a full range and depth of information;

however, interview can take much time, can be hard to analyze and compare, can be costly and interviewer can bias client's responses. Observations Observation may act as an important technique

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to gather accurate information about how a programme actually operates.

Observation may be participant or non- participant. So information may be collected from groups who are direct beneficiaries of the curriculum and also those who are formulating the programme for implementation.

NSOU ? CC-ED-07 ? 168 Survey For conducting curriculum evaluation effectively through survey, Questionnaires and Checklists can be used carefully to review the proposed or ongoing curriculum programme in order to determine whether the stated learning objectives adequately prepare students with the knowledge and skill required to be successful in the programme field. Online feedback and other Documents Nowadays online feedback has become very important source for collecting feedback of curriculum from different stakeholders. Feedback forms should be judiciously prepared and mailed. One may collect huge information regarding the curriculum programme within a very short time. Again when we want review and feedback of how a programme operates without interrupting the programme; we can review the memos, minutes, etc to get comprehensive information about the implementation of the programme. The assessment and feedback thus provided is important for the programme approval process conducted by the Department. Any recommendations for change should be made before final approval is granted. Traditionally, the state governments also follow the NCF in revising their respective school curriculum through the participation of the State Councils of Educational Research and Training (SCERT), which draw up the State Curriculum Frameworks (SCF). Significantly, the NEP also states that elements such as knowledge from ancient India “will be incorporated in an accurate and scientific manner throughout the school curriculum wherever relevant” and that “Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity, conservation”. The 12-member National Steering Committee will be headed by former ISRO chief K Kasturirangan, who also headed the drafting committee of the National Education Policy (NEP) 2020. The document, known as the National Curriculum Framework (NCF), was last prepared in 2005 under the UPA government, and before that, it was revised in 1975, 1988 and 2000. This committee is set for drafting the broad guidelines for making revisions in the curriculum. (The Indian Express, New Delhi, September 22, 2021) 5.6 Summary In this unit we have discussed various definitions of curriculum evaluation as well as important areas that comes under this process. Identification of important sources for curriculum evaluation, different objectives of curriculum evaluation the steps of conducting

NSOU ? CC-ED-07 ? 169 2nd Proof • Classic Print & Procces (09-02-2022) curriculum evaluation, numerous challenges faced in the process of curriculum evaluation and discuss in detail in this unit. Role of students’ subject experts and teachers in curriculum evaluation has been discussed here. Curriculum evaluation is conducted both at the micro and macro level. This section takes into consideration both the levels of curriculum evaluation with diagrammatic representation of the processes. The process of curriculum evaluation with special focus on each and every stage is elaborated here. Curriculum evaluation required various types of tools this section has also describe in detail the different tools used in the process. 5.7 Self-Assessment Questions 1. Define curriculum evaluation. 2. Identify important areas for curriculum evaluation. 3. Identify important sources of curriculum evaluation. 4. Outline the challenges faced in different levels of curriculum evaluation 5. Mention the objectives of curriculum evaluation 6. Mention the Tools of curriculum evaluation 7. Describe briefly the steps in conducting a curriculum evaluation 8. Justify the significance of curriculum evaluation at micro & macro level 9. Discuss the significance of curriculum evaluation. 10. Outline the role of students as an important source of curriculum evaluation. 11. Describe the role of subject experts and teachers as an important source of curriculum evaluation. 12. How do employees and entrepreneurs serve as important source of curriculum evaluation? 13. Describe the process curriculum evaluation 14. Outline the process of Evaluation during curriculum implementation 15. Describe the process of Evaluation during curriculum implementation. 16. Describe briefly the Tools for effective Curriculum Evaluation. 17. Describe the process of online feedback. 18. Write short notes on questionnaire as a tool for effective Curriculum Evaluation.

NSOU ? CC-ED-07 ? 170 5.8 References Curriculum planning Block1 ES-331 Curriculum & Instruction <http://egyankosh.ac.in/bitstream/123456789/46850/1/Unit-4.pdf> Gay, L. R., & Gay, L. R. (1985). Educational evaluation and measurement: Competencies for analysis and application. Columbus: C.E. Merrill Pub. Co. González, J., Wagenaar, R. (eds.): Tuning Educational Structures in Europe. University of Deusto, Bilbao (2003) 10. Edwards, M., Sánchez-Ruiz, L.M., Sánchez-Díaz, C.: Achieving competence-based curriculum 82 M. Ciesielkiewicz et al. MC Neil, J (1997). Curriculum: A Comprehensive Introduction. Boston: Little, Brown. Oliva, Peter F. Developing the Curriculum. Longman, 2001. Ornstein, Allan C., and Francis P. Hunkins. Curriculum: Foundations, Principles, and Issues. 2009. 7. Scriven, M. Evaluation Thesaurus. Newbury Park, Calif. : Sage Publications, c1991.; 4th ed., 1991. Ornstein and Hunkins (1998)

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Boston, MA: Allyn & Bacon. Olivia, P.(1988). Developing the Curriculum. Scott, Foresman/Little, Brown College Division.
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 UNIT 6 ????? Recent Trends in Curriculum Structure 6.1 Objectives 6.2 Introduction 6.3 Curriculum Development Approaches \ Approaches to Curriculum Change 6.3.1 The Administrative approach 6.3.2 The Grassroots Approach 6.3.3 The Deductive approach of Curriculum 6.4 Curriculum Trends in The 21 st Century – NCF 2000 & 2005 6.4.1 Introduction to

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Curriculum Framework 6.4.2 Fundamental Elements of Curriculum Framework 6.4.3 Key Principles of the Curriculum Framework 6.4.4 Importance of Curriculum

Framework 6.4.5 National

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Curriculum Framework 2000 6.4.6 National Curriculum Framework 2005 6.5 Choice Based Credit System (CBCS) 6.6

Summary 6.7 Self-Assessment Questions 6.8 References 6.1 Objectives After going through the sub units the students will be able to: ? Explain the different approaches of curriculum development; ? Explain the background for National Curriculum Frameworks in India; ? Understand the aims and objectives of National Curriculum Framework 2000; ? Describe the major contents of the National Curriculum Framework 2005; ? Evaluate the recommendations of National Curriculum Framework 2005; ? Explain the rationale of CBCS; ? Mention the Characteristics of Choice Based Credit System; ? Describe the Methods of examination and assessment in CBCS; ? Describe the Methods of computation of SGPA and CGPA; ? Justify the significance of Role of teachers in CBCS;
 NSOU ? CC-ED-07 ? 172 6.2 Introduction In the previous units we have discussed meaning, nature and scope of curriculum. Determinants and factors influencing curriculum has also been discussed. the relevance and significance of curricular and co-curricular activities have been elaborated. In the second unit we have already discussed the bases of curriculum namely philosophical sociological and psychological. major approaches to curriculum subject centred, broad fields approach and humanistic approach have been introduced and explained. the process of curriculum development has also been highlighted. Curriculum transaction and curriculum evaluation, as a continuous process has been considered in the third unit. basic considerations in curriculum planning and stages for planning of curriculum development (system approach in curriculum development) is also explained. The Dimensions of curriculum have been discussed in the fourth unit, components and sources of curriculum design along with the theories of curriculum development is discussed here. In the fifth unit we discussed concept and objectives of curriculum evaluation. This unit also take into consideration the sources and methods of curriculum evaluation at both marco and micro level. In this unit, we will discuss different approaches of curriculum development, describe the grassroot approach and administrative approach of curriculum development. The background for National Curriculum Frameworks in India will be discussed elaboratively. The basic guidelines, aims and objectives and the major contents of the National Curriculum Framework 2000 will be described in this section. the recommendations of National Curriculum Framework 2005 along with the major challenges of implementation of National Curriculum Framework 2005 will be discussed here. The last topic of this unit is choice based credit system. Meaning of the term CBCS, objectives, rationale, process of evaluation under CBCS etc. are discussed in this subunit. This unit establishes the fact that curriculum development is an ongoing process and revision takes place in a regular fashion. The pace of change is varying from ancient to modernity because of the technological innovation, social innovation and cultural diffusion. Explosion of knowledge, aspiration and social needs and demands always works as the factors of change for curriculum development. 6.3 Curriculum Development Approaches/ Approaches to Curriculum Education is not just teaching the prescribed content or syllabus but opening the mind of the learner to multiple possibilities, learning life skills and preparation

NSOU ? CC-ED-07 ? 173 2nd Proof • Classic Print & Procces (09-02-2022) for being entrepreneurial, in every walk of life is the need of the hour. The future is individual learning and customized consumption which require a dynamic change in teacher-student relationship. Textbooks and all teaching learning materials should be more aligned to the application of knowledge rather than assessment of retention. Flexible learning methods with focus on imparting life skills, student centric learning methods and use of technology are the new considerations of modern education. Curriculum across the world should undergo time to time revisions to cope with the newly emerged socio-economic demand of any country. 21st century curriculum is about giving the learners the skills they need to succeed in this new emerging world, and helping them grow the confidence to practice those skills. With so much readily available information, 21st century education need to focus more on sharing and using information in smart ways. The Process of Curriculum Development in general could mean the preparation of an entirely new curriculum or curriculum construction, can also revise or upgrade the existing curriculum i.e. curriculum improvement. Curriculum development has been holding a key position in education because it relates to determining the direction, content, and educational processes that ultimately determine the quality of an educational institution. That's why efficiency, position, role and purpose of every institution of education, both formal and non formal education depends on the process of curriculum development. In this section different approach to curriculum development has been discussed.

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MEDHC 2.1 Curriculum- Principles and Planning ...
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The traditional approaches to curriculum change may be classified under three specific categories: 1. The Administrative approach 2. The

Grassroots approach 3. he Deductive approach of Curriculum 6.3.1 The Administrative approach: This is the oldest and most widely used approach of curriculum development. Curriculum development ideas come from the administrators of education who uses and determines

83%

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Sambalpur-MA-Education-SEM-II-Curriculum Devel ...
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administrative procedures. Furthermore, administrators formed Task Team consisting of education experts, curriculum experts, discipline experts

from universities, and senior teachers, which is held responsible for formulating the actual curriculum. The operational concepts are outlined and the basic policies are established by the steering team; such as formulating goals for operations, selecting the sequence of materials, selecting and evaluating learning strategies, and formulate guidelines for the implementation of curriculum for teachers. In doing so, the required monitoring, supervision and guidance is conducted by the administrators.

NSOU ? CC-ED-07 ? 174 In this approach the head of the institution or superintendent of schools or any other school administrator

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MEDHC 2.1 Curriculum- Principles and Planning ...
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makes the first move when he realises the need for curriculum development and sets up

the machinery to make the required revisions. The head of the institution arranges for faculty meetings in which the need for curriculum revision and improvement is presented. After this a steering committee is appointed consisting of administrative officers and teachers. Now this committee is responsible for formulating general plans, developing guiding principles and preparing assessment of general objectives. These objectives should cover the entire School system and formulations become the curriculum development manual. In addition to this, steering committee works out different plans and programs for training of teachers in the revised curriculum. It also determines the number and kind of consultants to be required and the types of activities to be used to familiarise the pictures with the theory and practice of Curriculum building to provide a proper setup regarding forming committee for production. This committee will consist of teachers who will prepare a new course of study following objectives and guiding principles already laid down by the steering committee. When the courses of study are completed, the courses are reviewed either by the steering committee or any special committee created specifically to serve this purpose. Following this the courses of study are finally tried out and implemented. Taba

76%**MATCHING BLOCK 313/392****W**

was of the opinion that the Tyler model was based on an administrative

approach of Curriculum development. Tyler, Saylor, Alexander, and Lewis are the main proponents of this approach to Curriculum, who plan to

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begin by specifying the major educational goals and specific objectives they wish to

be accomplished. Galen Saylor and his associates (1981) adopt an administrative approach to curriculum development. They describe and analyze curriculum plans in terms of the relations of ends and means, the

81%**MATCHING BLOCK 318/392****SA**

Sambalpur-MA-Education-SEM-II-Curriculum Devel ...
(D156211172)

attention to pertinent facts and data, and the flow of activities or procedures from beginning to

end.

NSOU ? CC-ED-07 ? 175 2nd Proof • Classic Print & Procces (09-02-2022) Diagram : The administrative approach to curriculum design by Saylor, Alexander, and Lewis Curriculum design- Decisions made

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by curriculum planners about a curriculum, its content organisation and appropriate learning experienecs Curriculum implementation - Decisions regarding instruction by teachers. Various

experiences

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are included in the curriculum plan so that teachers have options Curriculum Evaluation - Decisions assessing the effectiveness of the curriculum and the teachers Feedback and

adjustments Goals, objectives and domains - Each major goal depicts a curriculum domain External Forces : These are the guidelines given by the state, legal demands, data based on research findings, guidelines formulated by professional associations etc. These sources are considered as the external variables and act as most important sources for specifying the Goals, objectives and Domains of Curriculum development. Another important source for determining the goals and objectives are the bases of curriculum development, these are society, learners and knowledge. Goals & Objectives : These are statements that specifically mention the purpose of the curriculum development process in terms of the terminal behaviour of the target group or the students. The two important determiners of goals and objectives are the external forces and the bases of curriculum. Curriculum Designing : Decisions regarding the curriculum design are made by the responsible curriculum planning groups for a particular educational centre. Various prior decisions by political and social agencies may limit the final designs.

NSOU ? CC-ED-07 ? 176 Curriculum Implementation : Decisions as to instructional modes made by responsible teachers which is a significant part of curriculum implementation. The curriculum plan includes alternative modes with suggestions as to resources, media, and organization, thus encouraging flexibility and more freedom for the teachers and students. Curriculum Evaluation : Decisions as to evaluative procedures for determining learner progress made by the responsible teachers helps in decision making for evaluating the curriculum. Plans are made by the responsible planning group. Evaluative data become bases for decision making in further planning. Feedback : After evaluation of the curriculum, feedback becomes necessary to do the required adjustments in the curriculum. 6.3.2 The Grassroots Approach The proponents of this approach claim that the seed for development emerges from the actual site of action, the classroom. The pressure or demand comes from the teachers and the learners who have immediate experience and access to the day- to-day factors influencing the effectiveness of the existing curriculum. In this case, the curriculum can be seen as the consequence of a deliberate collaborative enterprise involving the teachers, the learners, the subject matter, and the situational context or environment. Here, the teachers and learners are recognised as the actual creators of the curriculum and the system of education can be viewed as a democratic set-up. This is a comprehensive and community-wide approach.

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It embraces not only teachers but also students, parents and

all other stakeholders and members of the community. Some general prepositions of grassroots approach Teachers should take part in shipping the goals to be attained. Active role of the teacher

93%

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MEDHC 2.1 Curriculum- Principles and Planning ...
(D154644155)

in defining and solving the problems to be encountered and judging and evaluating the results

is desired, along with this teacher's wholesome participation in curriculum change should be ensured. The grassroots procedure begins with the individual school member home and it's

89%

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MEDHC 2.1 Curriculum- Principles and Planning ...
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school is encouraged to work as a unit in the development of a new

curriculum or programme. This

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approach to curriculum development was proposed by Hilda Taba in her book Curriculum

and Development: Theory and Practice 1962. It is

78%

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an inductive approach to curriculum development, starting with specifics and building up to a general design.

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She claimed that there was a definite order in creating a curriculum

and she took a grass-roots

85%**MATCHING BLOCK 327/392****SA**

2019, CFP3749, 1.pdf (D54921545)

approach to curriculum development. She believed that the curriculum should be designed by the teachers rather than handed down by

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higher authority. Further, she felt that teachers should begin the process by creating teaching-learning units for their students in their schools

rather initially in creating a general

curriculum design. She also believed that teachers who teach the curriculum should actively participate in the process of development. She mentioned seven major steps in her model based on Grass root approach

66%**MATCHING BLOCK 326/392****W**

in which teachers would have major input. 1. Diagnosis of need : The teacher is considered as the curriculum designer.

Her task starts with identification of

67%**MATCHING BLOCK 329/392****SA**

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the needs of the learners for whom the curriculum is planned. One significant function of the teacher

is to develop the ability of critical thinking among the students. 2. Formulation of objectives : At this stage the teacher has already identified the needs of the learners that need to be addressed. Therefore, teacher can list the specific objectives that need to be accomplished. 3. Selection of content : On the basis of pre-specified objectives the subject matter or content of the curriculum is chosen. There should be a match between the objectives and content as well as the validity and significance of the subject matter based on chosen needs is also to be determined. The relevance and significance of the content should also be justified. 4. Organisation of the content : Selection of the content based on pre- specified objectives is not enough therefore the teacher should also consider the maturity of the learners their academic achievement and interests. Based on these factors the teacher will organise the content in a specific sequence. 5. Selection of learning experiences : contents finally selected must be presented to the learners in such a way so that all the learners are engage with the content. The instructional methods that will ensure students participation and involvement with the content is selected by the teacher at this point. 6. Organisation of learning activities : The learning activities also need to be organised and sequenced in a specific order like the content. Most of the time

65%**MATCHING BLOCK 328/392****W**

sequence of the learning activities is determined by the content. So the teacher needs to relate the need of the particular students

to the content to be delivered. 7. Evaluation : At this stage curriculum planner should determine the extent of accomplishment of objectives. Suitable evaluation tools and techniques need to be designed to assess the terminal behaviour or learning outcomes of students. This curriculum Development approach is the opposite of the first model. Curriculum development initiatives and effort will start from the teachers or the

NSOU ? CC-ED-07 ? 178 school and not from any external authority. The first model of curriculum development emphasises the management systems used in education, so curriculum is centralized, while grass roots approach suggested a decentralized education system. Development or improvement can be related to a curriculum component, one or several fields of study or the entire field of study and all components of the curriculum. When conditions are allowed, in terms of the ability of teachers, facilities and materials costs, literature, grassroots approach to curriculum development seems to be better. This was based on the consideration that the teacher is the planner, executor, and also she is best to know the needs of her class, therefore she is the most competent person to implement the curriculum for the class. 6.3.3 The Deductive approach of

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Curriculum Planning and Development CFP3010 - ...
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Curriculum The Oliva Model is a deductive model that offers a faculty a process for the complete development of a curriculum. Oliva recognized the needs of students in particular communities are not always the same as the general needs of students throughout our society. In this approach a faculty can fashion a plan for the curriculum of an area and design ways in which it will be carried out through

the period of instruction. According to Oliva, a model curriculum should be simple, comprehensive and systematic. Following this approach, a faculty can focus on the curricular components to make decisions regarding the programme and also allow teachers to concentrate on the instructional components.

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Curriculum development model is composed of many components, namely - Philosophical formulation, target, mission and vision of

the institution,

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Analysis of the needs of the community where the school is located, general purpose and special purpose

curriculum,

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Organizing the design and implement curriculum, Describe the curriculum in the form of the formulation of general objectives and specific learning, Define the learning strategy, Preliminary studies on possible strategies or assessment techniques to be used, Implement the learning strategy and Evaluation of learning and curriculum evaluation. 6.4

Curriculum Trends in the 21 st Century – NCF 2000 & 2005 6.4.1 Introduction to Curriculum Framework Curriculum is a dynamic concept as the changes that occur in society brings changes in curriculum too.

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Sambalpur-MA-Education-SEM-II-Curriculum Devel ...
(D156211172)

In the early years of 20th century, the traditional concept of

education viewed curriculum in a narrow sense and described curriculum as a
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body of subjects or subject matter prepared by the teachers for the students to learn. It was synonymous to the "course of study" and "syllabus"

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to be taught in school. In a broader sense, it refers to the total learning experiences of individuals not only in schools but in society as well.

So, modern

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curriculum is defined as the total learning experiences of the individual.

So

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listing of school subjects, syllabi, course of study, and list of courses or specific discipline definitely do not make a curriculum;

curriculum is something more than this, having some added value. During the ancient times, people taught their children how to catch fish or hunt animals for food in order to develop knowledge and skills necessary to survive. At that time there was no formal education but they already had a curriculum which other educators call as, 'the saber-tooth curriculum'. This type of curriculum refers to a kind of curriculum that existed during the ancient times in which the purpose of teaching was to prepare for survival. However, gradually with discoveries and inventions, ancient people's way of life changed for the better. Consequently education became formal and the process of curriculum development evolved as systematic, planned, purposeful and progressive venture. Curriculum development cannot be complete unless the curriculum is implemented and put into action. Careful attention must be paid to issues of implementation. The curriculum developer must ensure that sufficient resources, political and financial support, and administrative strategies have been developed to successfully implement the curriculum. It is the combined efforts of the learner, the teacher and other stakeholders in ensuring effective execution of the curriculum document. It has been often observed in many countries, that lofty policies are formulated and inadequately implemented, for a variety of reasons. Here comes the need of an appropriate Curriculum Framework. Pre-specifying learning objectives, determining

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the bases for the choice of objectives, comparing the learners' needs and interests with the needs of the society,

choice of methodology, organization of the content and formulating evaluation strategy; all these decisions are taken in the curriculum framework. NCERT developed NCF in 1975 following the recommendations of Education Policy on 1968. In 1976, the constitution was amended to include education in the concurrent list, and in 1986 India had a National Policy on Education (NPE-1986) which envisions National Curriculum Framework, for the first time as a means of modernising education. NPE-1986 emphasised a relevant, flexible and learner-centred curriculum as a means for developing

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a national system of education capable of responding to India's geographical and cultural

diversity. In 1988, NCERT prepared the National Curriculum Framework for school education based on the recommendations of Educational Policy of 1986. Later, it was felt that curriculum needs to be flexible and relevant to meet the needs of

NSOU ? CC-ED-07 ? 180 diverse learners and issues of curriculum load and examinations stress needed attention. Consequently, National Curriculum Framework was reviewed in the year 2000 and then it was revised in 2005, which is known as the National Curriculum Framework 2005. CONCEPT AND MEANING OF CURRICULUM FRAMEWORK A curriculum framework

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is 'a document' or set of documents that sets standards for curriculum and provides the context i.e. available resources, capabilities of teachers and system support; in which subject specialists develop

syllabus. It

is usually a single document which is supplemented by other materials to guide the implementation of specific parts of the

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framework. Curriculum framework is a proposal that interprets educational aims, considering both individual and society, to arrive at an understanding of the kinds of learning experiences schools must provide to

students so that individual development of the child will lead to social development. Selection of content and learning experience for the curriculum frame work may

depend on the nature of knowledge, the learners' characteristics as well as the learning process. A curriculum framework should also take into consideration whether the choice of methodology is in accordance with accepted teaching-

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MEDHC 2.1 Curriculum- Principles and Planning ... (D154644155)

learning principles. Curriculum Framework is one of the most important instruments in ensuring consistency, effectiveness and quality in

an educational system; hence it should include the fundamental assumptions and basis of choice for experiences. Ideally curriculum framework should give detailed specification or guidance by providing year-wise breakup of

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subject or learning area, addressing the requirements of the school system,

along with need of individual schools and the classroom as per geographical location. These frameworks may be developed by the central government, state government and rarely by local authorities; but coordination between different levels is always desired. In any country the focus of curriculum remains with the school but it goes without saying that the other levels of education are also covered in this framework. Depending on the area of coverage curriculum frameworks may be international, national and state level. 6.4.2 Fundamental Elements of Curriculum Framework 1. Constitutional provisions regarding education It is based on the constitutional provisions of the nation if it is a national curriculum framework.

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Educational Policy Statements describes the Government's goals for education, such as universal literacy and numeracy, the development of skills needed for economic prosperity and the creation of a stable and tolerant society;

these goals are expected to be achieved through curriculum framework.

NSOU ? CC-ED-07 ? 181 2nd Proof • Classic Print & Procces (09-02-2022) 2. Statement of broad learning objectives and outcomes This is a document that states the

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broad Learning Objectives and Outcomes to be achieved at each level. It describes what students should know and be able to do when they complete their school education. Outcomes are mentioned in a range of domains, including knowledge, understanding, skills and competencies, values and attitudes. 3.

Present

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context It describes the social and economic environment in which educational policy is

formulated. This document also describes the environment or the contextual background where teaching-learning will take place. The

62%**MATCHING BLOCK 347/392****W**

Structure of the Education System, more specifically the school system is described where the curriculum framework is to be applied. 4.

Structure of educational system A complete structure is specified mentioning the number of years of schooling, number of weeks available per year, hours or

94%**MATCHING BLOCK 348/392****W**

teaching periods in the school week, structure of curriculum content, learning areas and subjects. It also describes the organization of content within the framework and the extent to which schools and students can make choices. 5.

Resources required for implementation The desired standards to be achieved and resources required are also mentioned in curriculum framework. Resources include Teachers (qualifications, teaching load), Students, Teaching-learning materials (textbooks, computers, other equipments), facilities (classrooms, library, laboratory, furniture, fittings). 6.

84%**MATCHING BLOCK 350/392****W**

Structure of curriculum content, learning areas and subjects It describes the organisation of

subjects within the framework and it also offers the options for choice of learning areas, so that the students get some flexibility in choice of subject content. 7. Teaching techniques and strategies

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Teaching methodology describes various teaching approaches that might be employed in the implementation of the framework.

Flexibility due to individual difference of students is allowed.

NSOU ? CC-ED-07 ? 182 8. Assessment strategies undertaken

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Assessing the extent to which students achieve the outcomes in each subject.

Curriculum framework prescribes types of assessment strategies - such as written or oral performance and practical skills demonstration. Evaluation is done on the basis of pre-specified objectives and students' achievement is duly assessed and reported. 6.4.3 Key Principles of the Curriculum Framework The Curriculum framework works on the basis of some vital principles. These principles guide schools and other educational institutions in planning and running the whole educational programme. The principles are as follows - a) Principle of comprehensiveness Curriculum

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encompasses the learning environment, teaching methods, the resources provided for learning, the systems of assessment, the school methods and the ways in which students and staffs behave towards one another. All of these provide experiences from which student learn meaningfully, purposefully and joyfully. Particular attention is required to ensure that there is congruence between the various dimensions of curriculum.

b) Principle of balance and integration There should be a proper balance between segments of the curriculum and the whole curriculum. Students need experience to build patterns of interconnectedness, that will help them realise the value of own lives in the greater society. Education to become effective should enable

100%**MATCHING BLOCK 354/392****W**

students to make connections between ideas, people and things, and to relate local, national and global events and phenomena. It encourages students to see various forms of knowledge as related and forming part of a larger whole.

Hence there should be balance and integration within the curriculum. c) Principle of sharing

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and collaboration Education is the shared responsibility of students, teachers, parents and the community. Successful implementation of the framework requires a collaborative approach to planning by all concerned stakeholders. Then only students' achievement of the intended outcomes

will be possible. d) Principle of inclusivity Curriculum framework is intended to include all students in Indian schools. Inclusivity means providing opportunities to all groups of students, irrespective of NSOU ? CC-ED-07 ? 183 2nd Proof • Classic Print & Procces (09-02-2022)

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educational setting, with access to a wide and empowering range of knowledge, skills and values.

Keeping in mind the geographical and social diversity the curriculum framework should attempt to bring all students of the nation together under one umbrella. e) Principle of flexibility The curriculum must be flexible and

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adaptable to the particular needs of different schools and communities. It must also be responsive to social and technological change and meet student's needs arising from that change. Effective use of new technologies as tools for learning

process should be encouraged. This kind of flexibility and openness is utmost required for education in the twenty first century. f) Principle of joyful learning Curriculum framework in any country should develop each learner's unique potential, which includes child's

93%**MATCHING BLOCK 358/392****W**

physical, emotional, aesthetic, spiritual, intellectual, moral and social aspects. Respect and concern for others and their rights, resulting in sensitivity and concern for the well-being of others, respect for others

should also be emphasises. With this the focus in any frame work is promotion of students' enjoyment of learning and achieving excellence in learning. g) Holistic principle Curriculum should have a holistic outlook. Special attention is paid for development of

93%**MATCHING BLOCK 359/392****W**

vital skills as literacy, numeracy and social cooperation, and the need to integrate knowledge, skills and values across all learning areas. Therefore, the

framework should provide a complete coverage of

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knowledge, skills and values, essential for the education of students.

h) Dynamic principle

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As the society and the social needs change from time to time there is need for revision of curriculum. No single curriculum is suitable for all the time. The curriculum has to change in accordance with the change in individual growth, scientific process, technological innovation and social advancement.

i) Principle of assessment and evaluation Traditional examination or measurement of students' performance is replaced by evaluation. The old system was concerned with the results only, presently evaluation is also concerned with the results but with reference to pre-specified aims and objectives. Curriculum framework should balance between the goals and aims and evaluation strategies.

NSOU ? CC-ED-07 ? 184 6.4.4 Importance of Curriculum Framework Curriculum framework defines the learning content clearly. It helps to understand what the student should know and be able to do. Thus is a very significant mechanism to achieve the desired goals of education.

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MEDHC 2.1 Curriculum- Principles and Planning ...
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Curriculum development has a broad scope because it is not only about the school, the learners and the teachers. It is also about the development of a society in general. In this age of knowledge explosion, curriculum development plays a vital role in development of a country. Curriculum

framework provides answers or solutions to the world's pressing conditions and problems, such as environment, politics, socio- economics, and other issues on poverty and sustainable development.

A country's economy can improve the people's way of life. Curriculum is the most effective tool for this. In order to fulfil this, curriculum experts or specialists should work hand in hand with the lawmakers, the local government officials, such as governors, mayors, and others; the business communities; and all stakeholders to set the rules and policies for educational reforms in the most desirable manner. 6.4.5 National Curriculum Framework 2000 In 1986 for the first time India had a National Policy on Education, which visualised National Curriculum Framework as a means of modernising education. The Policy proposed a national framework of curriculum as a means of evolving a national system of education. A relevant, flexible and learner-centred curriculum was recommended in this national policy and the NCERT (National Council for Education Research and Training) was entrusted with the responsibility of developing the National Curriculum Framework and reviewing the framework at regular intervals. NCERT in continuation of its curriculum-related work carried out studies and consultations and had drafted a curriculum framework as a part of its activity. This exercise aimed at making school education comparable and uniform across the country in qualitative terms and also at making it a means of ensuring national integration without compromising on the country's pluralistic character. Based on such experience, the council's work culminated in the 'National Curriculum Framework for School Education, 1988'. However, after the implementation of NCF, courses of studies and text books changed rapidly which resulted in an increase in 'curricular load' and made learning at school a source of stress for young minds and bodies during their formative years of childhood and adolescence. This issue was addressed in 'Learning Without Burden, 1993', the report of the committee under the

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In spite of the recommendations of the NPE, 1986 to identify competencies and values to be nurtured at different stages, school education came up be more and more examination oriented based on information- loaded

teaching-learning materials. In 1988 NCERT prepared the National Curriculum Framework for school education based on the recommendations of NPE 1986. At this time it was felt that curriculum needs to be flexible and relevant to meet the needs of diverse learners and at the same time, issues of curriculum load and examinations stress needed urgent attention. Despite the mandate of the policy, NCF1988 could not be reviewed for twelve long years. It was revised in 2000 and 'National Curriculum Framework for School Education 2000' was formulated. Major Concerns of NCF 2000 ? To enrich the curriculum so that it goes beyond textbooks. ?

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To shift learning from rote method. ? To integrate examination into classroom learning and make it more flexible. ? To make learning a joyful experience and move away from textbooks to

remove stress of

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children it recommended major changes in the design of syllabus. ?

Connecting knowledge to life outside the school. ?

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To develop a sense of self-reliance and dignity of the individual as the basis of social relationship and would develop a sense of nonviolence and oneness across the society. ? To develop a child centred approach and to promote universal enrolment and retention up to the age of 14. ?

To inculcate the feeling of oneness, democracy and unity in the students the curriculum is enabled to strengthen our national identity of the country. Curricular concerns Building cohesion by reinforcing distinctions is one of the major curricular concerns. About 18 different concerns are listed and discussed elaborately. The first among these is termed 'Education for a cohesive society'. This is an important section as it outlines the perspectives for handling a variety of educational discriminations – gender, caste, physical, etc. Indian society is characterised by various kinds of biases and imbalances such as rural/urban, rich/poor, and differences on the basis of caste, religion, ideology, gender, etc. Education can play a very significant role in minimising and eliminating these differences by providing equality of access

NSOU ? CC-ED-07 ? 186 to quality education and opportunity (NCERT 2000). This equality is to be achieved in two ways, by ensuring that each person receives suitable education and through suitable methods. Secondly, by developing a curriculum that promotes the awareness of inherent equality of all. It proposed on the one hand to remove all gender discrimination and gender bias in school curriculum, textbooks and the process of transaction. It is stated with equal emphasis that 'it will be the most appropriate thing to recognise and nurture the best features of each gender in the best Indian tradition.' (NCERT 2000) In other words, what the so-called Indian tradition prescribes for women will be nurtured in them through an educational approach that suits most. The approach outlined for the education of other 'disadvantaged groups' (scheduled castes, scheduled tribes and other socially and economically disadvantaged groups) complements the approach on gender question. Condensed educational programmes are recommended for educating the migrant population. The section on vocational education is even more explicitly mentioned. NCF 2000 recommends 'vocational education for all': 'The vocational education programme designed to meet the varying needs of the socially disadvantaged groups, such as women, scheduled castes, scheduled tribes, and physically challenged persons, would help them acquire suitable productive skills. It will make their lives more meaningful as they will be economically independent and self-reliant.' (NCERT 2000) This document attempted to promote the idea of having multiple curricular strategies in tune with the requirements of the target groups. Reaching the still unreached will require designing and developing new modules and delivery systems that would suit the needs of specific groups. Strengthening the concept of national pride Strengthening national identity and unity is intimately associated with the study of the cultural heritage of India. Therefore, the school curriculum should emphasize the inclusion of specific contents to inculcate national identity, a profound sense of nationalism and patriotism, capacity for tolerating differences arising out of caste, religion, ideology, region, language, sex, etc. Value Education Education about values and religions cannot be left entirely to home and to the community. The community in general has little time or inclination to know about religions in the right spirit. This makes it essential for the Indian school curriculum to include inculcation of the basic values like regularity and punctuality, cleanliness,

NSOU ? CC-ED-07 ? 187 2nd Proof • Classic Print & Procces (09-02-2022) self-control, industriousness, sense of duty, desire to serve, responsibility, enterprise, creativity, sensitivity to greater equality, fraternity, democratic attitude and sense of obligation to environmental protection and an awareness of all the major religions of the country as one of the central components. Current Pedagogic Concerns The teachers will become facilitators and libraries will be put to more and more use. This would result in a shift from the traditional learning atmosphere to climate of values that encourages exploration, problem solving and decision making. The pedagogic perspective outlined in the 2000 document is thus a welcome shift. The document seems to emphasise a rather unstructured construction of knowledge by children by letting the child construct their own knowledge and skill building. NCERT's views on social science teaching Most of the novel elements discussed above are sought to be delivered through changes in social science teaching. 'Social studies are the most suited areas of study for integrating almost all the core components indicated earlier.' (NCERT, 2000) It should be recognised that the question of contextualising curriculum is a complex issue. There can be no escape from the fact that India has a very widely varying learner profile having different cultural, economic, social and geographic contexts. Children have different paces of learning and different interests. This would be true of any classroom. It can be further stated when we set out to draft a curriculum with the twin objective of building a national identity and transforming the society to bring in greater equity and justice, we need to develop a perspective for handling this varied and stratified learner profile. There is no doubt that each child has to be prepared for social mobility so that he or she can hope to change his or her social status by choosing a new career in new socio-cultural settings. Education is considered useful in reinforcing the distinctions and in fostering the 'national identity'. The document indicates a vision which seeks to consolidate the fragmentation of Indian society along the lines of caste, community and other divisive identities and to strengthen the hold of orthodoxies in each of these fragments. 6.4.6 National Curriculum Framework 2005 Background of NCF 2005 'Education can play a very significant role in minimising and eliminating the differences, biases and imbalances such as rural/urban, rich/poor, and differences on the basis of caste, religion, ideology, gender, etc. by providing equality of access to quality education and opportunity'(NCERT, 2000). During the pre and post-

NSOU ? CC-ED-07 ? 188 independence period Indian education has undergone many changes due to several socio-political considerations. It is strange to observe that the planned reforms brought into Indian education system have failed to respond to its societal needs. Thus, achieving education for all with quality has emerged as a need and challenge before educational planners and practitioners in India. Earlier Indian constitution allowed the state governments used to take decisions on all matters pertaining to school education including curriculum and the centre only provided guidance to the states on policy issues. This situation started changing when the National Education Policy of 1968 and the Curriculum Framework designed by NCERT in 1975 were formulated. NCERT developed NCF in 1975 following the recommendations of Education Policy on 1968. Consequently, the constitution was amended to include education in the concurrent list in 1976, and for the first time India had a National Policy on Education in 1986 the country as a whole which envisages National Curriculum Framework as a means of modernising education system. India has a unique characteristic of unity in diversity, so its curriculum should be capable of responding to India's geographical and cultural diversity while ensuring common core values and a comparable standard of education. National Policy on Education (1986) emphasised a relevant, flexible and learner-centred curriculum as a means of evolving a national system of education. NPE 1986 recommended a common core component in school education throughout the country through a national curriculum. Therefore, NCERT was entrusted with the responsibility of developing the National Curriculum Framework and reviewing the framework at frequent intervals. Accordingly, NCERT prepared the National Curriculum Framework for school education in 1988. In one section of this document entitled 'Equality of Education and Opportunity' it mentioned 'The curriculum should provide for new methodologies for developing compensatory and remedial measures in education to suit the needs of the deprived, the disadvantaged and the disabled so that they could be brought on par with others' (NCERT, 1988, p. 4). Thus the inequality issues were not addressed in the desired way in the proposed curriculum and it will simply assert that all humans are inherently equal. But as we know that how a large number of educationists have been struggling for recognition of the fact that each child may have his/her own pace and pattern of learning. Rate of altogether dropout is one of the consequences of forcing all children to follow a single and similar pattern of learning content and experiences. An emergent need was felt for education to be sensitive to the specific contexts of the learners. At this time it was felt that curriculum needs to be flexible and relevant to meet the needs of diverse learners and issues of curriculum load, increase in size of

NSOU ? CC-ED-07 ? 189 2nd Proof • Classic Print & Procces (09-02-2022) school bag and continuous stress of examinations needed attention. After 1988, the National Curriculum Framework was subsequently reviewed in 2000 and 2005. NCF 2005 is the revised version of NCF 2000. Thus National Curriculum Framework (NCF 2005) is one of the

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four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training (NCERT) in India.

National Curriculum Framework 2005 was developed by NCERT, which provides guidelines for developing syllabi and textbooks and school curriculum. NPE 1986 assigned a special role to NCERT in preparing and promoting NCFs. In this context, the Yash Pal Committee Report, 'Learning without Burden' (1993), is very important as it observes that learning has become a source of burden and stress on children and their parents. Considering all these observations and situational demand the Executive Committee of NCERT decided at its meeting of 14 th July, 2004, to revise the National Curriculum Framework. The process of development of NCF was initiated in November, 2004. National Steering Committee was set up that comprised 35 members including scholars, principals and teachers, NGO representatives and NCERT faculty and representatives of MHRD, Govt. of India. Renowned scholar and practitioner Prof. Yash Pal chaired the National Steering Committee.

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The NCF 2005 document draws its policy basis from earlier government reports on education.

The Input Documents include National Curriculum Frameworks (1975, 1988, 2000), Secondary Education Commission (1952-53), Education Commission (1964-66), National Education Policy (1968, 1986) and Programme of Action (1992), Chattopadhyay Commission (1984) and Learning Without Burden (1993). Country wide consultations and interactions with classroom practitioners, scholars of the country, rural teachers, State Governments, Local Self Governments, Voluntary Agencies and Principals of private schools took place. This was followed by unprecedented media debates and advertisements inviting suggestions, which were placed in 28 national and regional dailies. Over 2000 responses were received. After these wide ranging deliberations, 21 National Focus Group Position Papers have been developed under the guidance of NCF-2005. The state of art position papers provided inputs for formulation of NCF-2005 and inputs from multiple sources involving different levels of stakeholders helped in shaping the document. The draft was translated into 22 languages listed in the VIII schedule of Indian constitution, which were sent to stake holders at district and local levels and they were consulted. Opinion of the stakeholder helped to shape the draft of the document. Central Advisory Board on Education approved the NCF in September, 2005.

NSOU ? CC-ED-07 ? 190 The sole objective of National Curriculum Framework 2005 was to provide a roadmap for quality school education at the national level. The basic philosophy of this approach was to enable every child to think and build a structure of knowledge that will ultimately create a knowledge society. A wide range of issues regarding aims of education; epistemological assumption about nature and forms of knowledge; and assumptions about learner and learning are thoroughly discussed in this curriculum framework. It places learner at the centre and primarily the experiences of the learners are focused. The framework views that knowledge is evolving in nature through involvement learners as active participants in the process of knowledge construction. NCF (2005) recommends different curricular areas to be taught at different stages of school education. The recommendations of National Policy on Education (1986) have been restated in this curriculum framework of 2005. Five Guiding Principles of NCF 2005 Few observations about Indian Schools revealed, the contemporary system was not flexible and resistant to change. Learning was an isolated activity that discourages creative thinking. Ability of child to construct knowledge is ignored. Future of the child is more emphasized than present and no freedom to learn and participate was allowed for children. Lack of Equality, Equity and Quality was also observed. In this backdrop, NCF came to operate with a view to establish role of teacher as an autonomous Facilitator, to use Evaluation as a tool to find strengths rather than weaknesses, to confirm Quality, Quantity and Universalisation and finally to provide Commitment to democratic values and ways. The principles on which the NCF 2005 is formulated are - 1. Connecting knowledge to outside world 2. Shifting focus from rote learning 3. Enriching curriculum beyond text books 4. Making evaluation and monitoring more flexible and integrated to classroom work 5. Building commitment to democratic values of equality, justice, secularism and freedom. AIMS AND OBJECTIVES OF NCF 2005 Nurturing a Democratic Identity -To uphold values enshrined in the Constitution of India by building commitment to democratic values of equality, justice, secularism and freedom.

NSOU ? CC-ED-07 ? 191 2nd Proof • Classic Print & Procces (09-02-2022) a) To reduce of curriculum load by including only age appropriate concepts. b) To ensure that learning is shifted away from rote methods. The need to move away from "Herbartian" lesson plan was felt and teaching plans and activities should be prepared in such a pattern that challenge children to think and try out what they are learning. c) To initiate certain systemic changes in the existing educational system. d) To shift learning from rote method to activity and experience based method that will promote creative and divergent thinking along with insight. e) To connect knowledge to life outside the school so that learning is no more considered as an isolated activity. Moreover, children should be encouraged to link knowledge with their lives. f) To integrate examination into regular classroom learning, to make the minds of the young learners free from the fear or phobia of examination. Evaluation and assessment should be more flexible and non-threatening. g) To bring flexibility in school system as at that time the system of education was rigid and resistant to change. h) To enrich the curriculum so that it goes beyond textbooks. Learning tasks must be designed to enable children to seek knowledge other than text books and the value of Interaction with environment, peers and older people may be suitably used to enhance learning. i) To ensure quality education for all by considering the child's present to be more significant than child's future. In contemporary education the future of the child had taken centre stage to mere exclusion of the child's present, which was detrimental to the wellbeing of the child as well as the society and nation. MAJOR COMPONENTS OF NCF 2005 The document is divided into 5 chapters – perspective, learning and knowledge, curriculum areas, school stages and assessment, School and classroom environment and systematic reforms. Each component is discussed below - 1. Perspective NCF 2005 provides the historical backdrop as it recalls the educational documents since the inception of India as an independent nation, including the Mudaliar Commission (1952-53), the Kothari Commission (1964-66), the Curriculum Framework (1975) and the NCF1988, along with the NPE1986. Perspective, the first chapter, takes into account the rationale behind the revision of the National Curriculum Framework. It discusses the efforts of all previous documents that worked

NSOU ? CC-ED-07 ? 192 for reforming the curriculum. The chapter recognizes the Gandhian vision of education, as a means of raising the national conscience towards the social problems of injustice, violence, inequality & so on. It refers to the report entitled, Learning without Burden (1993), which highlighted the problems of curriculum overload, which made learning a source of stress for children during their formative years. It refers to the National Curriculum Framework for School Education, introduced in 2000. This curriculum framework revolves around the question of curriculum load on children, the tendency to teach everything arises from our lack of faith in child's creative instincts. So it should be understood that information and knowledge are not similar, new topics and subjects may be included in coherence with the existing syllabus. Encyclopaedic textbooks and traumatic examinations were not beneficial for the child's health. This framework proposes guiding principles for curriculum development. It recommends connecting knowledge to life outside the school, to ensure that learning shifts away from rote methods. To achieve this, curriculum should be enriched so that it goes beyond textbooks thus making examinations flexible too. NCF also views the social context of education. Indian societies are characterised by hierarchies of caste, economic status, gender relations that influence access and participation in education. NCF mentioned careful vigilance against pressures to commodify schools and application of market related concepts to schools and school quality. The aims of education were specifically mentioned in NCF. Building commitment to democratic values of equality, justice, freedom, concern for others' well being, secularism and respect for human dignity and rights were the desired objectives of this curriculum framework. Thus this chapter discusses the educational aims, as derived from the Guiding Principles. Education should aim to build a commitment to democratic values of equality, justice, freedom, concern for others' well being, secularism, respect for human dignity and rights. It should, also, aim at fostering independence of thought and action, sensitivity to others' well being and feelings, learning to learn and unlearn ability to work for developing a social temper and inculcate an aesthetic appreciation. 2. Learning and knowledge Holistic curriculum was recommended including knowledge and participation. Inherent motivation of children to know, understand and apply may be used for achieving higher cognitive abilities. A variety of interesting ways and means may be used to teach them.

NSOU ? CC-ED-07 ? 193 2nd Proof • Classic Print & Procces (09-02-2022) a) Focus on child as an active learner giving primacy to children's experience, their voices and participation. Children's voices, experiences and interests should be given adequate importance in classroom proceedings. Critical pedagogy should be in teaching and stereotype regarding learning ability should be ignored. b) Adults need to change their perception of children as passive receiver of knowledge. The tender age and soft nature of children should be the prime concern. c) Children can be active participants in the construction of knowledge and the fact that every child comes to school with a fund of pre-knowledge. Individualized activity based lessons should be used. Constructivism should be allowed to operate in the class, considering Interaction as the most effective tool of learning. d) Children must be encouraged to relate their learning to their immediate environment i.e. what they are learning in schools to things happening outside. Associate child knowledge with local knowledge and school knowledge with community knowledge. Experiences attained from inside and outside school should be considered. The need for developing a non-threatening and friendly environment was recognised. e) Emphasizes that gender, class, creed should not be constrain the child's participation in experiences provided in the school. f) Highlights the value of Integration between all the experiences acquired by children. g) Learning tasks and experiences must be designed to enable children to seek out knowledge from sites other than textbooks. More challenging activities should be selected so that children may make use of different knowledge resources available around them. h) Children must be encouraged to ask questions, and answer in their own words rather than by memorizing. Attempt should be made to engage the child in concept generation for deeper learning and longer retention. i) Neither teacher and nor text books are authority to learning. j) The value of interaction with environment, peers and older people were highlighted to enhance learning. k) Need to move away from rigid lesson planning was felt. Moreover planning and designing activities should be kept flexible enabling children to think and try out what they are learning. l) Learning experiences should be designed to acquire competencies rather than measurable traits.

NSOU ? CC-ED-07 ? 194 This chapter highlights that factors like - gender, caste, class, religion and minority status or disability should not constrain participation in the experiences provided in school. It also points out that there is a possibility that learning disabilities may arise from inadequate and insufficient instruction. 3. Curriculum areas, School stages and assessment With overall view to reduce stress, make education more relevant, meaningful NCF recommends significant changes in Language, Mathematics, Natural Sciences and Social Sciences. Arts education and Physical and Health education were recommended as curricular subjects at elementary and secondary stage and optional subjects at higher secondary stage. The objectives and pedagogy of these subjects are also mentioned here. Significant changes in language, mathematics, natural sciences and social sciences was recommended. An overall attempt to reduce stress and make education more relevant and meaningful was undertaken. Different content areas recommended in this frame work are mentioned here. a. Language NCF makes renewed attempt to implement 3-language formula. Emphasis on home language or mother tongue is recommended. Language learning should build sound language pedagogy of the mother tongue. Curriculum should promote multi-lingual proficiency. "English as subject" and "English as medium" both should be considered as a resource for Multilingualism. Focus on language is mentioned as an integral part of every subject. Development of skills like reading, writing, listening and speaking contribute to learner's progress in all curricular areas and must be the basis for curriculum planning. NCF 2005 focuses on language, as an integral part of every subject, as reading, writing, listening and speech contribute to a child's progress in all curricular areas and, therefore, constitute the basic of learning. b. Mathematics Succeeding in Mathematics should be seen as the right of every child. A majority of children have a sense of fear and failure of Mathematics and they give up early. Mathematics curriculum is mostly disappointing as the nature is non-participating to majority of the students. Again it hardly offers challenges to the talented minority. Textbooks are full with problems, exercises and methods of evaluation which are repetitive and mechanical. NCF recommended, teaching mathematics should focus on child's ability and resources to think and reason; visualize and handle abstractions; formulate and solve problems etc. Developing a positive attitude is the key to learn without fear. Developing computational skill in an interdisciplinary manner may make it more meaningful. Interest may be enhanced by putting less stress on computation and using integrated approaches between different

NSOU ? CC-ED-07 ? 195 2nd Proof • Classic Print & Procces (09-02-2022) branches of mathematics. Variety of tools should be made available in teaching mathematics and curriculum should progress from play way to abstract terminology, symbols, procedures and techniques. c. Sciences Teaching of science should be recast to enable children to examine and analyze everyday experiences. It may be designed in a way to focus on methods and processes that will nurture thinking process, curiosity and creativity. Environmental Education should become part of every subject to provide wide range of activities involving outdoor project. The National Curriculum Framework 2005 recommends hands-on, inquiry-based science curriculum. NCF-2005 also addresses the issues of curriculum load, rote memorisation and rigid examination system. It suggests flexible examination system and time schedule, reducing curriculum load and integration of theory and practical work in teaching-learning of science. NCF-2005 recommends that emphasis should be laid on the active participation of the learner in the construction of their knowledge. In this document the learner is recognised as constructor of knowledge and it is suggested that learners be provided with learning-experiences which enable them to inquire, solve problems and develop their own concepts.

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At the primary stage, the child should be engaged in

joyful exploration of the world around and harmonising with it. The main objectives at this stage are to arouse curiosity about the natural environment and people around and to engage the child in exploratory and hands on activities. At the upper primary stage science education should provide a gradual transition from environmental studies of the primary stage to elements of science and technology. Science content at the upper primary stage should not be governed by disciplinary approach. At this

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stage the child should be engaged in learning the principles of science through

day to day experiences, working with hands to simple technological models.

At the secondary stage, students should be engaged in learning science as a composite discipline, in working with hands and tools to design more advanced technological models than at the upper primary stage.

At the higher secondary stage, science should be introduced as a separate discipline, with emphasis on experiments, technology and problem solving.

NSOU ? CC-ED-07 ? 196 d. Social Sciences A broad range of content, drawn from the disciplines of history, geography, political science, economics and sociology is included under social sciences. The selection and organisation of material into a meaningful social science curriculum, to develop a critical understanding of society, among students is not an easy task. So in this context the possibilities of including new dimensions and concerns are immense. The relevance and significance of social sciences is expanding as it is indispensable in laying the foundations for an analytical and creative mindset. Social sciences have a specific responsibility to create and widen the popular base for human values, namely freedom, trust, mutual respect, respect for diversity and similar other values. Thus, the purpose of teaching social science will help to provide the child with the mental energy to think independently and deal with the social forces that threaten these values, without losing individuality. Studying social sciences, helps children to appreciate the values enshrined in the Indian Constitution such as justice, liberty, equality and fraternity and the unity and integrity of the nation and the building of a socialist, secular and democratic society. It enables children to understand the society in which they live to learn how society is structured, managed, and governed, and also about the forces seeking to transform and redirect society in various ways. By learning to respect differences of opinion, lifestyle, and cultural practices, the learners grow up as active, responsible, and reflective members of society. It will facilitate the students undertake activities that will help them develop social and life skills and make them understand that these skills are important for social interaction. It also allows the children to acquire pleasure in reading, by providing them with enjoyable reading material. Therefore, NCF 2005 recommends paradigm shift to study social sciences from the perspective of marginalized groups. Gender justice and sensitivity to issues of tribal and socially deprived groups, and minority sensibilities must be imparted in teaching of all social science subjects. National Curriculum Framework also draws attention on the following four other areas - e. Art Education It covers four major spheres; namely music, dance, visual arts and theatre. Interactive approaches and not instruction is focused – because the goal is to promote aesthetic awareness and enable children to express themselves in different forms.

NSOU ? CC-ED-07 ? 197 2nd Proof • Classic Print & Procces (09-02-2022) f. Health and Physical Education Malnutrition and transmissible diseases are the major health problems mostly faced by Indian children, from the pre-primary to the higher secondary school stages. Health depends upon nutrition and planned physical activities and success in school depend on hale and hearty children. g. Work and Education Work alone can create a social temper. Work should be infused in all content areas from primary stage upwards to the secondary and higher secondary stages. Agencies offering work opportunities outside the school should be formally recognised. Work related generic competences should be pursued at every level using it as potential pedagogy for knowledge acquisition. h. Education for Peace Peace education is viewed as a precondition for national development in view of growing tendency towards intolerance and violence. NCF recommends nurturing non- violent and peaceful behaviour and skills for conflict resolution. It also emphasises respect for human rights, justice, tolerance, cooperation, social responsibility, respect for cultural diversity and commitment to democratic values. This peace aspect should be infused in all subjects and activities of the school and activities including peace clubs, peace educating films, peace workshop, celebrating cultural diversity and gender justice etc. should be conducted. i. Habitat and Learning This theme of 'Habitat and Learning' is equivalent to environmental education. Environmental education may be best pursued by infusing the issues and concerns of the environment into the teaching of different disciplines at all levels while ensuring that adequate time is allotted for relevant activities. Schools could work with panchayats, municipalities and city corporations to document biodiversity resources and associated knowledge. 4. School and classroom environment NCF focuses on nurturing an enabling environment where the teacher is a facilitator and supporter. Classroom environment is characterised by Learner centeredness and autonomy. Through active learner engagement and in company of others understanding-based-learning will be organised. Learners' performance may be improved by giving primacy to learners' experiences.

NSOU ? CC-ED-07 ? 198 Emphasises learning from other resources like – learning sites, tools, laboratories, media, ICT etc. apart from prescribed text books and minimum infrastructure and material facilities should be available. NCF revisits the traditional notions of discipline and support for planning a flexible daily schedule. It also discusses the need for providing space to parents and community in the sphere of education. Children should develop sensitivity towards environment, where they will learn to accept different cultures. Children should be prepared to participate in productive work.

5. Systemic Reforms Systemic reform implies the system's capacity to reform itself by enhancing its ability to remedy its own weaknesses and to develop new capabilities which is not possible without quality concern. Monitoring quality must be seen as a process of sustaining interaction with individual schools in terms of teaching-learning processes.

a. Academic Planning Reform It includes reforms in academic planning for monitoring, teacher education and evaluation system. NCF covers needs for academic planning for monitoring quality of education. It reaffirms faith in the Panchayati Raj or local self government and suggests the strengthening of the Panchayati Raj. It also proposes systematic activity and mapping of functions appropriate at relevant levels of local self government. This chapter looks at issues of academic planning and leadership, at the school level, to improve quality. Meaningful academic planning has to be done in a participatory manner by headmasters and teachers.

b. Teacher Education Reform Teacher education should focus on developing professional identity of the Teacher as well as in-service education and training of teachers. NCF mentioned necessary systemic reforms including teacher education reforms to achieve the goal of education. Teacher Education Reforms should emphasize on preparation of teachers towards the fulfilment of the following aspects, so that the teacher should learn to view learning as 'a search for meaning' out of personal experience, and knowledge generation as a continuously evolving process of reflective learning. They should also be able to view knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience. It addresses the need for plurality of material and teacher autonomy or professional independence to use such material.

NSOU ? CC-ED-07 ? 199 2nd Proof • Classic Print & Procces (09-02-2022) 'Pre-service training programmes need to be more comprehensive and long, incorporating sufficient opportunities for observation of children and integration of pedagogic theory with practice through school internship.' Teacher education programmes need to be reformulated and strengthened so that the teacher can be an: - encouraging, supportive and humane facilitator in teaching-learning situations to enable learners to discover their talents, to realise their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and - active member of a group of persons who make conscious efforts for curricular renewal so that it is relevant to changing social needs and the personal needs of learners. Teacher education programmes should be reformulated in a way that would place thrust on the active involvement of learners in the process of knowledge construction, shared context of learning, teacher as a facilitator of knowledge construction, multidisciplinary nature of knowledge of teacher education, integration theory and practice dimensions, and engagement with issues and concerns of contemporary Indian society from a critical perspective (NCF, 2005).

c. Evaluation and Assessment Reform Examination reforms to reduce psychological stress particularly on children in class X and XII. It recommends that assessment of learner should be made an integral part of school life. It also discusses the necessary systemic reforms including examination reforms to achieve the aims of education. Some highlights of the examination reforms are as follows ? Content based testing should be replaced by problem solving and competency based assessment ? Examinations of shorter duration with flexible time limit ? No public examination till class VIII ? Class X board exam to be made optional in long term ? Typology of questions should be revised so that reasoning and creative abilities may replace rote learning

NSOU ? CC-ED-07 ? 200 Few other recommendations of NCF 2005 are as follows - Vocational Education and Training (VET) NCF recommended the establishment of separate Vocational Education and Training (VET) centres and institutions in clusters in villages and blocks to sub-divisional/district towns and metropolitan areas in collaboration with the nation wide spectrum of facilities already existing in this sector. Suggestions for Syllabus Development Development of syllabi and textbooks should be based on the following considerations. Topics and themes should be relevant to the stages of children's development. There should be continuity between levels and linkage between school knowledge and concern in all subjects and at all levels. The values enshrined in the constitution of India should reflect in the organization of knowledge in all subjects. Work related attitudes and values in every subject and all levels should be integrated and nurtured with aesthetic sensibility. Syllabi should also contain components to develop sensitivity to gender, caste, class, peace, health and need of children with disability. School and college syllabi should be linked without any over lapping. Flexibility and creativity in all areas of knowledge and its construction by children must be encouraged. Development of Support Material NCF recommended the use of potential of media and new information technology in all subjects. It emphasized on - ? Teachers' handbooks and manuals. ? Audio/video programmes on NCF-2005 and textbooks ? Exemplar problems in Science and Mathematics ? Science and Mathematics kits ? Sourcebook on learning assessment ? Develop syllabi and textbooks in new areas such as Heritage Craft, Media Studies, Art Education, Health and Physical Education, etc. ? Taken various initiatives in the area of ECCE, Gender, Inclusive Education, Peace, Vocational Education, Guidance and Counseling, ICT, etc. Critical evaluation of NCF 2005 Before evaluating NCF 2005 it is important to mention that the question of contextualising curriculum is a complex issue and India is a country having a very NSOU ? CC-ED-07 ? 201 2nd Proof • Classic Print & Procces (09-02-2022) widely differing learner profile. Children have different paces of learning and different interests. This is true for any classroom. The children of the north-eastern tribes, the western and northern deserts and of the metropolitan cities are covered under education so they are set in widely different cultural and geographic contexts. Further in each of these cultural contexts we have a very stratified population in terms of economic and social status, thus getting learners who are altogether different from each other. Whenever a draft of curriculum framework is prepared, there are two specific objectives - building a national identity of commonhood and transforming the society to bring in greater equity and justice we need to develop a perspective for handling this varied and stratified learner profile. There can be no doubt that each child has to be prepared for social mobility so that he or she may get the scope to improve his or her social status by choosing a new career in new socio-cultural settings. Thus the possibility of moving away from the profession of one's 'family and caste' has to be structured into the curriculum. This requires identification of certain skills and perspectives that cut across all professions and cultures and those that enable one to learn new skills and perspectives for new professions. These are the universal constituents of a curriculum. Again, India is a democratic society where each individual irrespective of his or her socio-economic position is expected to perform certain civic duties relating to governance, to form an understanding of and make a reasoned choice between different policies, assert his/her demands and fight for them. Thus skills and perspectives relating to exercise of power are an essential component of any individual's intellectual tool kit. These not only relate to basic skills of literacy and numeracy but also an ability to learn about new things; leading to development of an ability to critically compare and examine the merits and demerits of anything and an ability to understand the lives and problems of people living in different conditions. These invariably require a study of both local contexts and also contexts from a wider universe. Studying the experiences of others and problems of the others is as important as the study of the local problems and issues. A thorough study of this document does give the feeling that the NCERT has a clear vision of Indian society which is composed of distinct socio-cultural blocks each with its assigned function and identity, held together by a sense of belonging to the 'Indian nation'. Education is considered useful in reinforcing the distinctions and in fostering the national identity or uniqueness. A distinct conception of nation and nationalism implicitly comes with this understanding.

NSOU ? CC-ED-07 ? 202 LIMITATIONS OF NCF 2005 A very important viewpoint of this curriculum framework is that it views human as a significant resource of the country. Human being is considered as, 'a positive asset and a precious national resource which needs to be cherished, nurtured and developed with tenderness and care coupled with dynamism.' At present one important social issue in India is population explosion; NCF 2005 considers this aspect very positively with the realisation that India is rich in resources. With this belief it also emphasises the role of the child as the constructor of his knowledge. In spite of such a liberal outlook the National Curriculum Framework 2005 suffers from some weaknesses which creates problems in its implementation. Let us discuss the limitations of this framework in the following sections. National Curriculum Framework should make necessary recommendations covering all the stages of education and maintaining connections between the stages. But NCF 2005 has not commented on the pre-primary level of education at all. Thus somewhere it seems to be incomplete. This document rightly observed excessive curriculum load in education and recommends a shift away from content. But it does not work out on implications of 'learning to learn', which is not a matter of emphasising process alone. Without some criteria to decide on the relative worth of what is to be learnt, the problem of curriculum load cannot be solved. This document seems to be more liberal in its psychological dimension, than in its socio-political, vision. This could have led to a tension, within the document, because of the two different views in human beings in different sections of the document. Theory of knowledge acts as the foundation for selection of content and learning experiences. Thus any curriculum framework needs a theory of knowledge, which looks at the selection and organization of the learning experiences. But this national curriculum document, however, seems to completely ignore the need for a theory of knowledge. This document looks back to the age-old practices, when it assumes that exploration, problem solving, decision-making, interactive group learning, seeing and understanding patterns, & so on, are significant processes of learning, but none of these ideas are new and some are as old as education itself. A curriculum framework with the objective to establish equity cannot consider human beings as a resource, and this document considers equality as its significant

NSOU ? CC-ED-07 ? 203 2nd Proof • Classic Print & Procces (09-02-2022) feature and at the same time views human beings as resource. Thus, making this National Framework somewhat self-contradictory. This national document has replaced a more important value i.e. equality with a less important one i.e. cohesiveness. Even highly undemocratic societies can be cohesive, both in theory and practice. At present education should make every effort to achieve the goal of a democratic and egalitarian society rather than a society which is cohesive and consistent. Another glaring short coming mentioned in NCF 2005 is lack of accountability. While formulating Curriculum Frameworks at the national level answerability of the system should be incorporated. Every individual concerned should be held accountable for the part for his/her part to get the best output. The document recommends for physical and cognitive development of the learner but has kept silent on emotional and other kinds of development. Development of different aspects pertaining to the development of affective domain should also be incorporated in National curriculum documents. Problems of Implementation The National Curriculum Framework of 2005 is a more cautiously and meticulously worked-out document than the 2000 document, as it looks at including various other subjects such as environment, peace and so on. The document focuses more on the creativity and the overall development of children, rather than filling their brains with information. The main emphasis in this Curriculum Framework is to provide learning without burden. Though it is well written framework and all the aspects of child centred learning is discussed but when we want to see as if it is implemented in schools or not, then we find a great failure on the part of educational leaders but fails to create any structure both human and financial. There is rarely something to criticize in the policies made by educationists but the drawbacks are surfaced when we think about implementation of the Curriculum Framework. The NCF is a massive document of 124 pages, which is loud on words but suffers from indistinctiveness and ambiguity. NCF 2005 is emphasizing that for learning without burden we should adopt the child centred approach of learning and must believe in the intelligence of a child. Each and every student is unique, that is why it is necessary to understand their uniqueness and provide knowledge as per their capabilities and interest. And for this we require a constructive approach of teaching and learning. Now the question that comes up naturally is, whether we can adopt constructivism in our teaching and

NSOU ? CC-ED-07 ? 204 the learning of students. The finest resolution may be to let them free, to let them think what they want to think and draw out the best possibility of interest in his or her own area. Though it seems very difficult but if we exclude the any specific content or syllabus from the system then it is quite easy to implement. But it is difficult to avoid syllabus from a curriculum frame work as syllabus itself is an important part of curriculum. In its report, "Learning without Burden," the committee pointed out that learning at school cannot become a joyful experience unless we change our perception of the child as a receiver of knowledge and more beyond the convention of using textbooks as the basis for examination. Therefore, the National Curriculum Framework 2005 gave emphasis to learning from "known to unknown," from "concrete to abstract" and from "local to global." It favoured child as a Natural learner who can learn from different activities and construct the knowledge from his past experiences. Burden remains Though NCF 2005 has given emphasis to learning without burden and presents the child as the natural learner who can learn from his own experiences but still in many schools the old techniques and methods of instructional base of teaching have been adopted where the child is still the passive listener. The main emphasis is only given to memorisation of facts and information and the capacity of reproduction during the examination. The hard reality The real situation is that in most of the schools in India, students, teachers and administrators are apathetic towards the process of education, fake and deceptive ways are being adopted to complete the process and a large number of educated youth find themselves without suitable jobs. Gradual degeneration of the process is observed and education as an activity seems to be going without any direction. The process of education becomes highly inconsistent when the people, government and those involved in implementing it, consider it to be desirable and at the same time they choose to ignore the real state of affair on ground. Policy makers, politicians, social activists and education experts are seen taking idealist positions when talking about education, most of the time. But this needs to be continued and expanded genuinely in action to bring constructive changes in the existing education system. Lack of supervisory staff Supervisory staff plays a significant role in any system to keep it running. There is no denial of the fact that the educational standard in India has taken a hit due to severe crunch of supervisory staff. In this condition it is difficult to fulfil the aim of constructive learning because if there is a shortage of supervisory staff then who will judge the performance of teachers and the outcomes of the learners.

NSOU ? CC-ED-07 ? 205 2nd Proof • Classic Print & Procces (09-02-2022) Teachers are overburdened Ideal teacher-pupil ratio is not maintained in any level of education. Many teaching posts are vacant in educational institutions. Again because of lack of infrastructure and staff in schools the teachers have been given the extra responsibilities which further affect the performance of the teachers. Students are the natural learners and they learn from their surroundings but if their surroundings and environment lacks the infrastructure then neither the student nor the teacher is able to do anything. Undoubtedly teacher is the facilitator, who helps the child to construct his knowledge but if teacher is loaded with extra burden then the teacher is unable to meet the expectations and perform the duties assigned. Learning based on understanding is not emphasised NCF 2005 has given emphasis to the constructive learning which is purely based on understanding, but still in school the traditional method of pipe line theory has been given importance. The child or learner is still considered as a passive listener in many schools as no one believes in the natural learning of the child. Understanding of the child is not emphasised thus learning remains at a superficial level only. Thus the long term implication of learning is suffering as what is learnt without comprehending the meaning if forgotten easily after examination. Rote Learning Rote learning is mentally seizing our school system in India. It is ironic, that we still follow what the colonial system Britishers had left for India. Researchers across the globe have reached the consensus that the key to addressing these challenges is to bring a transformation in student thinking, classroom dynamics, learning ambience, ICT integration and teacher empowerment. The above information reveals that still our education system needs a change in the ground level because policies are made for constructive or co- operative learning, which is completely based on understanding and develops the mental abilities of the child. But it is far from implementation and rote learning is still in practice. Corporal Punishment A Child should be provided such a kind of environment where he or she can learn without any force and fear. The news published in Times of India in August 13, 2012, emphasizes that corporal punishment is required for the desired behaviour of the child which is against the norms of NCF 2005 (Ramya, 2012). Again an educational survey revealed, 30% principals and 40% teachers believed that strict enforcement of discipline is necessary for proper teaching and the teacher's control over students is a must for discipline. They also said that there can be no discipline without fear of the teacher in

NSOU ? CC-ED-07 ? 206 students and those not paying attention to studies should be physically punished (Pandey, 2014). This type of mentality is not expected of educated persons, thus making the implementation of this National framework more difficult. Co-curricular activities need more attention There is no denying of the fact that co-curricular areas have direct impact on curricular areas and so are definitely relevant to curriculum and important for building students' self- confidence, self-control, sportsmanship, solidarity, teamwork, competitiveness, health, etc. However, school places no major emphasis for these areas in curriculum. Schools on an average spend very less time, on physical education, sports and other co-scholastic activities like music, art, dance, elocution and dramatics. Much more time of class is spent on learning academic subjects. Thus, a contradiction between the policy of NCF 2005 and the ground reality is coming up. Dominance of examination In school educational outcome is considered equivalent to score obtained in examination so there is dominance of number system. Schools don't have any concern with learning rather their main concern is to produce scores which further helps these institutes to get more admissions. Parents also don't bother about real learning of their children, they only have the interest on percentage of marks their children got during examination. This recent trends of the present schools is making the implementation of NCF 2005 more difficult. Faulty evaluation system The content and method used for educating the child is elected judiciously for the child's all round development. Teachers are trained to use various activity based strategies for teaching and instruction in classroom. Children learn to perform these activities through active participation. But the ultimate parameter for judging the overall assessment of a child is his or her academic performance so drawing the best of the child remains a dream in education and the purpose of activities become meaningless. Education will become burden if these institutions practice such kind of wrong ideas and do not coordinate between head and hands. We need the Education in which the child's natural instinct of learning is not suppressed and if it is suppressed by us then we all are the culprit of humanity. The futuristic society will not spare us if we don't rethink about it and find the exact measure to curb it.

NSOU ? CC-ED-07 ? 207 2nd Proof • Classic Print & Procces (09-02-2022) Difficulty in uniform implementation In India, every state has got two parallel systems of education, the state-run Govt. schools and so-called private schools offering education of two different standards altogether. The NCF does not even venture to suggest the need for bridging the gap between these two types of schools. Both these types of schools are different in their facilities, infrastructure, teaching-learning, teacher quality, administration and management etc. presenting two totally different education systems under the guidance and supervision of a single National Curriculum Framework. This double standard in school education has made implementation of this Curriculum Framework difficult. The NCF-2005 begins with a quotation from Tagore's essay 'Civilisation and Progress' in which the poet reminds us that a 'creative spirit' and 'generous joy' are basis of childhood and

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the concept of equality, within the cultural and socio-economic diversity.

These can be distorted if handled by an unthinking adult world. Seeking guidance from

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the constitutional vision of India as a secular, egalitarian and pluralistic society, founded on

the values of social justice and equality, certain broad aims of education have been identified in this document NCF-2005. Independence of thought and action, sensitivity to others' well-being and feelings, learning to respond to new situations in a flexible and creative manner, predisposition towards participation in democratic process, and the ability to work and contribute to economic processes and social change – all these are the demand of time and NCF has correctly pointed them. Role of teachers is also given due importance and it also recommended that teaching should serve as a means of strengthening our democratic way of life, it must respond to the need of the first-generation school-goers, whose retention is vital owing to the constitutional amendment that has made elementary education a fundamental right of every child. Viewing learning as a source of burden and stress on children and their parents is an evidence of deep distortion in educational aims and quality. Teachers should be aware of the background of the child. J. P. Naik has described equality, quality and quantity as the exclusive triangle for Indian education.

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With respect to social context, NCF 2005 has ensured that irrespective of caste, creed, religion and sex - all are provided with a standard curriculum

to inculcate the feeling of oneness, democracy and unity in the students. The curriculum is enabled to strengthen our national identity and to enable the new generation to develop a sense of nonviolence and oneness across the society. For achieving this, learning has to be a joyful experience for the learners. The focus is shifted from textbooks and examination to remove stress of children and prepare

NSOU ? CC-ED-07 ? 208 them as self-reliant and dignified individuals forming the basis of ideal social relationship. NCF 2005 has made recommendations to fulfil all these objectives. 6.5 Choice Based Credit System (CBCS) Enhancement of academic standards and quality of higher education require continuous innovation and improvements in the curriculum, teaching learning process, examination and evaluation system and suitable monitoring. In India the University Grant Commission has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the higher educational institutions. Several reforms have taken place in recent past to improve the whole educational system along with its evaluation. There should be flexibility and freedom in designing the assessment methods that best fits the curriculum and teaching learning methods in higher education. Evaluation reform was significantly mentioned in the recommendations of Mudaliar commission and Kothari commission. Consequently, in the

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recommendations of the 11th five year plan and National Knowledge Commission the need to ensure quality in higher education

was deeply felt. Frequent revisions of curriculum, introduction of credit system, internal assessment and promotion of research were some of the major recommendations of NKC. Following this India's statutory body for higher education the UGC

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proposed a semester pattern in curriculum instead of yearly examination.

At present students' performance is reported conventionally by using marking system as well as grading system. Most of the institutions of higher learning across the country use the system of conversion from marks to letter grades. Grading is considered to be a better system than conventional marking, if it is uniform in nature. Uniformity in grading system will facilitate students' mobility across institutions within and across countries and this will enable potential employers to assess the performance of the students before employing them. Another important innovation in Indian higher education is the introduction of choice based credit system. At present most of the institutions of higher learning has already introduced CBCS. This new system accelerates the teaching learning process and enables vertical and horizontal mobility in learning. Ideally, this system also provides

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flexibility in designing the curriculum and assigning credits based on the course content and hours of teaching.

The students are free to take the course of their choice and learn at their own pace this system provides a 'cafeteria' type approach. They are supposed

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to choose from the prescribed courses which are referred as core, elective, soft skill courses.

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The fundamental idea is to cater the needs of the students so that they remain up to date with the development of higher education in India and abroad.

This system aims to redefine the curriculum and help students to keep pace with liberalisation and globalisation in education. Main objectives of CBCS: The UGC has underlined the following objectives for Choice based Credit system. 1. To bring reforms in higher education by improving the quality of education and excellence. 2. To match the scholastic needs and aspirations of learners in higher education. 3. To enable inter University transferability of learners. 4. To enhance learning opportunities in terms of courses and institutions available. 5. To improve the educational programs standardized and comparable across the country. 6. To bring more flexibility in course implementation. 7. To enhance learning opportunities of students. Some significant terminologies in Choice Based Credit System To understand the concept of CBCS brief description of the following terms are given – Choice based: This implies that the student can choose a subject or course among multiple courses according to his own preference. Semester: The duration of each course is of six months. Each semester consists of 15 to 18 weeks of academic work equivalent to 90 actual teaching days. Academic year: 1 academic year constitutes of two consecutive semesters - one odd and one even.

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Credit: A unit by which the course work is measured. It is determined by the number of hours of instructions required per week. Credit is

a very important component of CBCS.

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One credit is equivalent to one hour of teaching (lecture tutorial) or two hours of practical work /field work per week. Credit point: It is

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the product of grade point and number of credits for a course.

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Semester grade point average: It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

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Cumulative grade point average: CGPA is a measure of overall cumulative performance of a student over all semesters. The CGPA is

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ratio of total credit points secured by a student in various courses in all semesters and the sum of total credits of all courses in all semesters. Like SGPA it is also expressed upto two decimal places. Grade point: Grade point is a numerical weight allotted to each letter grade on a 10 point scale. Letter grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.

Assessment: This system calls for continuous and comprehensive evaluation in the form of class attendance, internal assessment as well as external evaluation.

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Grade card or certificate: Based on the grades a grade certificate shall be issued to all the registered students after every semester. The course details, that is code, title, number of credits, grade secured along with SGPA of each semester and CGPA

and at the end of the course will be displayed in the grade card. Characteristics of Choice Based Credit System: 1. This is a uniform system for all central, state and other recognised universities. 2. There are three main courses, namely – core, elective and foundation. 3. All the three main courses will be evaluated and accessed to provide for an effective and balanced result. 4. In this system non credit courses are also available which are assessed as satisfactory and this is not included in computation of SGPA (semester grade point average) or CGPA (cumulative grade point average). 5. This system is a step from numerical marking to grading. 6. In CBCS the practice of grading minimises the stigma of failure. 7. This system allows mobility as the student can easily study few courses in one institution and continue the rest in another institution. Facility of credit transfer helps the student to complete the course successfully. Types of courses under CBCS There are three kinds of courses in a CBCS program namely core, elective and foundation. 1. Core course: The word core signifies any Central theme. Core course is to be NSOU ? CC-ED-07 ? 211 2nd Proof • Classic Print & Procces (09-02-2022) compulsorily studied by a student as a core requirement to complete the programme in a specific discipline of study. There may be a core course in every semester. 2. Elective course: These courses are not mandatory and can be chosen from a pool of papers. The specific paper may be supportive to the discipline of study and it may provide an expanded scope to some other discipline or domain. Elective courses help nurturing students' proficiency or skill. Again an elective course may be generic elective for discipline centric. Generic elective add general proficiency to the students, whereas discipline centric elective may be chosen from an unrelated discipline. Discipline centric elective is also known as open elective. 3. Foundation course: Compulsory foundation and elective foundation both comes under foundation course. Compulsory foundation

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courses are based upon contents that lead to knowledge enhancement and are mandatory for all disciplines. Elective foundation courses are value based and

have a broader aims like man making education. Methods of examination and assessment Examination and assessment are integral parts of system of education as this is the most important instrument for identifying and certifying the academic standards accomplished by learners. Hence these tools are considered to be an objective and impartial indicator of a student's performance. Thus, it becomes mandatory duty of a University to ensure that it is carried out in fair manner. In this regard, UGC recommends the following system of checks and balances which would facilitate the Universities effectively and fairly carry out the process of assessment and examination. ? At least 50% of core courses offered in different programmes across the disciplines, the assessment of the theoretical component towards the end of the semester should be undertaken by external examiners from outside the university conducting examination, who may be appointed by the competent authority. ? The question papers will also be set and assessed by external examiners. ? In case of the assessment of practical component of such core courses, the team of examiners should be constituted on 50 – 50 % basis. i.e. half of the examiners in the team should be invited from outside the university conducting examination. ? In case of the assessment of project reports / thesis / dissertation etc. the work should be undertaken by internal as well as external examiners.

NSOU ? CC-ED-07 ? 212 The higher education institutions presently follow various methods for assessing suitable courses as approved by their respective statutory bodies. The usual approach is to avoid marks based on performance of students in examinations. Marks obtained in midterm, end semester are converted to letter grades computed on the basis of absolute or relative grading. To calculate SGPA and CGPA the following system has to be followed as implemented by the UGC. Relative grading and absolute grading are the two methods popularly used for awarding grades in a course. Relative grading assumes where the distribution of marks is based on normal distribution, so grades are awarded on the basis of cut off marks or percentile. In absolute grading the marks are converted to grades based on predetermined class intervals. Colleges, universities and any other institutions of higher learning may use these methods. The 10 point grading system as introduced by UGC is given below: Grades and Grade Points Letter Grade Letter Grade

93%

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O (Outstanding) 10 A+ (Excellent) 9 A (Very Good) 8 B+ (Good) 7 B (Above Average) 6 C (Average) 5 P (Pass) 4

F (Fail) 0 Ab (Absent) 0 Some other scoring criteria needs to be mentioned here - 1.

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For non-credit courses satisfactory or unsatisfactory shall be indicated instead of letter grades. This will not be

considered while computing SGPA and CGPA. 2. The universities can decide upon the percentage of marks required to pass a course. The CGPA required to qualify for a degree will be decided by the statutory bodies of the universities. 3. A Student will reappear in the examination if he or she obtains F.

NSOU ? CC-ED-07 ? 213 2nd Proof • Classic Print & Procces (09-02-2022) SGPA and CGPA : Methods of computation - The method for computing SGPA i.e. Semester Grade Point Average and CGPA i.e. Cumulative Grade Point Average has been recommended by the University grants commission. The process is given below - The ratio of sum of the product of the number of credits with the grade points scored by a student in all courses in one semester and total credits earned in the specific semester is computed to find SGPA. Then CGPA is computed by finding the ratio of sum of the product of the number of credits with the grade points scored by a student in all semesters and total credits earned by the student altogether in all the semesters. Illustrations Course Credit Grade Grade Credit Point letter point (Credit x Grade) Course 1 3 A 8 3 x 8 = 24 Course 2 4 B+ 7 7 x 4 = 28 Course 3 3 B 6 3 x 8 = 18 Course 4 3 O 10 3 x 10 = 30 Course 5 2 C 5 2 x 5 = 10 Course 6 3 A+ 9 3 x 9 = 27 Total = 18 137 Therefore, SGPA = Total Credit Points (Credit x Grade)/ Total Credits or 137/18 = 7.61 (let this be the SGPA for first semester). The following section shows how CGPA is calculated for all the six semesters. Semester 1 Semester 2 Semester 3 Semester 4 Semester 5 Semester 6 Credit : 18 Credit : 20 Credit : 24 Credit : 22 Credit : 20 Credit : 24 SGPA : 7.61 SGPA : 7.8 SGPA : 5.6 SGPA : 6 SGPA : 6.3 SGPA : 8 Therefore, CGPA = Sum of the product of SGPA and credit/ Total credits earned or, 18 x 7.61 + 20 x 7.8 + 24 x 6.6 + 22 x 6.0 + 20 x 6.3 + 24 x 8.0 ÷ 128 or, 901.38 ÷ 128 = 7.04

NSOU ? CC-ED-07 ? 214 Advantages of CBCS 1. This system is flexible, student centric and effectively matches with today's demand of the student community. 2. This system is in compliance with other grading used in global institutions. 3. The student has an option to choose a specific paper among inter disciplinary or multi-disciplinary courses as per their interest. 4. Based on the students' abilities and potentialities a mentor guides a student to select courses. 5. The quality of teaching increases as a subject to be covered in each course is less. 6. It keeps students busy all the year with the same level of burden thus extreme pressure before annual examination can be avoided. 7. Inculcation of regular study habits in students makes learning easy and disciplined. The outcome is more in-depth study. 8. In this system the students can choose courses at basic or advanced level thus the students are provided with greater flexibility in choice of courses. 9. In Choice Based Credit System the curricular system is designed to promote group work research and community involvement. 10. It provides upward mobility thus the students can clear the backlog in one or many subjects even after moving to the next semester. 11. In this system the learner is given prospects to earn certification through a walk in /walk out approach. 12. In this system the course is designed in such a way that the learners acquired job oriented skills along with academic knowledge. 13. Students are allowed to progress at their own pace. For example one can skip a course to do it later as per his or her convenience. 14. Students who are highly motivated get the chance to gain extra credits. 15. Students moving from old college to new college or university can transfer the credits to the new migrating institution.

NSOU ? CC-ED-07 ? 215 2nd Proof • Classic Print & Procces (09-02-2022) Disadvantages of CBCS This system is tried and tested before implementation but sometimes it lacks accurate estimation of marks. 1. Teachers are challenged to keep pace with many courses at a time. 2. One important limitation is inadequacy of time. In CBCS system classes starts in July but admission continues till August. The students who are admitted late face lots of problem. 3. Every student follows a different course as a result they have different time table. This may create confusion among students. 4. In semester system more infrastructural facilities are required. Physical facilities like adequate number of classrooms are not available to fulfil the curricular demands. 5. Every student is following a different course and time table as a result more teachers are required for effective practice of CBCS. 6. Due to comprehensive and continuous evaluation huge amount data regarding the students' performance are generated which has to be preserved. This requires huge responsibilities on the part of teachers who are already over burdened with their teaching and evaluation. 7. Declaration of results in every six months of teaching is not easy. 8. In this system a huge reform in evaluation has taken place. Internal assessment is conducted every semester. Record keeping becomes a tedious job. This may even hamper the quality of teaching. 9. The course is so tightly scheduled that even after identification of any backwardness in students there is no option to take any remedial classes. 10. Another very significant drawback of the system is important co-curricular activities like NSS and NCC conducted in colleges will be hampered due to scarcity of time. This will also affect conduction of cultural and social activities, which are very important for college students. Role of teachers in CBCS The system demands a different role of teachers. Previously teachers were considered as the only source of knowledge. Presently teachers provide information and show their students how to take them. So teachers are facilitators in the learning process. The teachers in this system are required to have some special skills to make this system a success.

NSOU ? CC-ED-07 ? 216 1. For successful implementation of the system the teachers should have a sound knowledge of technology. They should be able to handle computer, photocopier, Power Point, projectors effectively. 2. Teachers should know to work in teams to cooperate with colleagues and parents. 3. In this system teachers should not only instruct but also inspire his or her students. 4. Teachers should get opportunity to exercise their academic freedom while performing their professional duties. 5. In service training programmes should be provided periodically so that the teachers can handle this new system effectively. 6. Teachers are assigned supervisory duties or special educational responsibilities like counselling in CBCS system. This will intensify teachers working load. Some suggestions 1. The teacher pupil ratio should be strictly maintained i.e. 1:30. 2. Orientation of teachers regarding teaching and evaluation should be conducted time to time to get clarity of newly added concepts. 3. The students taking admission under this system do not have any idea before entering this course. It is difficult for them to realise all the differences existing between the annual and semester system. Adequate and necessary counselling of students should be arranged from time to time. 4. Huge percentage of student coming for higher education is first generation learners. Therefore they are not getting any academic support from their parents. This gap should be bridged. 5. The number of students opting for different subjects is not same. The students should be inspired to take up subjects that are less opted for. Balance is required between classroom with few students and classroom with overcrowded students. 6. Teachers and members of board of studies need to communicate very often regarding implementation of CBCS courses. Subject expert should also be consulted. 7. A new dimension of this Choice Based Credit System is that students of science can opt for a course from social science or arts. Therefore, a uniform pattern should be adapted for subjects of all the streams. 8. The process of computation of CGPA and SGPA should also be made clear to the students as well as parents. This system allows students to study in different

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educational institutions spread across the country with the facility of easy transfer of credits earned by

the students. This system has huge significance in India as the demand for higher education is on increase. But the pros and cons should be evaluated stringently to bring the best out of this system to make it best suitable for the Indian system. The total system should be made simple and clear for the teacher and the student.

6.6 Summary The unit began with a discussion on the approaches to curriculum change. We arrived at a conclusion that the curriculum development is a dynamic process change is inevitable. We also discussed the pattern and nature of curriculum of 20 th century. We have already discussed different approaches of curriculum development, described the grassroot approach and administrative approach of curriculum development. The background for National Curriculum Frameworks in India has been discussed elaboratively. The basic guidelines, aims and objectives and the major contents of the National Curriculum Framework 2000 has been described in this section. the recommendations of National Curriculum Framework 2005 along with the major challenges of implementation of National Curriculum Framework 2005 has also been discussed here. The last topic of this unit is choice based credit system. Meaning of the term CBCS, objectives, rationale, process of evaluation under CBCS etc. are discussed in this subunit. Scores awarded for attendance and internal assessment should be objectively marked, otherwise peoples' confidence in this system will not develop. Number of teaching faculty should be immediately increased as time required for evaluation and record keeping has increased immensely. Education is meant for all round development and if we want the education system to serve this purpose then credit should be added for co-curricular activities too and this should be included in the UGC guideline.

6.7 Self-Assessment Questions

1. What are the different approaches of curriculum development?
2. Define the term 'Curriculum Framework'.
3. Briefly describe the fundamental elements of Curriculum Framework.
4. What are major the aims and objectives of National Curriculum Framework 2000
5. Mention the major contents of the National Curriculum Framework 2000
6. Describe the five guiding principles of NCF 2005.
7. NSOU ? CC-ED-07 ? 218 Mention the objectives of NCF 2005.
8. What were the reasons behind reform in curriculum areas according to NCF 2005?
9. Mention the suggestions for revising mathematics curriculum in NCF 2005.
10. Write the objective of teaching sciences as mentioned in NCF 2005.
11. Describe the science curriculum for the primary stage of education.
12. What is the reason behind the recommending Education for peace in NCF 2005?
13. Justify the relation between Habitat and learning as mentioned in this curriculum framework.
14. Mention any two suggestions for examination reforms by NCF 2005.
15. Mention the limitations of NCF 2005.
16. Mention the Characteristics of Choice Based Credit System.
17. Describe the term choice-based.
18. Name the Types of courses under CBCS
19. Describe the different grassroots approach of curriculum development.
20. Explain the different administrative approach of curriculum development.
21. What are the key principles of Curriculum Framework?
22. Evaluate the significance of Curriculum Framework.
23. Narrate the perspective of NCF 2005 on the basis of the outline of first chapter of the document.
24. Discuss the recommendation of NCF 2005 on 'Learning and Knowledge'.
25. Elaborate the concept of NCF 2005 on school and classroom environment.
26. What do you mean by systematic reforms? Describe teacher education reform as mentioned in NCF 2005.
27. Describe and discuss evaluation and assessment reform in NCF 2005?
28. What Mention the Characteristics of Choice Based Credit System re the objectives of CBCS?
29. Explain the rationale of CBCS in India.
30. Outline the concept of Credit point.
31. Describe the evaluation process in CBCS
32. Write notes on the 10 point grading system as introduced by UGC. xxxiii. Describe the Methods of computation of SGPA and CGPA. xxxiv. What are the advantages of CBCS? xxxv. Mention the disadvantages of CBCS.

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6.8 References Bruner, J.S. (1960/1977): The Process of Education. Harvard University Press. Eisner, E.W. (1979): The Educational Imagination. New York : Macmillan.

100%

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W

Taba, H. (1962). Curriculum development: theory and practice. New York: Harcourt Brace,

Jovanovich.

National Curriculum Framework (2000), National Council of

95%

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W

Educational Research and Training. New Delhi. National Curriculum Framework (2005), National Council

of Educational Research and Training.

New Delhi. Saylor, J. G., Alexander, W. M., & Lewis, A. J. (1981). Curriculum planning for better teaching and learning (4th ed.). New York: Holt, Rinehart, & Winston. Sharpes, D.K.. (1988) : Curriculum Traditions and Practices. London : Routedledge. Stenhouse, L. (1975) : An Introduction ro Curriculum Research and Development. London : Heinemann. NCERT (2005) National Curriculum Framework 2005, New Delhi: National Council for Education Research and Training Wheeler, D. K. (1967) : Curriculum Process. University of London Press.
<http://www.ncert.nic.in/html/pdf/schoolcurriculum/ncfsc/Summary.pdf>
 NSOU ? CC-ED-07 ? 220 NOTES

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1/392	SUBMITTED TEXT	15 WORDS	80% MATCHING TEXT	15 WORDS
All rights reserved. No part of this study material may be reproduced in any form		All rights reserved. No part of this work may be reproduced in any form		
W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html				
2/392	SUBMITTED TEXT	22 WORDS	52% MATCHING TEXT	22 WORDS
UNIT 1 ????? Introduction to Curriculum Structure 1.1 Objectives 1.2 Introduction 1.3 Curriculum 1.3.1 Meaning of Curriculum 1.3.2 Nature of Curriculum 1.3.3 Scope of Curriculum 1.3.4 Functions of Curriculum 1.3.5				
SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)				
3/392	SUBMITTED TEXT	30 WORDS	51% MATCHING TEXT	30 WORDS
References 1.1 Objectives After studying this unit the students will be able to : ? Understand the meaning of curriculum; ? Understand the nature and scope of curriculum; ? Identify the determinants of curriculum; ?				
SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)				
4/392	SUBMITTED TEXT	21 WORDS	64% MATCHING TEXT	21 WORDS
the educational institution both serve as two of the principles on which a curriculum is formulated. Curriculum is a selection of				
SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)				

5/392	SUBMITTED TEXT	12 WORDS	83% MATCHING TEXT	12 WORDS
the word curriculum was derived from the Latin word 'currere', which means		the word curriculum was originated from the Latin word called CURRERE, which means		
W https://www.slideshare.net/RajashekharShirvalka/module-3-curriculum-design-and-developmentpptx				
6/392	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
race course referring to the course of deeds and experiences through which children grow		race course, referring to the course of deeds and experiences through which children grow		
W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html				
7/392	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
Curriculum refers to an interactive system of instruction and learning with specific goals, contents, strategies, measurement, and resources.				
SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)				
8/392	SUBMITTED TEXT	21 WORDS	81% MATCHING TEXT	21 WORDS
curriculum. It is the instructional and the educative programme which helps the pupils achieve their goals, ideals and aspirations of life.		Curriculum is the instructional and the educative programme by following which the pupils achieve their goals, ideals and aspirations of life.		
W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf				
9/392	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
Curriculum is the entire range of experiences, both directed and undirected, concerned in unfolding the abilities of the individual.				
SA Book Final modification 10.12.2018.docx (D45523568)				
10/392	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
The curriculum is all the learning experiences planned and directed by the school to attain its educational goals.				
SA Book Final modification 10.12.2018.docx (D45523568)				

11/392	SUBMITTED TEXT	29 WORDS	94% MATCHING TEXT	29 WORDS
<p>Cunningham (1994) - "Curriculum is a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideas (aims and objectives) in his studio (school)"</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
12/392	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
<p>Monroe - "Curriculum includes all those activities which are utilized by the school to attain the aims of education.</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>				
13/392	SUBMITTED TEXT	27 WORDS	79% MATCHING TEXT	27 WORDS
<p>curriculum includes all the learners' experience in or outside school that are included in a programme which has been devised to help him developmentally, emotionally, socially, spiritually and morally".</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
14/392	SUBMITTED TEXT	31 WORDS	98% MATCHING TEXT	31 WORDS
<p>T.P. Nunn - "The curriculum should be viewed as various forms of activities that are grand expressions of human spirit and that are of the greatest and most permanent significance to the wide world".</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
15/392	SUBMITTED TEXT	14 WORDS	92% MATCHING TEXT	14 WORDS
<p>Curriculum is composed of all experiences children have under the guidance of the teacher.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf</p>				
16/392	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experience of the human race."</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>				

17/392	SUBMITTED TEXT	29 WORDS	100% MATCHING TEXT	29 WORDS
	<p>Doll – “Curriculum is the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of</p> <p>Doll (1978), “Curriculum is the formal and informal content and process by which learners gain knowledge and understanding, develop skills and alter attitudes, appreciations and values under the auspices of</p> <p>W https://www.tnteu.ac.in/pdf/knowledge.pdf</p>			
18/392	SUBMITTED TEXT	27 WORDS	86% MATCHING TEXT	27 WORDS
	<p>Curriculum includes all the learner’s experiences in or outside that are included in a programme which has been devised to help him develop physically, emotionally, socially, spiritually and morally.”</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>			
19/392	SUBMITTED TEXT	31 WORDS	91% MATCHING TEXT	31 WORDS
	<p>a curriculum as ‘an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice’.</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>			
20/392	SUBMITTED TEXT	18 WORDS	97% MATCHING TEXT	18 WORDS
	<p>curriculum as the total effort of the school to bring about desired outcomes in school and out-of-school situations.</p> <p>curriculum as the sum total effort of the school to bring about desired outcomes in school and out of school situations.</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>			
21/392	SUBMITTED TEXT	25 WORDS	98% MATCHING TEXT	25 WORDS
	<p>defined as a sequence of potential experiences set up in school for the purpose of disciplining children and youth in group ways of thinking and acting.</p> <p>defined “curriculum as a sequence of potential experiences set up in school for the purpose of disciplining children and youth in group ways of thinking and acting.” ?</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>			

22/392	SUBMITTED TEXT	30 WORDS	66% MATCHING TEXT	30 WORDS
	as the massive, ongoing process, the author also mentions about family, peer groups, neighbourhoods, churches, organizations, occupations, mass media, and other socializing forces that "educate" all of us throughout our lives		as: "...[the] massive, ongoing, informal curriculum of family, peer groups, neighborhoods, churches organizations, occupations, mass, media and other socializing forces that "educate" all of us throughout our lives. "	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
23/392	SUBMITTED TEXT	70 WORDS	82% MATCHING TEXT	70 WORDS
	Content ? A program of studies ? A set of materials ? A sequence of courses ? A set of performance objectives ? A course of study ? Is everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships NSOU ? CC-ED-07 ? 11 ? Everything that is planned by school personnel ? A series of experiences undergone by learners in a school ? That which an individual learner experiences as a result of schooling			
	SA Models of Curriculum Development-Ch-11.docx (D29551053)			
24/392	SUBMITTED TEXT	21 WORDS	93% MATCHING TEXT	21 WORDS
	one is the process of individual development and the other is the process of socialization, which is commonly known as adjustment with			
	SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)			
25/392	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
	Curriculum is the entire range of experiences, both directed and undirected, concerned in unfolding the abilities of the individual			
	SA Book Final modification 10.12.2018.docx (D45523568)			
26/392	SUBMITTED TEXT	23 WORDS	85% MATCHING TEXT	23 WORDS
	school situations. 4. Curriculum includes the planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational objectives. Curriculum		school program. may incorporate the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. Curriculum	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			

27/392	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
	as a sequence of potential experiences set up in school for the purpose of disciplining children and youth in group ways of thinking and acting. 5.		as a sequence of potential experiences set up in school for the purpose of disciplining children and youth in group ways of thinking and acting." ?	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
28/392	SUBMITTED TEXT	32 WORDS	80% MATCHING TEXT	32 WORDS
	the process of selecting, organizing, executing, and evaluating learning experiences on the basis of the needs, abilities and interests of the learners and the nature of the society or community. It is a		the process of selecting, organizing, executing and evaluating the learning experiences on the basis of the needs, abilities, and interest of learners, and on the basis of the nature of the society or community. ? 2. It is a	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
29/392	SUBMITTED TEXT	17 WORDS	91% MATCHING TEXT	17 WORDS
	breadth of the curriculum i.e. the content, learning experiences and activities to be included in the curriculum.		breadth of the curriculum- the content, learning experiences and activities to be included in the curriculum.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
30/392	SUBMITTED TEXT	10 WORDS	95% MATCHING TEXT	10 WORDS
	Knowledge and experience, Objectives and content, Child's activity and needs		Knowledge and experience, Objectives and content, and Child's activity and needs	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
31/392	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
	the learning experiences are planned and directed by the school to attain its educational goals. 3.			
	SA Book Final modification 10.12.2018.docx (D45523568)			
32/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	the content, learning experiences and activities to be included in the curriculum		the content, learning experiences and activities to be included in the curriculum.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			

33/392	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<p>It is not only about the school, the learners and the teachers. It is also about the development of a society in general.</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
34/392	SUBMITTED TEXT	62 WORDS	100% MATCHING TEXT	62 WORDS
<p>In fact, that is why we use the terms aims, goals and objectives to refer to them. Aims are broad statements which cover all of the experiences provided in the curriculum; goals are tied to specific subjects or group of contents within the curriculum; while objectives describe the more specific outcomes that can be attained as a result of lessons or instruction delivered at the classroom</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>				
35/392	SUBMITTED TEXT	14 WORDS	78% MATCHING TEXT	14 WORDS
<p>direct the choice of curricular content; suggest what learning methods will be most effective;</p> <p>SA ASSIGNMENT 1 curriculum.pdf (D55197896)</p>				
36/392	SUBMITTED TEXT	27 WORDS	80% MATCHING TEXT	27 WORDS
<p>curriculum in Indian educational system is divided into chunks of knowledge, which we call subject areas in basic education such as English, Mathematics, Science, Social Studies and others.</p> <p>W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html</p>				
37/392	SUBMITTED TEXT	27 WORDS	84% MATCHING TEXT	27 WORDS
<p>as the total learning experience of the student. This concept is anchored on John Dewey's definition of experience and education. He believed that reflective thinking is a means</p> <p>W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html</p>				

38/392	SUBMITTED TEXT	15 WORDS	78% MATCHING TEXT	15 WORDS
Caswell and Campwell view curriculum as – ‘All experiences children have under the guidance of teachers’		Caswell and Campbell curriculum as “all experiences children have under the guidance of teachers”.		
W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html				
39/392	SUBMITTED TEXT	23 WORDS	76% MATCHING TEXT	23 WORDS
Marsh and Willis describes curriculum as – ‘Experiences in the classroom which are planned and imparted by the teacher and learned by the students’.		Marsh and George Willis also viewed curriculum as all the experiences in the classroom which are planned and enacted by the teacher and also learned by the students.		
W https://pdfcoffee.com/curriculum-development-chapter1docx-pdf-free.html				
40/392	SUBMITTED TEXT	35 WORDS	98% MATCHING TEXT	35 WORDS
curriculum has become a dynamic process due to the changes that occur in society. Therefore, in its broadest sense, curriculum refers to the “total learning experiences of individuals not only in school, but in society as well” (
SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)				
41/392	SUBMITTED TEXT	20 WORDS	71% MATCHING TEXT	20 WORDS
includes documents, course of study or syllabi for implementation. Most written curricula are made by curriculum experts with participation of teachers.		includes documents, course of study or syllabi handed down to the schools, districts, division, departments or colleges for implementation. Most of the written curricula are made by curriculum experts with participation of teachers.		
W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html				
42/392	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
varied activities that are implemented in order to arrive at the objectives or purposes of the written curriculum.		varied activities that are implemented in order to arrive at the objectives or purposes of the written curriculum.		
W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html				
43/392	SUBMITTED TEXT	15 WORDS	91% MATCHING TEXT	15 WORDS
the curriculum-in-use, it is the actual curriculum that is delivered and presented by each teacher. 2.		The curriculum-in-use is the actual curriculum that is delivered and presented by each teacher.		
W https://www.tnteu.ac.in/pdf/knowledge.pdf				

44/392	SUBMITTED TEXT	17 WORDS	61% MATCHING TEXT	17 WORDS
	recommended and proposed by experts, scholars and professional organizations. The curriculum may come from a national agency		Recommended curriculum – proposed by scholars and professional organizations. Most of the school curricula are recommended. The curriculum may come from a national agency	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
45/392	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
	The different planned activities which are put into action in the classroom compose the taught curriculum. These are		The different planned activities which are put into action in the classroom compose the taught curriculum. These are	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
46/392	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
	explicit, it is simply that which is written as part of formal instruction of schooling			
	SA CURRICULUM Development and practice ASSGN 1- 200829793 Tronah M. Simbuwa.pdf (D57411754)			
47/392	SUBMITTED TEXT	18 WORDS	91% MATCHING TEXT	18 WORDS
	things that students actually take out of classrooms; those concepts and content that are truly learned and remembered. 6.		things that students actually take out of classroom; those concepts and content that are truly learned and remembered. 110	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
48/392	SUBMITTED TEXT	23 WORDS	62% MATCHING TEXT	23 WORDS
	learner to achieve real and lifelong learning. This refers to a tested or evaluated curriculum. Series of evaluations are being done by the teachers		learner to achieve real and lifelong learning. ? 15. 5. Assessed curriculum – that which is tested and evaluated. This refers to a tested or evaluated curriculum. At the duration and end of the teaching episodes, a series of evaluations are being done by the teachers	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			

49/392	SUBMITTED TEXT	29 WORDS	59% MATCHING TEXT	29 WORDS
	at the end of the teaching episodes to determine the extent of teaching-learning or to tell if the students are progressing. Assessment tools like pencil-and-paper tests, authentic instruments like portfolio		At the duration and end of the teaching episodes, a series of evaluations are being done by the teachers to determine the extent of teaching or to tell if the students are progressing. This refers to the assessed curriculum. Assessment tools like paper-and- pencil tests, authentic instruments like portfolio	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
50/392	SUBMITTED TEXT	14 WORDS	96% MATCHING TEXT	14 WORDS
	material resources such as textbooks, computers, audio-visual materials, laboratory equipment, playgrounds and other facilities. 8.		material resources such as textbooks, computers, audio-visual materials, laboratory equipment, playgrounds, zoos and other facilities	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
51/392	SUBMITTED TEXT	29 WORDS	90% MATCHING TEXT	29 WORDS
	politicians. This curriculum may also come from those professionals involved in concept formation and content revision or from those educational programmes resulting from decisions based on national and state reports.		politicians. This curriculum may also come from those professionals involved in concept formation and content changes; or from those educational initiatives resulting from decisions based on national and state reports,	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
52/392	SUBMITTED TEXT	27 WORDS	92% MATCHING TEXT	27 WORDS
	Curriculum This refers to the learning outcomes achieved by the students. Learning outcomes are indicated by the results of the tests and changes in behaviour which can be		curriculum – this refers to the learning outcomes achieved by the students. Learning outcomes are indicated by the results of the tests and changes in behavior which can either be	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
53/392	SUBMITTED TEXT	17 WORDS	79% MATCHING TEXT	17 WORDS
	This is the unintended curriculum, hence not deliberately planned but may modify behaviour or influence learning outcomes.		this is the unintended curriculum which is not deliberately planned but may modify behavior or influence learning outcomes.	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			

54/392	SUBMITTED TEXT	16 WORDS	68% MATCHING TEXT	16 WORDS
	peer influence, physical condition, teacher-learner interaction, teacher's temperament and many other factors make up the hidden curriculum.		Peer influence, school environment, physical condition, teacher-learner interaction, mood of the teachers and many other factors make up the hidden curriculum. ? 18.	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
55/392	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
	part of a family's experiences, or related experiences sanctioned by the family		part of a family's experiences, or related experiences sanctioned by the family. (
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
56/392	SUBMITTED TEXT	53 WORDS	82% MATCHING TEXT	53 WORDS
	What is taught, or emphasized at home, or those experiences that are part of a family's experiences, or related experiences sanctioned by the family. This type of curriculum may be received at temples, in the context of religious expression, lessons on values, ethics or morals, or social, cultural as well as religious experiences based on		What is taught, or emphasized at home, or those experiences that are part of a family's experiences, or related experiences sanctioned by the family. (This type of curriculum may be received at church, in the context of religious expression, lessons on values, ethics or morals, molded behaviors, or social experiences based on	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
57/392	SUBMITTED TEXT	22 WORDS	93% MATCHING TEXT	22 WORDS
	do not teach, thus conveying students the message that these elements are not important in their educational experiences or in our society.		do not teach, thus giving students the message that these elements are not important in their educational experiences or in our society.	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
58/392	SUBMITTED TEXT	18 WORDS	83% MATCHING TEXT	18 WORDS
	The syllabus is defined as the document that consists of topics or portions covered in a particular subject		The syllabus is defined as the documents that consists of topics or portion covered in a particular subject.	
	W https://coed.dypvp.edu.in/E-resource/BED202-Unit-2.pptx			
59/392	SUBMITTED TEXT	18 WORDS	75% MATCHING TEXT	18 WORDS
	teaching methods, lessons, assignments, physical and mental exercises, other activities, projects, study materials, tutorials, presentations, assessment, test series,		teaching methods, lessons, assignments, physical and mental exercises, activities, projects, study material, tutorials, presentations, assessments, test series,	
	W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf			

60/392	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	Curriculum is based on the philosophy, goals and values of education.		Curriculum is based on the philosophy, goals and values of education.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
61/392	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
	Curriculum is the sum total of all subjects, learning experiences and activities		Curriculum is the sum total of school subjects, learning experiences and activities.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
62/392	SUBMITTED TEXT	19 WORDS	89% MATCHING TEXT	19 WORDS
	prescribed co-curricular and extra – curricular activities in the curriculum. Curriculum includes not only indoor activities but also out-door activities of the school		prescribed co-curricular and extra-curricular activities in the form of syllabus. Curriculum includes not only indoor activities but also out-door activities of the school	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
63/392	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
	The curriculum has a countless role to play and it is considered as a plan, an experience, a subject matter or content and as a field map.		The curriculum has a countless role to play and it is considered as a plan, an experience, a subject matter or content and as a field map.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
64/392	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	Syllabus refers to a list of unelaborated headings or booklet.		Syllabus refers to a list of unelaborated headings or booklet	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
65/392	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	No prescribed co-curricular and extra- curricular activities in the form of syllabus.		No prescribed co-curricular and extra-curricular activities in the form of syllabus.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			

66/392	SUBMITTED TEXT	20 WORDS	93% MATCHING TEXT	20 WORDS
<p>The syllabus has a limited role to play and has less significance in the educational world. It is not an inclusive concept</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>		<p>The syllabus has a limited role to play and has less significance in the educational world. It is an inclusive concept.</p>		
67/392	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
<p>Many people still equate a curriculum with a syllabus. An UNESCO publication entitled "Preparing Text Book Manuscripts" (1970) has differentiated between the curriculum and syllabus.</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>		<p>Many people still equate a curriculum with a syllabus. An UNESCO publication entitled Preparing Text Book Manuscripts "(1970)" has differentiated between the curriculum and syllabus.</p>		
68/392	SUBMITTED TEXT	143 WORDS	99% MATCHING TEXT	143 WORDS
<p>The curriculum sets out the subjects to be studied, their order and sequence and so ensures some balance between humanities and science and consistency in the study of subjects, thus facilitating inter subject links. It follows that the curriculum determines the amount of school time allotted to each subject, the aim of teaching each subject, the place of the motor skills which take time to acquire; and possibly the variations between rural and urban school teaching. The curriculum in the schools of developing countries is often directly related to the requirements for developments. The syllabus determines the basic content of instructions in a given subject and the range of knowledge and skills which the pupils must acquire and establish in detail, the themes and individual points to be studied in each school year. The syllabus is a refined detail of the curriculum at a particular stage of learning for a particular subject'. 1.4</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>		<p>The curriculum sets out the subjects to be studied, their order and sequence and so ensures some balance between humanities and science and consistency in the study of subjects, thus facilitating inter subject links. It follows that the curriculum determines the amount of school times allotted to each subject, the aim of teaching each subject, the place of the motor skills which take time to acquire and possibly, the variations between rural and urban school teaching. The curriculum in the schools of developing countries is often directly related to the requirements for developments. The syllabus determines the basic content of instructions in a given subject and the range of knowledge and skills which the pupils must acquire and establish in detail the themes and individual points 24 to be studied in each school year. The syllabus is a refined detail of the curriculum at a particular stage of learning for a particular subject.</p>		
69/392	SUBMITTED TEXT	17 WORDS	91% MATCHING TEXT	17 WORDS
<p>Curriculum includes all those activities which are utilised by the school to attain the aims of education.'</p> <p>W https://coed.dypvp.edu.in/E-resource/BED202-Unit-2.pptx</p>		<p>Curriculum includes all those activities which are utilized by the school to attain the aims of education". -</p>		

70/392	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
	influenced by modes of thoughts, pedagogies, political, social as well as cultural experiences.		influenced by modes of thoughts, pedagogies, political as well as cultural experiences • 4.	
	W https://www.slideshare.net/RajashekharShirvalka/module-3-curriculum-design-and-developmentpptx			
71/392	SUBMITTED TEXT	20 WORDS	80% MATCHING TEXT	20 WORDS
	series of things that students must do and experience by way of developing abilities to do the things well that		series of things which children and youth must do and experience by way of developing abilities to do the things well that	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
72/392	SUBMITTED TEXT	15 WORDS	68% MATCHING TEXT	15 WORDS
	Positive thinking are some of the facets of personality development and the outcomes of co-curricular		positive thinking are some of the facets of personality development which are the outcome of these activities. A Co-curricular	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
73/392	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	In developing a curriculum a number of factors are considered,			
	SA Book Final modification 10.12.2018.docx (D45523568)			
74/392	SUBMITTED TEXT	22 WORDS	98% MATCHING TEXT	22 WORDS
	Co-curricular activities guide students to organize and present an activity; how to develop skills, how to co-operate and co-ordinate in different situations;		Co-curricular activities guide students how to organize and present an activity, how to develop skills, how to co-operate and co-ordinate in different situations-	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
75/392	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	Co-curricular activities stimulate playing, acting, singing, recitation, speaking and narrating,		Co-curricular activities stimulate playing, acting, singing, recitation, speaking and narrating	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			

76/392	SUBMITTED TEXT	29 WORDS	77% MATCHING TEXT	29 WORDS
	avenues of socialization, self-identification and self-assessment, when the child comes in contact with organizers, fellow participants, teachers, and people outside the school during different activities. Co-curricular activities develop the values		avenues of socialization, self-identification and self-assessment when the child comes in contact with organizers, fellow participants, teachers, and people outside the school during cultural activity. 8. Co-curricular activities make students perfect in decision making. 173 9. Co-curricular activities inculcate the values	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
77/392	SUBMITTED TEXT	12 WORDS	88% MATCHING TEXT	12 WORDS
	like physical, psychological, Ethical, academic, civic, social, aesthetic, cultural recreational and disciplinary values.		like physical, psychological, ethic, academic, civic, social, aesthetic, cultural recreational and disciplinary values.	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
78/392	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
	and the degree to which major educational changes are brought about in the learners (Tyler, 1969).		and the degree to which major educational changes are brought about in the learners (Tyler, 2013).	
	SA Assignment+1.curriculum.docx (D55005071)			
79/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	curricular activities 1. The teacher must be a good planner so that		curricular activities: The Teacher must be a good planner so that	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
80/392	SUBMITTED TEXT	54 WORDS	92% MATCHING TEXT	54 WORDS
	different activities could be carried out systematically throughout the year. 2. It should be the duty of the teacher to give more and more opportunity to the child while performing co-curricular activities. 3. The Teacher should act as innovator by introducing some innovative programmes. 4. The teacher must be a good organiser so that the students experience maximum of it. 5.		different activities of the organization could be carried out systematically throughout the year 1. It should be the duty of the teacher to give more and more opportunity to the child while performing co-curricular activities. 2. The Teacher should act as innovator by introducing some innovative programmes. 3. The teacher must be a good organizer so that the students experienced maximum of it. 4.	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			

81/392	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	Aggarwal, J.C., (1990). Curriculum Reforms in India. Doaba House, Delhi.		Aggarwal, J.C., (1990). Curriculum Reforms in India. Doaba House, Delhi. ?	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
82/392	SUBMITTED TEXT	13 WORDS	87% MATCHING TEXT	13 WORDS
	Caswell, H. L., & Campbell, D. S. (1935). Curriculum development. New York: American Book.		Caswell, H.L. & Campell, D.S. (1935). Curriculum Development. New York: American Book	
	W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf			
83/392	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
	Cortes, C.E. (1981) The societal curriculum: Implications for multiethnic educations. In Banks, J.A(ed.) Educations in the 80's: Multiethnic education. National Education Association.		Cortes, C.E. (1981) The societal curriculum: Implications for multiethnic educations. In Banks, J.A (ed.) Educations in the 80's: Multiethnic education. National Education Association.	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
84/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	educational imagination: On design and evaluation of school programs. (3rd.ed) New York: Macmillan.		educational imagination: On design and evaluation of school programs. (3rd. ed) New York: Macmillan.	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
85/392	SUBMITTED TEXT	25 WORDS	79% MATCHING TEXT	25 WORDS
	of Curriculum development 2.5.1 Assessment of educational needs 2.5.2 Formulation of Educational objectives 2.5.3 Selection and organisation of content 2.5.4 Selection and organisation of learning experiences 2.5.5 Evaluation of		of curriculum development Assessment of educational needs Formulation of objectives Selection and organization of content Selection and organization of learning experiences Evaluation ? 4. of	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
86/392	SUBMITTED TEXT	25 WORDS	61% MATCHING TEXT	25 WORDS
	Introduction In unit 1 of this block you have studied the meaning nature and scope of curriculum. You have also studied the factors and determinants of curriculum.		INTRODUCTION In Unit 1 of this Block, you have studied the meaning, bases of and major approaches to curriculum. You have also studied the role of curriculum	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			

87/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	assessment of educational needs, formulation of objectives, selection and organisation of content		Assessment of educational needs I Formulation of objectives 1 Selection and organisation of content	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			
88/392	SUBMITTED TEXT	35 WORDS	78% MATCHING TEXT	35 WORDS
	the foundations of curriculum which set the external boundaries of knowledge of curriculum. These bases will determine - what constitutes valid source of information from which come accepted theories, principles and ideas relevant to the field of curriculum.		The foundations of curriculum set the external boundaries of the knowledge of curriculum and define what constitutes valid source of information from which come accepted theories, principles and ideas relevant to the field of curriculum.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
89/392	SUBMITTED TEXT	28 WORDS	46% MATCHING TEXT	28 WORDS
	of the curriculum. Here comes the significance of the bases or foundations of curriculum. The bases of curriculum are considered usually from philosophical, sociological and psychological points of view. 2.3.1		of curriculum. The foundations of curriculum represent the external boundaries of the field. The foundations of curriculum are considered usually from philosophical, sociological and psychological points of view.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
90/392	SUBMITTED TEXT	31 WORDS	86% MATCHING TEXT	31 WORDS
	of Curriculum. In decision making, philosophy provides the starting point. The philosophy of a curriculum planner, implementer or evaluator reflects his or her life experiences, common beliefs, social and economic background and education.		Of Curriculum• In decision making : • Philosophy provides the starting point and will be used for the succeeding decision making. • The philosophy of a curriculum planner, implementor or evaluator reflects his or her life experiences, common beliefs, social and economic background and education. ? 6.	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
91/392	SUBMITTED TEXT	16 WORDS	90% MATCHING TEXT	16 WORDS
	The selection of learning experiences according to the present needs, interests and activities of the child		the selection of learning experience according to the present needs, interests and activities of the child.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
92/392	SUBMITTED TEXT	11 WORDS	87% MATCHING TEXT	11 WORDS
	Basic principle of curriculum and instruction. Chicago: The University of Chicago Press.			
	SA SCE 611 Mankutu.docx (D50988352)			

93/392	SUBMITTED TEXT	38 WORDS	89% MATCHING TEXT	38 WORDS
	Philosophy provides educators, teachers and curriculum makers with framework for planning, implementing and evaluating curriculum in schools. Philosophy helps in answering what school are for, which subjects are important, how students should learn and what materials and methods should be used.		Philosophy provides educators, teachers, and curriculum makers with framework for planning, implementing, and evaluating curriculum in schools. It helps in answering what schools are for, what subjects are important, how students should learn and what materials and methods should be used.	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
94/392	SUBMITTED TEXT	13 WORDS	89% MATCHING TEXT	13 WORDS
	must become the child's habitat to be a miniature community and embryonic society"		must become the child's habitant to be a miniature community, and embryonic society".	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
95/392	SUBMITTED TEXT	17 WORDS	91% MATCHING TEXT	17 WORDS
	The expectation and aspiration of a dynamic society are reflected through the educational system of a country.		The expectation and aspiration of a changing society are reflected through the educational system of a country. "	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
96/392	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	on education. Education has to adjust itself to the changing situations		on education. Education has to adjust itself to the changing situations.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
97/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	isolated from life. In short, it will remain unrealistic, useless and		isolated from life; in short, it will remain unrealistic, useless and	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
98/392	SUBMITTED TEXT	43 WORDS	86% MATCHING TEXT	43 WORDS
	grows and changes and as such these social changes must not only be reflected in education but also be influenced by it. Changes occur in the cultural sphere and every sector of natural life. Curriculum should reflect these relevant factors and promote desirable changes in the learners.		grows and changes and as such these 33 social changes must not only be reflected in education but also be influenced by it. Changes occur in the cultural sphere and every sector of natural life. Curriculum is relevant, should take out of these changes and promote desirable changes in the learners. 1.11	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			

99/392	SUBMITTED TEXT	21 WORDS	77% MATCHING TEXT	21 WORDS
	the curriculum formulation. The present and future trends, issues of national and international interests, Curriculum trends, Equality of educational opportunities in education		the Curriculum – Focus on present and future trends and issues of national and international interest. Curriculum Trends – Equality of educational opportunities in education,	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
100/392	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	In considering the social foundations of curriculum, we must recognize that		In considering the social foundations of curriculum, we must recognize that	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
101/392	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	But schools are formal institutions that address more complex and interrelated societies.		But schools are formal institutions that address more complex and interrelated societies	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
102/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	Idealistic curriculum reflects the cultural heritage and civilization of the whole human race.			
	SA Book Final modification 10.12.2018.docx (D45523568)			
103/392	SUBMITTED TEXT	21 WORDS	69% MATCHING TEXT	21 WORDS
	William Kilpatrick (1871-1965) – viewed curriculum as purposeful activities which are child-centred so the purpose of curriculum is child development and growth.		William Kilpatrick (1871- 1965) – Curriculum purposeful activities which are child- centered. The purpose of the curriculum is child development and growth.	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
104/392	SUBMITTED TEXT	14 WORDS	95% MATCHING TEXT	14 WORDS
	Franklin Bobbit (1876-1956) - presented curriculum as a science that emphasizes on students' need		Franklin Bobbit (1876-1956) – Bobbit presented curriculum as a science that emphasizes on students' need.	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			

105/392	SUBMITTED TEXT	30 WORDS	100% MATCHING TEXT	30 WORDS
	psychologised. Psychological foundation consists of the accumulated knowledge which guides the learning process and allows the teacher who is executing the curriculum to make intelligent decisions regarding the behaviour of the learner.		psychologised. Psychological foundation consists of the accumulated knowledge which guides the learning process and allows the teacher who is executing the curriculum to make intelligent decisions regarding the behaviour of the learner.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
106/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	Psychology is concerned with a basic question – How do people learn?		psychology is concerned with a basic question – How do people Learn?	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
107/392	SUBMITTED TEXT	19 WORDS	65% MATCHING TEXT	19 WORDS
	in terms of the learner's behavioural changes. This is just an indication of how psychology is influencing educational thought and practice.		in terms of the leaner's behavioural changes is just one indication of how psychology is influencing educational thought and practice.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
108/392	SUBMITTED TEXT	16 WORDS	84% MATCHING TEXT	16 WORDS
	knowledge of the nature of the learner and learning process and the condition facilitating optimum learning,			
	SA Book Final modification 10.12.2018.docx (D45523568)			
109/392	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
	wholeness" of the problem. Human beings do not respond to isolated stimuli but to an organization or pattern of stimuli.		wholeness" of the problem - Human beings do not respond to isolated stimuli but to an organization or pattern of stimuli.	
	W https://pdfcoffee.com/module-112-pdf-free.html			
110/392	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	and its organisation are based on various theories of psychology;		and its organisation are based on various theories of psychology	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			

111/392	SUBMITTED TEXT	21 WORDS	85% MATCHING TEXT	21 WORDS
	the laws of learning, such as Law of readiness, law of exercise and law of effect, law of remembering and forgetting		the laws of learning (viz,. Law of readiness, law of exercise and law of effect: law of remembering and forgetting),	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
112/392	SUBMITTED TEXT	20 WORDS	85% MATCHING TEXT	20 WORDS
	theories of interest and attention, transfer of learning, growth and development of physical and mental capacities, intelligence, creativity and personality development		theories of interest and attention, transfer of learning growth and development of physic and mental, intelligence, creativity and personality development.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
113/392	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
	that curriculum should be organised on the theories of learning and motivation and on the aptitudes and abilities of the learners. Curriculum		that curriculum should be organised on the theories of learning and motivation and on the aptitudes and abilities of the learners. Curriculum	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
114/392	SUBMITTED TEXT	50 WORDS	87% MATCHING TEXT	50 WORDS
	Is the curriculum planned keeping is view the needs and interest of the learners? Is it sequenced according to the age and particular stage of the development of the learners? Is it flexible enough to make allowances for the individual differences among learners? Does it cultivate a sense of innovation, independent and divergent thinking in individuals?		Is the curriculum designed keeping is view the needs and interest of the learners? ? Is it graded and sequenced according to the age and particular stage of the development of the learners? ? Is it flexible enough to make allowances for the individual differences among learners? ? Does it foster a sense of innovation and independent thinking in individuals	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
115/392	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
	The cognitive approach constitutes a logical method for organizing and interpreting learning.			
	SA Curriculum Document Critique.pdf (D139248702)			
116/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	Knowledge and content are well accepted as integral parts of the curriculum		knowledge and content are well accepted as integral parts of the curriculum.	
	W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html			

117/392	SUBMITTED TEXT	12 WORDS	83% MATCHING TEXT	12 WORDS
	widely used for organising educational experiences. In this design the subject matter		widely used methods for organising educational experiences. In this approach the subject matter	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			
118/392	SUBMITTED TEXT	16 WORDS	62% MATCHING TEXT	16 WORDS
	Introduces students to essential knowledge of society. 2. Easy to deliver 3. Textbook and materials are commercially available.		introduces students to the essential knowledge of society. Also, the design is easy to deliver because complementary text-books and support materials are commercially available. (
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
119/392	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	to see the basic logic or structure of each discipline		to see the basic logic or structure of each discipline –	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
120/392	SUBMITTED TEXT	17 WORDS	63% MATCHING TEXT	17 WORDS
	and interests of children cannot be anticipated, therefore no fixed curriculum framework can be planned for all children.		and needs of children cannot be anticipated and, therefore, a curriculum framework cannot be planned for all children.	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
121/392	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	teachers with great skills and competence in dealing with individuals. 2.4.3		teachers with great skills and competence in dealing with individuals.	
	W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html			
122/392	SUBMITTED TEXT	18 WORDS	77% MATCHING TEXT	18 WORDS
	designs are organised to reinforce cultural traditions and also address those needs that are currently unmet. These designs		designs are organized to reinforce cultural traditions and also to address those community and societal needs that are currently unmet. these designs	
	W https://jeremiahkimaublog.wordpress.com/2015/10/07/curriculum-development-notes-faculty-of-educat ...			

123/392	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	in ways that allow students to clearly view problem areas.		in ways that allow students to clearly view problem areas.	
	W https://pdfcoffee.com/module-112-pdf-free.html			
124/392	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	part of this design, the common needs problems and concerns of		part of this design, the common needs, problems, and concerns of	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
125/392	SUBMITTED TEXT	16 WORDS	87% MATCHING TEXT	16 WORDS
	believe that through the curriculum educators will affect social change and ultimately a more just society		believe that through the curriculum, educators will effect social change and ultimately create a more just society.	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
126/392	SUBMITTED TEXT	20 WORDS	82% MATCHING TEXT	20 WORDS
	believed that the school should help the individual to be a social being and a skilled planner of social reality.		believed that the school should help the individual to develop as a social being and also as a skilled planner of the social reality.	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
127/392	SUBMITTED TEXT	22 WORDS	75% MATCHING TEXT	22 WORDS
	Need assessment is an important task in determining what the curriculum should prescribe for a given population for a period of time.		Need assessment is an important fist step determining what the curriculum should be for a given population during a particular period of time.	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			
128/392	SUBMITTED TEXT	17 WORDS	52% MATCHING TEXT	17 WORDS
	should be related to the broader or ultimate goals of education from which they had been originally derived. Worth:		should be related to the broad goals of education from which they are derived. Worth –	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			

129/392	SUBMITTED TEXT	23 WORDS	42% MATCHING TEXT	23 WORDS
	an objective may create confusion in the minds of the teachers, the students and other stakeholders. This may adversely affect the process of Curriculum Development.		an objective may create confusion in the mind of both the teacher and the students. In such a case the process of Curriculum Development	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			
130/392	SUBMITTED TEXT	28 WORDS	76% MATCHING TEXT	28 WORDS
	be grouped according to some common idea or in terms of domains - cognitive, affective and psychomotor. Consistent and sensible grouping of the objectives will help develop a more effective curriculum.		be grouped according to some common idea or in terms of domains - cognitive, affective and psychomotor. Proper grouping of the objectives will help plan and develop a more meaningful curriculum	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			
131/392	SUBMITTED TEXT	36 WORDS	47% MATCHING TEXT	36 WORDS
	content. The content should be within the range of students' experiences so that the content can be easily grasped and assimilated by the students for whom it is intended. ? Feasibility is another important criterion of content selection.		content. The selected content should not be out of the range of students experiences, intellectual abilities etc., In other words, the content should be such that it can be perceived, understood and assimilated by the learners for whom it is intended. 5. Feasibility: Feasibility as a criterion of content selection	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
132/392	SUBMITTED TEXT	13 WORDS	80% MATCHING TEXT	13 WORDS
	content should be organised such that the concrete is experienced before the abstract		Content should be organised in such a way so that the concrete content is experienced before the abstract	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			
133/392	SUBMITTED TEXT	15 WORDS	70% MATCHING TEXT	15 WORDS
	a greater understanding of their own existence as individuals as well as responsible members of		a greater understanding of their own existence as individuals and as members of	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			
134/392	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
	to determine the extent to which the objectives are achieved through implementation of		to gauge the extent to which the objectives of the curriculum are achieved through implementation of	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			

135/392	SUBMITTED TEXT	13 WORDS	96% MATCHING TEXT	13 WORDS				
<p>should be developed and redeveloped in a spiral fashion increasing depth and breadth</p> <p>SA Curriculum Planning and Development CFP3010 - IDed - from Joe - for printing - 26 Jan 2015.docx (D13185640)</p>								
136/392	SUBMITTED TEXT	11 WORDS	87% MATCHING TEXT	11 WORDS				
<p>aims to examine the impact of implemented curriculum on student's achievement.</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>								
137/392	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS				
<p>Curriculum evaluation may be an internal activity and process conducted by the various units within the education system</p> <p>SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)</p>								
138/392	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS				
<p>may be undertaken regularly by special committees or task forces.</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>								
139/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS				
<table><tr><td>Considers the formal or planned curriculum and the informal or hidden curriculum.</td><td>considers the formal or planned curriculum and the informal or hidden curriculum.</td></tr><tr><td colspan="2">W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</td></tr></table>					Considers the formal or planned curriculum and the informal or hidden curriculum.	considers the formal or planned curriculum and the informal or hidden curriculum.	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf	
Considers the formal or planned curriculum and the informal or hidden curriculum.	considers the formal or planned curriculum and the informal or hidden curriculum.							
W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf								
140/392	SUBMITTED TEXT	22 WORDS	93% MATCHING TEXT	22 WORDS				
<table><tr><td>It Considers the whole child and believes that in curriculum the total development of the individual is the prime consideration. In the</td><td>It considers the whole child and believes that in curriculum the total development of the individual is the prime 167 consideration. The</td></tr><tr><td colspan="2">W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</td></tr></table>					It Considers the whole child and believes that in curriculum the total development of the individual is the prime consideration. In the	It considers the whole child and believes that in curriculum the total development of the individual is the prime 167 consideration. The	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf	
It Considers the whole child and believes that in curriculum the total development of the individual is the prime consideration. In the	It considers the whole child and believes that in curriculum the total development of the individual is the prime 167 consideration. The							
W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf								

141/392	SUBMITTED TEXT	21 WORDS	80% MATCHING TEXT	21 WORDS
	assessment of educational needs, formulation of objectives, selection and organization of content, selection and organization of learning experiences and evaluation. Formulation of Educational		Assessment of educational needs Formulation of objectives Selection and organization of content Selection and organization of learning experiences Assessment of educational	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
142/392	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
	J. Lee (1964) : Evaluation for Course Improvement in New Curricula, New York : Harper & Row.		J. Lee (1964) : Evaluation for Course Improvement in New Curricula, New York : Harper & Row.	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			
143/392	SUBMITTED TEXT	28 WORDS	94% MATCHING TEXT	28 WORDS
	J. Dewey (1966): The Child & the Curriculum -The School & Society, Phoenix, USA. Ornstein, C. & Hunkins P. (1988) : Curriculum, Foundations, Principles and Issues, New Jersey, U.K. Tanner, D.		J. Dewey (1966) : The Child & the Curriculum -The School & Society, Phoenix, USA. Ornstein, C. & Hunkins P. (1988) : Curriculum, Foundations, Principles and Issues, New Jersey, U.K. D.	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			
144/392	SUBMITTED TEXT	27 WORDS	56% MATCHING TEXT	27 WORDS
	Assessment of student learning could be formative or summative or both. There are various types of tests such as standardized tests, teacher- made tests, performance-based tests, ability tests			
	SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)			
145/392	SUBMITTED TEXT	12 WORDS	95% MATCHING TEXT	12 WORDS
	Tanner, L. N. (1980). Curriculum Development : Theory into Practice. New York: Macmillan.			
	SA Pdf.pdf (D78069646)			
146/392	SUBMITTED TEXT	15 WORDS	88% MATCHING TEXT	15 WORDS
	Schubert, W. H. (1986). Curriculum – Perspective, paradigm and possibility. New York: Macmillan Publishing Company.			
	SA Book Final modification 10.12.2018.docx (D45523568)			

147/392	SUBMITTED TEXT	12 WORDS	92% MATCHING TEXT	12 WORDS
	purposeful, progressive, and systematic process to create positive improvements in the educational system.		purposeful, progressive, and systematic process in order to create positive improvements in the educational system.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
148/392	SUBMITTED TEXT	21 WORDS	83% MATCHING TEXT	21 WORDS
	every time there are changes or developments happening around the world. There is a need to update them to address the		Every time there are changes or developments happening around the world, the school curricula are affected. There is a need to update them in order to address the	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
149/392	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
	curriculum is the instructional and the educative programme by following which the pupils achieve their goals, ideals and aspirations of life.		Curriculum is the instructional and the educative programme by following which the pupils achieve their goals, ideals and aspirations of life.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
150/392	SUBMITTED TEXT	33 WORDS	90% MATCHING TEXT	33 WORDS
	Curriculum transaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives listed in the curriculum. It incorporates effective planning for providing suitable learning experiences for its learners.		Curriculum Transaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives listed in the curriculum. Curriculum Transaction incorporates effective planning for providing learning experiences for its learners,	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
151/392	SUBMITTED TEXT	29 WORDS	72% MATCHING TEXT	29 WORDS
	In its broadest sense, curriculum refers to the "total learning experiences of individuals not only in school but society as well" (Bilbao et al., 2008). The process of curriculum development			
	SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)			

152/392	SUBMITTED TEXT	29 WORDS	63% MATCHING TEXT	29 WORDS
	transaction: 1. Curriculum transaction is the process of planning and organising the curriculum in a particular subject area for different levels of education. 2. Curriculum transaction requires continuous monitoring while being implemented.		transaction or Curriculum management is the process of planning and organizing the curriculum in a particular subject area for different levels of education and continuously monitors it while being implemented.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
153/392	SUBMITTED TEXT	28 WORDS	100% MATCHING TEXT	28 WORDS
	Evaluation Evaluation is the process of collecting data on a programme to determine its value or worth with the aim of deciding whether to adopt, reject or revise the programme.		evaluation? is the process of collecting data on a programme to determine its value or worth with the aim of deciding whether to adopt, reject, or revise the programme.	
	W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html			
154/392	SUBMITTED TEXT	21 WORDS	92% MATCHING TEXT	21 WORDS
	Curriculum evaluation is the formal determination of the quality, effectiveness or value of a programme, product, project, process, objective or curriculum. (curriculum evaluation the formal determination of the quality, effectiveness or value of a programme, product, project, process, objective or curriculum" (
	W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html			
155/392	SUBMITTED TEXT	20 WORDS	92% MATCHING TEXT	20 WORDS
	Curriculum evaluation refers to the evaluation of different components of curriculum; namely objectives, content, methods and evaluation procedures for student assessment.		Curriculum evaluation refers to the evaluation of different components of curriculum: objectives, content, methods and evaluation procedures for student assessment	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			
156/392	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
	To determine whether the curriculum caters to the needs and the educational purposes of the target group		to determine whether the curriculum caters to the needs and the educational purposes of the target group.	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			
157/392	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
	A curriculum is more than putting together a set of academically required subjects.		A curriculum is more than putting together a set of academically required subjects.	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			

158/392	SUBMITTED TEXT	39 WORDS	100%	MATCHING TEXT	39 WORDS
<p>evaluation is a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept change or eliminate something - the curriculum in general or an educational textbook in particular (</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>					
159/392	SUBMITTED TEXT	15 WORDS	80%	MATCHING TEXT	15 WORDS
<p>establishment of intercultural communication among the diverse cultures as a basis for building a world</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
160/392	SUBMITTED TEXT	15 WORDS	100%	MATCHING TEXT	15 WORDS
<p>A tremendous enlargement of the environment to be understood and the culture to be transmitted.</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
161/392	SUBMITTED TEXT	10 WORDS	100%	MATCHING TEXT	10 WORDS
<p>An ever increasing demand for increasingly skilled and literate workers.</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
162/392	SUBMITTED TEXT	37 WORDS	92%	MATCHING TEXT	37 WORDS
<p>a curriculum involves the interaction of several components, reaching beyond the academic wall to impact the entire community. Without an effective curriculum, students would not be able to understand or meet the challenges of society. A curriculum has an</p> <p>a curriculum involves the interaction of several participants, reaching beyond the academic wall to impact the entire community. Without an effective curriculum, students would not be able to understand or meet the challenges of society. A prepares an</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>					
163/392	SUBMITTED TEXT	11 WORDS	100%	MATCHING TEXT	11 WORDS
<p>an individual with the knowledge to be successful, confident and responsible</p> <p>an individual with the knowledge to be successful, confident and responsible</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>					

164/392	SUBMITTED TEXT	40 WORDS	82% MATCHING TEXT	40 WORDS
	<p>curriculum transaction and evaluation. Curriculum transaction is the effective and desired implementation of the curriculum contents on the basis of the aims and objectives listed in the curriculum. It incorporates effective planning for providing learning experiences for its learners, organisation of planning, administration</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>		<p>CURRICULUM TRANSACTION AND MODES Curriculum Transaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives listed in the curriculum. Curriculum Transaction incorporates effective planning for providing learning experiences for its learners, organization of planning, administration /</p>	
165/392	SUBMITTED TEXT	19 WORDS	85% MATCHING TEXT	19 WORDS
	<p>curriculum transaction is the effective and desired implementation of the contents on the basis of listed objectives in the curriculum</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>		<p>Curriculum Transaction is the effective and desired implementation of the curriculum contents on the basis of aims objectives listed in the curriculum.</p>	
166/392	SUBMITTED TEXT	18 WORDS	66% MATCHING TEXT	18 WORDS
	<p>Every component of the digestive system contributes to and supports in functioning of the digestive system as a</p> <p>SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)</p>			
167/392	SUBMITTED TEXT	17 WORDS	62% MATCHING TEXT	17 WORDS
	<p>in curriculum planning. 16. Describe the process of curriculum transaction. 17. Discuss the role of media in curriculum</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>		<p>in curriculum planning. 3. Explain the concept of curriculum transaction. 4. Explain the role of UGC in curriculum</p>	
168/392	SUBMITTED TEXT	27 WORDS	40% MATCHING TEXT	27 WORDS
	<p>the elements of System approach 9. Describe the characteristics of a system 10. List the limitations of system approach in curriculum development. 11. Describe the stages of system approach</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>			
169/392	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
	<p>Ornstein, A. C., & Hunkins, F. P. (1998). Curriculum Foundations, principles, and issues (3rd ed.).</p> <p>SA SCE 611 Mankutu.docx (D50988352)</p>			

170/392	SUBMITTED TEXT	23 WORDS	58% MATCHING TEXT	23 WORDS
four components, namely - teaching – learning objectives, teaching NSOU ? CC-ED-07 ? 114 content or subject matter, teaching methods and evaluation		four components- (1) Teaching-learning objectives (2) Teaching content or subject-matter (3) Teaching method and (4) Evaluation		
W https://www.slideshare.net/RajashekharShirvalka/module-3-curriculum-design-and-developmentpptx				
171/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
Taba Hilda. (1962), Curriculum Development: Theory and Practice. New York. Harcourt Brace Jovanovict.				
SA Book Final modification 10.12.2018.docx (D45523568)				
172/392	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
level of students, need of the society and the nation. Nature of content				
SA Book Final modification 10.12.2018.docx (D45523568)				
173/392	SUBMITTED TEXT	18 WORDS	52% MATCHING TEXT	18 WORDS
of teaching and learning are determined by the subject's content structure, levels of students, and type of examination		of teaching, and (4) Evaluation. These elements are interdependent. The Objective: The subjects content structure, levels of students, and type of examination		
W https://www.slideshare.net/RajashekharShirvalka/module-3-curriculum-design-and-developmentpptx				
174/392	SUBMITTED TEXT	11 WORDS	95% MATCHING TEXT	11 WORDS
objectives are realized by organizing specific teaching tasks and activities. The				
SA Book Final modification 10.12.2018.docx (D45523568)				
175/392	SUBMITTED TEXT	14 WORDS	89% MATCHING TEXT	14 WORDS
what methods and instruments will be used to assess the results of the curriculum.		What method and instruments will be used to assess the results of the curriculum? ? 35.		
W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html				

176/392	SUBMITTED TEXT	16 WORDS	66% MATCHING TEXT	16 WORDS
<p>teaching- learning. The pre-specified objectives of teaching-learning are attained with the help of appropriate teaching strategy.</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>				
177/392	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
<p>The level of students' attainment is evaluated by employing criterion referenced test.</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>				
178/392	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>designed to serve the broad social interests of society, as well as the local community.</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>				
179/392	SUBMITTED TEXT	25 WORDS	94% MATCHING TEXT	25 WORDS
<p>curriculum. Hence, "Whenever we have in mind the discussion of a new movement in education, it is especially necessary to take the broader or social view" (</p> <p>SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)</p>				
180/392	SUBMITTED TEXT	15 WORDS	66% MATCHING TEXT	15 WORDS
<div> <p>the components or elements of curriculum are organised along two vital dimensions horizontal and vertical.</p> <p>W https://www.tnteu.ac.in/pdf/knowledge.pdf</p> </div> <div> <p>the components or elements of curriculum, exists along two basic organizational dimensions-horizontal and vertical. (</p> </div>				
181/392	SUBMITTED TEXT	24 WORDS	83% MATCHING TEXT	24 WORDS
<p>Knowledge is perhaps the only source of curriculum, and that society and what we know about learners really serve as filters in the selection</p> <p>SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)</p>				

182/392	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
	All the content, topics, learning experiences and organising threads comprising the educational plan		all the content, topics, learning experiences and organizing threads comprising the educational plan. ? 17.	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
183/392	SUBMITTED TEXT	13 WORDS	75% MATCHING TEXT	13 WORDS
	Curriculum Design Curriculum design refers to the placement of the key elements of curriculum			
	SA Book Final modification 10.12.2018.docx (D45523568)			
184/392	SUBMITTED TEXT	18 WORDS	58% MATCHING TEXT	18 WORDS
	that the scope of the curriculum should be kept manageable and should address a limited number of objectives.			
	SA Curriculum Planning and Development CFP3010 - IDed - from Joe - for printing - 26 Jan 2015.docx (D13185640)			
185/392	SUBMITTED TEXT	30 WORDS	60% MATCHING TEXT	30 WORDS
	Contents and experiences arranged in hierarchical manner where the bases can either be the logic of the subject matter or the developmental patterns of growth of the cognitive, affective and psychomotor domains.		contents and experiences are arranged in hierarchical manner, where the basis can either be logic of the subject or on the developmental patterns of growth of the cognitive, affective and psychomotor domains. ? 19. (
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
186/392	SUBMITTED TEXT	20 WORDS	78% MATCHING TEXT	20 WORDS
	Simple to complex learning - Contents and experiences are organised from simple to complex, concrete to abstract, easy to difficult.		Simple to Complex learning › content and experiences are organized from simple to complex, from concrete to abstract, form easy to difficult. ?20. ?	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
187/392	SUBMITTED TEXT	15 WORDS	96% MATCHING TEXT	15 WORDS
	The order of events is made as a basis of sequencing the content and experiences.		the order of events is made as a basis of sequencing the content and the experiences.	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			

188/392	SUBMITTED TEXT	16 WORDS	91% MATCHING TEXT	16 WORDS
	based on the process of generating, discovering and verifying knowledge, content and experiences are sequenced logically and methodically.		Based on the process of generating, discovering and verifying knowledge, content and experiences are sequence logically and methodically. ? 26.	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
189/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	When considering sequence curriculum planners are challenged to deal effectively with the			
	SA Curriculum Planning and Development CFP3010 - IDed - from Joe - for printing - 26 Jan 2015.docx (D13185640)			
190/392	SUBMITTED TEXT	19 WORDS	90% MATCHING TEXT	19 WORDS
	according to the interrelationship between the structures of the basic ideas of a major discipline. The concept of spiral curriculum			
	SA Book Final modification 10.12.2018.docx (D45523568)			
191/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	Everything is integrated and interconnected. Life is a series of emerging themes" (Everything is integrated and interconnected. Life is a series of emerging themes." -	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
192/392	SUBMITTED TEXT	14 WORDS	89% MATCHING TEXT	14 WORDS
	Everything is integrated and interconnected. Life is a series of emerging themes. This is		Everything is integrated and interconnected. Life is a series of emerging themes." - organization is	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
193/392	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
	Integration refers to linking all types of knowledge and experiences contained within the curriculum plan. "			
	SA Curriculum Planning and Development CFP3010 - IDed - from Joe - for printing - 26 Jan 2015.docx (D13185640)			

194/392	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
	<p>People cannot disconnect themselves from their inquiries and the curriculum cannot exist as a separate</p> <p>SA Curriculum Planning and Development CFP3010 - IDed - from Joe - for printing - 26 Jan 2015.docx (D13185640)</p>			
195/392	SUBMITTED TEXT	30 WORDS	48% MATCHING TEXT	30 WORDS
	<p>various content, topics and themes involving all domains of knowledge and skills. By integration the students develop unified view of knowledge and deeper meaning of the subject matter. The opportunities of</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>			
196/392	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
	<p>Equitable assignment of content, time, experiences and other elements to establish balance is needed in curriculum design.</p> <p>W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html</p> <p>equitable assignment of content, time, experiences and other elements to establish balance is needed in curriculum design. ?</p>			
197/392	SUBMITTED TEXT	17 WORDS	55% MATCHING TEXT	17 WORDS
	<p>sequencing content from one level to another. It also ensures students receive necessary preparation for coursework. Horizontal articulation</p> <p>SA Curriculum Planning and Development CFP3010 - IDed - from Joe - for printing - 26 Jan 2015.docx (D13185640)</p>			
198/392	SUBMITTED TEXT	26 WORDS	57% MATCHING TEXT	26 WORDS
	<p>seek to attain? 2. What educational experiences are likely to ensure attaining the purposes? 3. How experiences can be organised effectively? 4. How can we determine whether purposes</p> <p>W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html</p> <p>SEEK TO ATTAIN? •WHAT EDUCATIONAL EXPERIENCES CAN BE PROVIDED THAT ARE LIKELY TO ATTAIN THE PURPOSES? •HOW CAN THESE EDUCATIONAL EXPERIENCES BE EFFECTIVELY ORGANIZED? •HOW CAN WE DETERMINE WHETHER THESE PURPOSES</p>			
199/392	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
	<p>design algebra course so that it relates algebra concepts to key concepts presented in geometry course.</p> <p>SA Curriculum Planning and Development CFP3010 - IDed - from Joe - for printing - 26 Jan 2015.docx (D13185640)</p>			

200/392	SUBMITTED TEXT	62 WORDS	84% MATCHING TEXT	62 WORDS
	<p>The child centred and subject centred curriculum. 2. The need of the individual and of society 3. The needs of common education and specialised education. 4. Breadth and depth of Curriculum content. 5. Traditional content and innovative content. 6. The needs of the unique range of pupils regarding their learning styles. 7. Different teaching methods and educational experiences. 8. Work and play 9. The community and school as educational forces.</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>			
201/392	SUBMITTED TEXT	17 WORDS	58% MATCHING TEXT	17 WORDS
	<p>curriculum development. Most models can be classified as either technical / scientific models or non-technical / non-scientific models.</p> <p>SA models.docx (D54508427)</p>			
202/392	SUBMITTED TEXT	17 WORDS	73% MATCHING TEXT	17 WORDS
	<p>According to this point of view, "Curriculum development is basically a plan for nurturing the environment to</p> <p>SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)</p>			
203/392	SUBMITTED TEXT	27 WORDS	78% MATCHING TEXT	27 WORDS
	<p>from a macro or broad point of view with its prime objective of educating the individual. It enables the educationists to work with a specific plan in mind,</p> <p>SA models.docx (D54508427)</p>			
204/392	SUBMITTED TEXT	20 WORDS	54% MATCHING TEXT	20 WORDS
	<div> <p>Goodlad Model In this model educational aims are formulated by analysing the values of the existing culture. Then accordingly the educational</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf</p> </div> <div> <p>Goodlad's Model : In this model the educational aims are drawn fkom the analysis of the values of the existing culture. The educational</p> </div>			

205/392	SUBMITTED TEXT	16 WORDS	91% MATCHING TEXT	16 WORDS
<p>to achieve optimal student learning, through a scientific organization of its components into a complex unit. These</p> <p>SA modells.docx (D54508427)</p>				
206/392	SUBMITTED TEXT	28 WORDS	54% MATCHING TEXT	28 WORDS
<p>Hunkin's Developmental Model This model helps the curriculum planners to reconsider their decision making about curricular actions. If the curriculum planner finds that no content exists for a particular student</p> <p>SA SCE 611 Mankutu.docx (D50988352)</p>				
207/392	SUBMITTED TEXT	30 WORDS	63% MATCHING TEXT	30 WORDS
<p>beginning and rethink the curriculum to recreate and state the learning objectives. Hunkin's Developmental Model has seven major stages; namely - curriculum conceptualization and legitimization, diagnosis, content selection, experience selection, implementation, evaluation and maintenance.</p> <p>SA SCE 611 Mankutu.docx (D50988352)</p>				
208/392	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
<div> <p>Rogers has developed a model for changing human behaviour which can be used for curriculum development.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf</p> </div> <div> <p>Rogers has developed a model for changing human behaviow which can be used for curriculum development.</p> </div>				
209/392	SUBMITTED TEXT	19 WORDS	59% MATCHING TEXT	19 WORDS
<div> <p>the technical-scientific models rely more heavily on the view of experts and demands of subject matter, while considering learner's needs.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf</p> </div> <div> <p>the technical approach which relies more heavily on the view of experts and demands of subject matter for determining student's needs.</p> </div>				
210/392	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>of self-worth in the learners after interaction with content and teachers.</p> <p>SA SCE 611 TERM PAPER.docx (D54365610)</p>				

211/392	SUBMITTED TEXT	17 WORDS	92% MATCHING TEXT	17 WORDS
Subject-Centered Curriculum This traditional model focuses on the content of the curriculum. The subject centered design corresponds mostly		Subject-Centered Curriculum This model focuses on the content of the curriculum. The subject-centered design corresponds mostly		
W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf				
212/392	SUBMITTED TEXT	26 WORDS	81% MATCHING TEXT	26 WORDS
is based on the needs and interests of the child. The learner is considered as an active individual but as one who engages with his/her environment.		is anchored on the needs and interests of the child. › the learner is considered as a passive individual but as one who engages with his/her environment.?9.		
W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html				
213/392	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
Learners' feelings, students' identity, experiences of a growing person, and students' knowledge of the social content				
SA SCE 611 TERM PAPER.docx (D54365610)				
214/392	SUBMITTED TEXT	16 WORDS	91% MATCHING TEXT	16 WORDS
the cognitive, affective and psychomotor domains need to be interconnected and must be addressed in the curriculum. 3.		the cognitive, affective and psychomotor domains to be interconnected and must be addressed in the curriculum.		
W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf				
215/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
that curriculum planners should identify general objectives by gathering data from three		that curriculum planners should identify general objectives by gathering data from three		
W https://jeremiahkimaublog.wordpress.com/2015/10/07/curriculum-development-notes-faculty-of-educat ...				
216/392	SUBMITTED TEXT	22 WORDS	59% MATCHING TEXT	22 WORDS
Tyler's model of curriculum development four basic questions are raised. 1. What is the purpose of education? In other words, what educational		Tyler's model of curriculum development, there are four basic questions: a. What is the purpose of the education? b. What educational		
W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html				

217/392	SUBMITTED TEXT	20 WORDS	75% MATCHING TEXT	20 WORDS
<p>Hence we can say that technical-scientific models primarily focus on subject matter whereas non-technical non-scientific models, which focus on learner needs</p> <p>SA modells.docx (D54508427)</p>				
218/392	SUBMITTED TEXT	19 WORDS	70% MATCHING TEXT	19 WORDS
<p>Hilda Taba Model She was an architect, a curriculum theorist, a curriculum reformer and a teacher educator. Taba was a</p> <p>Hilda Taba was a architect a curriculum theorist, a curriculum reformer and a teacher educator. Taba developed a</p> <p>W https://coed.dypvp.edu.in/E-resource/BED202-Unit-2.pptx</p>				
219/392	SUBMITTED TEXT	19 WORDS	57% MATCHING TEXT	19 WORDS
<p>process of determining the extent to which the educational objectives are actually realised by the programme of curriculum and instruction.</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
220/392	SUBMITTED TEXT	52 WORDS	80% MATCHING TEXT	52 WORDS
<p>curriculum development: ? Taba believed that social processes including the socialization of human beings are not linear and they cannot be modelled through linear planning. ? She thought learning and development of personality cannot be considered as one-way process of establishing educational aims and deriving specific objectives from an ideal of education proclaimed by some authority. ?</p> <p>SA Models of Curriculum Development-Ch-11.docx (D29551053)</p>				
221/392	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>is not a short term effort but a long process</p> <p>SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)</p>				
222/392	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
<p>the students' needs therefore they should be the one to develop the curriculum.</p> <p>the student needs hence they should be the one to develop the curriculum,</p> <p>W https://coed.dypvp.edu.in/E-resource/BED202-Unit-2.pptx</p>				

223/392	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
	<p>Taba believed that the curriculum should be designed by the teachers rather than handed down by</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>		<p>Taba believed that the curriculum should be designed by the teachers rather than handed down by</p>	
224/392	SUBMITTED TEXT	19 WORDS	78% MATCHING TEXT	19 WORDS
	<p>should begin the process by creating specific teaching-learning units for their students in their own schools. Approach to curriculum development</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>		<p>should begin the process by creating specific teaching-learning units for their students in their schools; she advocated an inductive approach to curriculum development.</p>	
225/392	SUBMITTED TEXT	21 WORDS	58% MATCHING TEXT	21 WORDS
	<p>more effectively if it is based on the principles of democratic guidance and distribution of work. Emphasis should be on competence not administration.</p> <p>SA Models of Curriculum Development-Ch-11.docx (D29551053)</p>			
226/392	SUBMITTED TEXT	47 WORDS	89% MATCHING TEXT	47 WORDS
	<p>Step 1 : Diagnosis of needs ? Step 2 : Formulation of objectives ? Step 3 : Selection of content ? Step 4 : Organisation of content ? Step 5 : Selection of learning experiences ? Step 6 : Organisation of learning experiences ? Step 7 : Determination of what to evaluate and ways and means of doing it.</p> <p>W https://www.slideshare.net/MohammedMazher1/curriculum-developmentpptx-251597989</p>		<p>Step 1: Diagnosis of needs. • Step 2: Formulation of objectives. • Step 3: Selection of content. • Step 4: Organization of content. • Step 5: Selection of learning experiences. • Step 6: Organization of learning Step 7: Determination of what to evaluate and of ways and means of doing it. • 5.</p>	
227/392	SUBMITTED TEXT	55 WORDS	94% MATCHING TEXT	55 WORDS
	<p>of sequencing. A teacher cannot just select content, but must organise it in some type of sequence, taking into consideration the maturity of learners, their academic achievement, and their interests. Content must be presented to students and students must be engaged with the content. At this point, the teacher selects instructional methods that will involve the students with the content.</p> <p>W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html</p>		<p>of content: A teacher cannot just select content, but must organise it in some type of sequence, taking into consideration the maturity of learners, their academic achievement, and their interests. Selection of learning Content must be presented to students and students must be engaged with the content. At this point, the teacher selects instructional methods that will involve the students with the content. ? 13.</p>	

228/392	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
	Determination of what to evaluate and the ways and means of doing it.		Determination of what to evaluate and the ways and means of doing it.	
	W https://www.slideshare.net/RajashekharShirvalka/module-3-curriculum-design-and-developmentpptx			
229/392	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
	perform skills which otherwise they would not perform; ? to develop certain understanding, insights and			
	SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)			
230/392	SUBMITTED TEXT	14 WORDS	91% MATCHING TEXT	14 WORDS
	Taba's Grassroot model emphasizes that a broad base of involvement is necessary for curriculum decision-making.			
	SA SCE 611 Mankutu.docx (D50988352)			
231/392	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
	applies the concept of participatory democracy as a highly technical and specialised process, therefore it		applies the concept of participatory democracy as a highly technical and specialised process, and it	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			
232/392	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
	For identifying the needs of the students, developing objectives and selecting instruction method			
	SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)			
233/392	SUBMITTED TEXT	22 WORDS	84% MATCHING TEXT	22 WORDS
	The model has employed the concept of participatory democracy to a highly technical, complex and specialized process, and this cannot guarantee an effective			
	SA SCE 611 Mankutu.docx (D50988352)			

234/392	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
	that teachers have the time and expertise to engage in such extensive curricular activities.			
	SA SCE 611 Mankutu.docx (D50988352)			
235/392	SUBMITTED TEXT	13 WORDS	85% MATCHING TEXT	13 WORDS
	Kilpatrick, curricula are purposeful activities which are child centred. Purpose of curriculum is child'		Kilpatrick (1871-1965) – Curricula are purposeful activities which are child centered. The purpose of curriculum is child	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
236/392	SUBMITTED TEXT	21 WORDS	47% MATCHING TEXT	21 WORDS
	Curriculum Evaluation 5.3.5 Importance of curriculum evaluation 5.4 Sources of Curriculum Evaluation 5.5 Methods of Curriculum Evaluation 5.5.1 Evaluation and at the time of curriculum		Curriculum Evaluation 5.1 The concept of curriculum Evaluation 5.2 Purpose of curriculum Evaluation 5.3 Types and process of Curriculum Evaluation 5.4 Curriculum Evaluation Models • 160. 5.1 The concept of curriculum	
	W https://www.slideshare.net/RajashekharShirvalka/module-3-curriculum-design-and-developmentpptx			
237/392	SUBMITTED TEXT	23 WORDS	93% MATCHING TEXT	23 WORDS
	paid to the selection of the content and its organisation with an aim to provide students with an opportunity to learn with comprehension. 4.3.3			
	SA Models of Curriculum Development-Ch-11.docx (D29551053)			
238/392	SUBMITTED TEXT	23 WORDS	93% MATCHING TEXT	23 WORDS
	and implementation. Curriculum evaluation is a necessary and important aspect of any national education system. It provides the basis for curriculum policy decisions, for		and product. Curriculum evaluation is a necessary and important aspect of any national education system. It provides the basis for curriculum policy decisions, for	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
239/392	SUBMITTED TEXT	17 WORDS	75% MATCHING TEXT	17 WORDS
	and processes of curriculum implementation. Curriculum evaluation aims to examine the impact of implemented curriculum on student learning		and aims of educational programmes Curriculum evaluation aims to examine the impact of implemented curriculum on student (learning)	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			

240/392	SUBMITTED TEXT	38 WORDS	92% MATCHING TEXT	38 WORDS
	<p>of Curriculum and Evaluation The term "Evaluation" generally applies to the process of making a value judgment. In education, the term "evaluation" is used in reference to operations associated with curricula, programmes, interventions, methods of teaching and organizational factors. Curriculum evaluation</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>			
241/392	SUBMITTED TEXT	58 WORDS	100% MATCHING TEXT	58 WORDS
	<p>Student assessment is an important aspect of curriculum evaluation which helps to facilitate the understanding of the impact and outcome of education programmes. A fundamental measure of the success of any curriculum is the quality of student learning. Knowing the extent to which students have achieved the outcomes specified in the curriculum is fundamental to both improving teaching and evaluating the curriculum.</p> <p>W https://www.tnteu.ac.in/pdf/knowledge.pdf</p>			
242/392	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	<p>The achievement of the goals and aims of educational programmes</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>			
243/392	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
	<p>status of curriculum contents and practices in the contexts of global, national and local concerns.</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>			
244/392	SUBMITTED TEXT	16 WORDS	93% MATCHING TEXT	16 WORDS
	<p>achievement so that the official curriculum can be revised if necessary and teaching and learning processes</p> <p>SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)</p>			

245/392	SUBMITTED TEXT	56 WORDS	100% MATCHING TEXT	56 WORDS
<p>The ultimate goal of curriculum evaluation is to ensure that the curriculum is effective in promoting improved quality of student learning. Student assessment therefore connotes assessment of student learning. Assessment of student learning has always been a powerful influence on how and what teachers teach and is thus an important source of feedback on the appropriateness implementation of curriculum content.</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
246/392	SUBMITTED TEXT	25 WORDS	94% MATCHING TEXT	25 WORDS
<p>Curriculum" comprises all the learning which is planned and guided by the school whether it is carried on in groups or individually inside or outside of curriculum all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside of</p> <p>W https://www.slideshare.net/MohammedMazher1/curriculum-developmentpptx-251597989</p>				
247/392	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>the public want to know whether the curriculum implemented has The public want to know whether the curriculum implemented has</p> <p>W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html</p>				
248/392	SUBMITTED TEXT	22 WORDS	85% MATCHING TEXT	22 WORDS
<p>two questions, firstly, do planned learning opportunities, programmes, courses and activities as developed and organised actually produce desirable results? & how can two questions: Do planned learning opportunities, programmes, courses and activities as developed and organised actually produce desired results? How can</p> <p>W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html</p>				
249/392	SUBMITTED TEXT	16 WORDS	71% MATCHING TEXT	16 WORDS
<p>in order to gather data that enables one to decide whether to accept, change, eliminate the in order to gather data that will enable them to decide whether to accept, change or eliminate the</p> <p>W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html</p>				
250/392	SUBMITTED TEXT	18 WORDS	84% MATCHING TEXT	18 WORDS
<p>specific strengths and weaknesses of a curriculum and its implementation. All significant information for strategic changes and policy decisions</p> <p>SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)</p>				

251/392	SUBMITTED TEXT	11 WORDS	95% MATCHING TEXT	11 WORDS
<p>process of delineating, obtaining and providing useful information for judging alternatives</p> <p>SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)</p>				
252/392	SUBMITTED TEXT	98 WORDS	97% MATCHING TEXT	98 WORDS
<p>Curriculum evaluation may be an internal activity and process conducted by the various units within the education system for their own respective purposes. These units may include National Ministries of Education, Regional Education Authorities, Institutional Supervision and Reporting Systems, Departments of Education, Schools and Communities. Curriculum evaluation may also be external or commissioned review processes. These may be undertaken regularly by special committees or task forces on the curriculum, or there may be research-based studies on the status and effectiveness of various aspects of the curriculum and its implementation. These processes might examine, for example, the effectiveness of curriculum content, existing pedagogies and instructional approaches, teacher</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
253/392	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>of curriculum evaluation is to ensure that the curriculum is effective</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
254/392	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>requires different kinds of assessment instruments and strategies selected to achieve specific purposes.</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>				
255/392	SUBMITTED TEXT	29 WORDS	98% MATCHING TEXT	29 WORDS
<p>student learning. Assessment of student learning has always been a powerful influence on how and what teachers teach and is thus an important source of feedback on the appropriateness of</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				

256/392	SUBMITTED TEXT	54 WORDS	100% MATCHING TEXT	54 WORDS
	<p>Student assessment is an important aspect of curriculum evaluation which helps to facilitate the understanding of the impact and outcome of education programmes. A fundamental measure of the success of any curriculum is the quality of student learning. Knowing the extent to which students have achieved the outcomes specified in the curriculum is fundamental to both improving</p> <p>W https://www.tnteu.ac.in/pdf/knowledge.pdf</p>		<p>Student assessment is an important aspect of curriculum evaluation which helps to facilitate the understanding of the impact and outcome of education programmes. A fundamental measure of the success of any curriculum is the quality of student learning. Knowing the extent to which students have achieved the outcomes specified in the curriculum is fundamental to both improving</p>	
257/392	SUBMITTED TEXT	43 WORDS	81% MATCHING TEXT	43 WORDS
	<p>is a necessary and important aspect of any national education system. It provides the basis for curriculum policy decisions, feedback on continuous curriculum adjustments and processes of curriculum implementation. Curriculum evaluation is primarily concerned with effectiveness and efficiency of translating government education policy into educational practice.</p> <p>W https://www.tnteu.ac.in/pdf/knowledge.pdf</p>		<p>is a necessary and important aspect of any national education system. It provides the basis for curriculum policy decisions, for feedback on continuous curriculum adjustments and processes of curriculum implementation. The fundamental concerns of curriculum evaluation Effectiveness and efficiency of translating government education policy into educational practice; •</p>	
258/392	SUBMITTED TEXT	12 WORDS	90% MATCHING TEXT	12 WORDS
	<p>of curriculum contents and practices in the global, national and local</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>		<p>of curriculum contents and practices in the contexts of global, national and local</p>	
259/392	SUBMITTED TEXT	17 WORDS	67% MATCHING TEXT	17 WORDS
	<p>the achievement of the goals and aims of educational programmes are some important areas of curriculum evaluation</p> <p>W https://www.tnteu.ac.in/pdf/knowledge.pdf</p>		<p>The achievement of the goals and aims of educational programmes. is an important aspect of curriculum evaluation</p>	
260/392	SUBMITTED TEXT	34 WORDS	84% MATCHING TEXT	34 WORDS
	<p>Assessment of student learning could be summative or formative, and there are various types of tests to address different needs such as standardized tests, performance-based tests, ability tests, aptitude tests, personality tests, interest inventories and intelligence tests.</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>			

261/392	SUBMITTED TEXT	62 WORDS	99% MATCHING TEXT	62 WORDS
<p>evaluation. Curriculum evaluation may be an internal activity and process conducted by the various units within the education system for their own respective purposes. These units may include National Ministries of Education, Regional Education Authorities, Institutional Supervision and Reporting Systems, Departments of Education, schools and communities. Curriculum evaluation may also be external or commissioned review processes. These may be undertaken regularly by special committees or task forces on</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
262/392	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>effectiveness of various aspects of the curriculum and its implementation.</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
263/392	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>the effectiveness of curriculum content, existing pedagogies and instructional approaches, teacher training and textbooks and instructional materials.</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
264/392	SUBMITTED TEXT	58 WORDS	92% MATCHING TEXT	58 WORDS
<p>student learning: The essential goal of curriculum evaluation is to ensure that the curriculum is effective in promoting improved quality of student learning. Student assessment therefore connotes assessment of student learning. Assessment of student learning has always been a powerful determiner on how and what teachers teach and is thus an important source of feedback on the appropriateness implementation of curriculum content.</p> <p>8.</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				

265/392	SUBMITTED TEXT	33 WORDS	93% MATCHING TEXT	33 WORDS
Curriculum evaluation is a necessary and important aspect of any national education system. It provides the basis for curriculum policy decisions, for feedback on continuous curriculum adjustments and processes of curriculum implementation. 5.4 Sources of curriculum evaluation		Curriculum evaluation is a necessary and important aspect of any national education system. It provides the basis for curriculum policy decisions, for feedback on continuous curriculum adjustments and processes of curriculum implementation. concerns of curriculum evaluation		
W https://www.tnteu.ac.in/pdf/knowledge.pdf				
266/392	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
feedback to students and educational programmes in order to bring about an improvement in the system.				
SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)				
267/392	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
The learners of a particular course are the primary and most important source of information regarding how relevant				
SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)				
268/392	SUBMITTED TEXT	55 WORDS	94% MATCHING TEXT	55 WORDS
intended curriculum is and how well it is being implemented. The list of the output specifications can be given to the learners who are undergoing a particular course and detailed information can be gathered in two ways. Firstly by finding out whether the learners have really achieved the intended output specifications. Secondly by finding out the perceptions of				
SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)				
269/392	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
learners regarding the extent to which they feel they have achieved the objectives of the course. This information is more qualitative in nature as these				
SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)				

270/392	SUBMITTED TEXT	26 WORDS	88%	MATCHING TEXT	26 WORDS
<p>the perceptions of students and they are of immense value from the point of view of revising a curriculum. This valuable data can be collected even from</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
271/392	SUBMITTED TEXT	21 WORDS	84%	MATCHING TEXT	21 WORDS
<p>the curriculum in classroom. Teachers can help in curriculum mapping which is the process of content alignment in accordance with curriculum goals.</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
272/392	SUBMITTED TEXT	27 WORDS	68%	MATCHING TEXT	27 WORDS
<p>the curriculum itself mentions what the student will be able to do at the end of the course, the conditions under which the learners will be observed, the</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
273/392	SUBMITTED TEXT	20 WORDS	90%	MATCHING TEXT	20 WORDS
<p>by virtue of their position they are better informed about the current and important changes in government policies regarding economy,</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
274/392	SUBMITTED TEXT	11 WORDS	95%	MATCHING TEXT	11 WORDS
<p>can be another important source of information for curriculum evaluation. The</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
275/392	SUBMITTED TEXT	12 WORDS	100%	MATCHING TEXT	12 WORDS
<p>students who have dropped out of a particular course can be</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					

276/392	SUBMITTED TEXT	26 WORDS	48%	MATCHING TEXT	26 WORDS
<p>on the needs and requirements of the community. This will help the curriculum to serve the community better and produce better balanced, socialized and responsible citizens. 6.</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
277/392	SUBMITTED TEXT	13 WORDS	100%	MATCHING TEXT	13 WORDS
<p>curricular factors that might have been responsible for their withdrawal from the course.</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
278/392	SUBMITTED TEXT	14 WORDS	85%	MATCHING TEXT	14 WORDS
<p>valuable information regarding the misconceptions generated by the present curriculum. This can help in</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
279/392	SUBMITTED TEXT	13 WORDS	84%	MATCHING TEXT	13 WORDS
<p>reflect the strengths and weaknesses of the curriculum. Persons who are self employed</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
280/392	SUBMITTED TEXT	21 WORDS	63%	MATCHING TEXT	21 WORDS
<p>in unorganised service sector can provide valuable information regarding advantages and limitations of a particular curriculum. This information can help the curriculum</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
281/392	SUBMITTED TEXT	36 WORDS	93%	MATCHING TEXT	36 WORDS
<p>of evaluation. The term 'evaluation' generally applies to the process of making a value judgment. In education, the term 'evaluation' is used in reference to operations associated with curricula, programmes, interventions, methods of teaching and organizational factors. Evaluation</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					

282/392	SUBMITTED TEXT	21 WORDS	89% MATCHING TEXT	21 WORDS
	<p>curriculum evaluation means "the formal determination of the quality, effectiveness, or value of a programme, product, project, process, objective, or curriculum." Curriculum evaluation</p> <p>W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html</p>		<p>curriculum evaluation the formal determination of the quality, effectiveness or value of a programme, product, project, process, objective or curriculum" (CURRICULUM EVALUATION ?</p>	
283/392	SUBMITTED TEXT	33 WORDS	100% MATCHING TEXT	33 WORDS
	<p>Curriculum evaluation aims to examine the impact of implemented curriculum on student (learning) achievement so that the official curriculum can be revised if necessary and to review teaching and learning processes in the classroom.</p> <p>SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)</p>			
284/392	SUBMITTED TEXT	29 WORDS	100% MATCHING TEXT	29 WORDS
	<p>Specific strengths and weaknesses of a curriculum and its implementation; ? Critical information for strategic changes and policy decisions; ? Inputs needed for improved learning and teaching; ? Indicators for monitoring. ?</p> <p>SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)</p>			
285/392	SUBMITTED TEXT	60 WORDS	82% MATCHING TEXT	60 WORDS
	<p>Programmes are evaluated to answer questions and concerns of various stakeholders or parties. General people want to know whether the curriculum implemented has achieved its aims and objectives; teachers want to know whether what they are doing in the classroom is effective; and the developer or planner wants to know how to improve the curriculum product. The scope of curriculum evaluation</p> <p>W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html</p>		<p>Programmes are evaluated to answer questions and concerns of various parties. The public want to know whether the curriculum implemented has achieved its aims and objectives; teachers want to know whether what they are doing in the classroom is effective; and the developer or planner wants to know how to improve the curriculum product. The following are several of curriculum evaluation: ?</p>	
286/392	SUBMITTED TEXT	14 WORDS	76% MATCHING TEXT	14 WORDS
	<p>the distinction or value of some aspect or the whole of a curriculum. ?</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>			

287/392	SUBMITTED TEXT	12 WORDS	100%	MATCHING TEXT	12 WORDS
<p>of curriculum evaluation. Curriculum evaluation can be done by an external agency</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
288/392	SUBMITTED TEXT	19 WORDS	95%	MATCHING TEXT	19 WORDS
<p>by insiders, those who are involved in the planning and development of the curriculum. A combination of both the groups</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
289/392	SUBMITTED TEXT	66 WORDS	68%	MATCHING TEXT	66 WORDS
<p>When we require more qualitative descriptions of the implementation of curriculum then unstructured for structured observations can be used. But when we require quantitative data regarding various components, aspects dimensions of curriculum being designed a well constructed checklist can also be used. Similarly many other techniques can be used depending on the purpose of evaluation and the stage of evaluation. Evaluation may be done at the developmental stage or the implementation stage</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
290/392	SUBMITTED TEXT	14 WORDS	89%	MATCHING TEXT	14 WORDS
<p>at the planning stage it is mostly confined to job analysis or task analysis,</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					
291/392	SUBMITTED TEXT	13 WORDS	100%	MATCHING TEXT	13 WORDS
<p>the support of formative evaluation. These exercises are usually not practiced in schools</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>					

292/392	SUBMITTED TEXT	29 WORDS	82% MATCHING TEXT	29 WORDS
	status of curriculum contents and practices in the contexts of global, national and local demands. The achievement of the goals and aims of educational programmes is another important concern of curriculum		Status of curriculum contents and practices in the contexts of global, national and local concerns; • The achievement of the goals and aims of educational programmes. is an important aspect of curriculum	
	W https://www.tnteu.ac.in/pdf/knowledge.pdf			
293/392	SUBMITTED TEXT	48 WORDS	73% MATCHING TEXT	48 WORDS
	One of the major tasks of curriculum development is to prepare an exhaustive list of specific objectives to be achieved through curriculum. Once the list is prepared it has to undergo evaluation cycle. The list of objectives may be referred to a group of practicing teachers for their specific comments,			
	SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)			
294/392	SUBMITTED TEXT	12 WORDS	83% MATCHING TEXT	12 WORDS
	of evaluation exercise required during the development of a curriculum is the			
	SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)			
295/392	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
	provides the basis for curriculum policy decisions, for feedback on continuous curriculum adjustments and processes of curriculum implementation		provides the basis for curriculum policy decisions, for feedback on continuous curriculum adjustments and processes of curriculum implementation.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			

296/392	SUBMITTED TEXT	105 WORDS	75% MATCHING TEXT	105 WORDS
<p>instructional materials that have been prepared to achieve the objectives. These materials have to be tried out on a sample of students for their feedback on learning routes and difficulties. A field try out with a small sample is ideal in getting adequate evaluation information from a sample. This can be used for further improvement of the course materials. Data collected from the inbuilt evaluation exercises of learning material can also be used in modifying the learning material. Here curriculum material refers to all learning materials that include textbooks, self-learning text, audio and video programmes, teacher's manual, assignment questions, project work etc. Similarly the evaluation procedures can be adopted during curriculum development</p>				
<p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				

297/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>is a necessary and important aspect of any national education system.</p>				
<p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>				

298/392	SUBMITTED TEXT	87 WORDS	97% MATCHING TEXT	87 WORDS
<p>curriculum implementation After the curriculum has been tested and the materials are duly modified it is important that the teachers and administrators are oriented and trained for proper implementation of curriculum. To implement curriculum without introductory or supporting courses would be quite a severe risk, it may lead to the use of new materials in unsatisfactory ways. Training of the personnel involved and provisions of all necessary facilities and resources are essential for successful implementation of any curriculum. Evaluation is necessary at the time when curriculum is implemented as well as each of the</p>				
<p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				

299/392	SUBMITTED TEXT	106 WORDS	77% MATCHING TEXT	106 WORDS
<p>The purpose of evaluation at this stage is two fold a) To find out the areas of support needed for effective implementation of the curriculum in schools. b) To control the quality of the product i.e. the educated person at the end of the course. Important information to be collected at this stage includes All aspects of curriculum according to the curriculum planning need to be studies in order to identify the missing features of the curriculum being implemented in the schools. A Checklist which gives all the features of the objectives and content of the curriculum, students entry behaviour or the characteristics necessary to begin the teaching learning process, teachers characteristics necessary for implementing the curriculum,</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
300/392	SUBMITTED TEXT	11 WORDS	95% MATCHING TEXT	11 WORDS
<p>the basic assumptions regarding how teaching and learning should take place</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
301/392	SUBMITTED TEXT	37 WORDS	88% MATCHING TEXT	37 WORDS
<div> <p>are relatively inexpensive to administer. Since data collected is quantitative, it is easy to compare and analyse and can be administered to many people. It is also easy to design as there are many sample questionnaires already in existence.</p> <p>W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html</p> </div> <div> <p>are relatively inexpensive to administer. Since the data collected is quantitative, it is easy to compare and analyse and can be administered to many people. A massive amount of data can be obtained. It is also easy to design as there are many sample questionnaires already in existence.</p> </div>				
302/392	SUBMITTED TEXT	29 WORDS	88% MATCHING TEXT	29 WORDS
<div> <p>The person asking the questions is called the interviewer while the person giving answers to the questions is called the interviewee. Interviews are used when one wants to understand someone's</p> <p>W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html</p> </div> <div> <p>The person asking the questions is called the interviewer while the person giving answers to the questions is called the interviewee. Interviews are used when you want to fully understand someone's</p> </div>				

303/392	SUBMITTED TEXT	49 WORDS	100% MATCHING TEXT	49 WORDS
	experiences, or learn more about their answers to questionnaires. There are two general types of interviews depending on the extent to which the responses required are unstructured or structured. In an unstructured interview, the interviewer does not follow a rigid script and there is a great deal of flexibility in the responses.		experiences, or learn more about their answers to questionnaires. There are two general types of interviews depending on the extent to which the responses required are unstructured or structured. In an unstructured interview, the interviewer does not follow a rigid script and there is a great deal of flexibility in the responses.	
	W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html			
304/392	SUBMITTED TEXT	41 WORDS	96% MATCHING TEXT	41 WORDS
	The advantage of the unstructured interview is that it allows the evaluator to gather a variety of information, especially in relation to the interviewee's knowledge, beliefs or feelings toward a particular situation. In a structured interview, the questions asked usually require very specific responses.		The advantage of the unstructured interview is that it allows the evaluator to gather a variety of information, especially in relation to the interviewee's knowledge, beliefs or feelings toward a particular situation. 192 ? TOPIC 8 CURRICULUM EVALUATION In a structured interview, the questions asked usually require very specific responses.	
	W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html			
305/392	SUBMITTED TEXT	58 WORDS	100% MATCHING TEXT	58 WORDS
	Evaluators should ensure that each question is relevant for its intended purpose. In the end, the data must be translated into a form that can be analysed and this has to be done carefully to preserve accuracy and to maintain the sense of the data. The advantage of interviews is that it can get a full range and depth of information;		evaluators should ensure that each question is relevant for its intended purpose. In the end, the data must be translated into a form that can be analysed and this has to be done carefully to preserve accuracy and to maintain the sense of the data. The advantage of interviews is that it can get a full range and depth of information;	
	W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html			
306/392	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	to gather accurate information about how a programme actually operates.		To gather accurate information about how a programme actually operates,	
	W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html			
307/392	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	Ornstein, A. and Hunkins, F. Curriculum: Foundations, principle and issues. (1998).		Ornstein, A. and Hunkins, F. . (1998). Curriculum: Foundations, principle and issues	
	W https://www.slideshare.net/RajashekharShirvalka/module-3-curriculum-design-and-developmentpptx			

308/392	SUBMITTED TEXT	17 WORDS	65% MATCHING TEXT	17 WORDS
	Curriculum Framework 6.4.2 Fundamental Elements of Curriculum Framework 6.4.3 Key Principles of the Curriculum Framework 6.4.4 Importance of Curriculum		Curriculum Framework 2.7.1 Common Elements of Curriculum Framework 2.7.2 Principles of the Curriculum Framework 2.8 Different Stages of Specific Curriculum 2.8.1	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
309/392	SUBMITTED TEXT	57 WORDS	89% MATCHING TEXT	57 WORDS
	materials required to implement the curriculum, organisation of the curriculum with respect to time requirements and the order in which the activities and materials are to be processed, methods of implementation of curriculum and evaluation of students performance can be used to assess the discrepancies or gaps in the implementation of different aspects of curriculum. i) Effectiveness of the curriculum :			
	SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)			
310/392	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
	Curriculum Framework 2000 6.4.6 National Curriculum Framework 2005 6.5 Choice Based Credit System (CBCS) 6.6			
	SA Unit -4- Pedagogy.docx (D77413908)			
311/392	SUBMITTED TEXT	18 WORDS	90% MATCHING TEXT	18 WORDS
	The traditional approaches to curriculum change may be classified under three specific categories: 1. The Administrative approach 2. The			
	SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)			
312/392	SUBMITTED TEXT	15 WORDS	83% MATCHING TEXT	15 WORDS
	administrative procedures. Furthermore, administrators formed Task Team consisting of education experts, curriculum experts, discipline experts			
	SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)			

313/392	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
	was of the opinion that the Tyler model was based on an administrative		was of the opinion that the Tyler model was more of an administrative	
	W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html			
314/392	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
	begin by specifying the major educational goals and specific objectives they wish to		begin by specifying the major educational goals and specific objectives they wish to	
	W https://pdfcoffee.com/module-112-pdf-free.html			
315/392	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
	makes the first move when he realises the need for curriculum development and sets up			
	SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)			
316/392	SUBMITTED TEXT	22 WORDS	66% MATCHING TEXT	22 WORDS
	by curriculum planners about a curriculum, its content organisation and appropriate learning experiences Curriculum implementation - Decisions regarding instruction by teachers. Various		by curriculum depicts a -, planners about - curriculum a good domain curriculum, its -- A content organisation and appropriate learning experiences P Curriculum Implementation Decisions regarding instruction by teachers. Various	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			
317/392	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
	are included in the curriculum plan so that teachers have options Curriculum Evaluation - Decisions assessing the effectiveness of the curriculum and the teachers Feedback and		are included in the curriculum plan so that teachers have options - Curriculum Evaluation Decisions assessing the effectiveness of the curriculum and the teachers Feedback and	
	W https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf			
318/392	SUBMITTED TEXT	16 WORDS	81% MATCHING TEXT	16 WORDS
	attention to pertinent facts and data, and the flow of activities or procedures from beginning to			
	SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)			

319/392	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>It embraces not only teachers but also students, parents and</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
320/392	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>approach to curriculum development was proposed by Hilda Taba in her book Curriculum</p> <p>W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html</p>				
321/392	SUBMITTED TEXT	15 WORDS	78% MATCHING TEXT	15 WORDS
<p>an inductive approach to curriculum development, starting with specifics and building up to a general design.</p> <p>W https://jeremiahkimaublog.wordpress.com/2015/10/07/curriculum-development-notes-faculty-of-educat ...</p>				
322/392	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
<p>She claimed that there was a definite order in creating a curriculum</p> <p>W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html</p>				
323/392	SUBMITTED TEXT	15 WORDS	93% MATCHING TEXT	15 WORDS
<p>in defining and solving the problems to be encountered and judging and evaluating the results</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
324/392	SUBMITTED TEXT	14 WORDS	89% MATCHING TEXT	14 WORDS
<p>school is encouraged to work as a unit in the development of a new</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
325/392	SUBMITTED TEXT	21 WORDS	97% MATCHING TEXT	21 WORDS
<p>higher authority. Further, she felt that teachers should begin the process by creating teaching-learning units for their students in their schools</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>				

326/392	SUBMITTED TEXT	19 WORDS	66% MATCHING TEXT	19 WORDS
in which teachers would have major input. 1. Diagnosis of need : The teacher is considered as the curriculum designer.		in which teachers would have major input throughout the curriculum development process: 1. Diagnosis of need: The teacher who is also the curriculum designer		
W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html				
327/392	SUBMITTED TEXT	20 WORDS	85% MATCHING TEXT	20 WORDS
approach to curriculum development. She believed that the curriculum should be designed by the teachers rather than handed down by				
SA 2019, CFP3749, 1.pdf (D54921545)				
328/392	SUBMITTED TEXT	22 WORDS	65% MATCHING TEXT	22 WORDS
sequence of the learning activities is determined by the content. So the teacher needs to relate the need of the particular students		sequence of the learning activities is determined by the content. But the teacher needs to keep in mind the particular students		
W https://pdfcoffee.com/download/curriculum-development-text-book-pdf-free.html				
329/392	SUBMITTED TEXT	17 WORDS	67% MATCHING TEXT	17 WORDS
the needs of the learners for whom the curriculum is planned. One significant function of the teacher				
SA Pdf.pdf (D78069646)				
330/392	SUBMITTED TEXT	16 WORDS	68% MATCHING TEXT	16 WORDS
Curriculum development model is composed of many components, namely - Philosophical formulation, target, mission and vision of		Curriculum development model is composed of 12 components, namely:a.Component 1: Philosophical formulation, target, mission and vision of		
W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html				
331/392	SUBMITTED TEXT	17 WORDS	79% MATCHING TEXT	17 WORDS
Analysis of the needs of the community where the school is located, general purpose and special purpose		Analysis of the needs of the community where the school islocatedc. Components 3 General purpose and special purpose		
W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html				

332/392	SUBMITTED TEXT	44 WORDS	64% MATCHING TEXT	44 WORDS
	Organizing the design and implement curriculum, Describe the curriculum in the form of the formulation of general objectives and specific learning, Define the learning strategy, Preliminary studies on possible strategies or assessment techniques to be used, Implement the learning strategy and Evaluation of learning and curriculum evaluation. 6.4		Organizing the design and implement curriculume.Component 6 and 7: Describe the curriculum in the form of the formulationof general objectives and specific learningf.Component 8: Define the learning strategyg. Component 9: Preliminary studies on possible strategies or assessmenttechniques to be usedh. Component 10: Implement the learning strategyi.Components 11 and 12: Evaluation of learning and curriculum evaluation ? 10.	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
333/392	SUBMITTED TEXT	66 WORDS	82% MATCHING TEXT	66 WORDS
	Curriculum The Oliva Model is a deductive model that offers a faculty a process for the complete development of a curriculum. Oliva recognized the needs of students in particular communities are not always the same as the general needs of students throughout our society. In this approach a faculty can fashion a plan for the curriculum of an area and design ways in which it will be carried out through			
	SA Curriculum Planning and Development CFP3010 - IDed - from Joe - for printing - 26 Jan 2015.docx (D13185640)			
334/392	SUBMITTED TEXT	25 WORDS	100% MATCHING TEXT	25 WORDS
	body of subjects or subject matter prepared by the teachers for the students to learn. It was synonymous to the "course of study" and "syllabus"		body of subjects or subject matter prepared by the teachers for the students to learn". It was synonymous to the "course of study" and "syllabus"	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
335/392	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
	to be taught in school. In a broader sense, it refers to the total learning experiences of individuals not only in schools but in society as well.		to be taught in school. In a broader sense, refers to the total learning experiences of individuals not only in schools but in society as well.	
	W https://www.slideshare.net/RajashekharShirvalka/module-3-curriculum-design-and-developmentpptx			
336/392	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	curriculum is defined as the total learning experiences of the individual.		curriculum is defined as the total learning experiences of the individual. ? 18.	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			

337/392	SUBMITTED TEXT	20 WORDS	92% MATCHING TEXT	20 WORDS
	listing of school subjects, syllabi, course of study, and list of courses or specific discipline definitely do not make a curriculum;		LISTING OF SCHOOL SUBJECTS, SYLLABI, COURSE OF STUDY, AND LIST OF COURSES OR SPECIFIC DISCIPLINE DO NOT MAKE A CURRICULUM.	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
338/392	SUBMITTED TEXT	19 WORDS	55% MATCHING TEXT	19 WORDS
	the bases for the choice of objectives, comparing the learners' needs and interests with the needs of the society,		the bases for the choice of objectives?• Will the choice be based on the learner's needs and interests, or rather on the needs of the society?•	
	W https://pdfcoffee.com/curriculum-ppt-material-pdf-free.html			
339/392	SUBMITTED TEXT	12 WORDS	92% MATCHING TEXT	12 WORDS
	a national system of education capable of responding to India's geographical and cultural		a national system of education capable of responding to India's diversity of geographical and cultural	
	W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf			
340/392	SUBMITTED TEXT	29 WORDS	95% MATCHING TEXT	29 WORDS
	is 'a document' or set of documents that sets standards for curriculum and provides the context i.e. available resources, capabilities of teachers and system support; in which subject specialists develop		is a document (or set of documents) that sets standards for curriculum and provides the context (available resources, capabilities of teachers and system support) in which subject specialists develop	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
341/392	SUBMITTED TEXT	29 WORDS	86% MATCHING TEXT	29 WORDS
	framework. Curriculum framework is a proposal that interprets educational aims, considering both individual and society, to arrive at an understanding of the kinds of learning experiences schools must provide to		FRAMEWORK Curriculum framework is a plan that interprets educational aims, vis-à-vis both individual and society, to arrive at an understanding of the kinds of learning experiences schools must provide to	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
342/392	SUBMITTED TEXT	11 WORDS	95% MATCHING TEXT	11 WORDS
	In the early years of 20th century, the traditional concept of			
	SA Sambalpur-MA-Education-SEM-II-Curriculum Development.pdf (D156211172)			

343/392	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	subject or learning area, addressing the requirements of the school system,		subject or learning area, addressing the requirements of the school system,	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
344/392	SUBMITTED TEXT	30 WORDS	100% MATCHING TEXT	30 WORDS
	Educational Policy Statements describes the Government's goals for education, such as universal literacy and numeracy, the development of skills needed for economic prosperity and the creation of a stable and tolerant society;		Educational Policy Statements Describes the government's goals for education, such as universal literacy and numeracy, the development of skills needed for economic prosperity and the creation of a stable and tolerant society. 34	
	W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf			
345/392	SUBMITTED TEXT	42 WORDS	68% MATCHING TEXT	42 WORDS
	broad Learning Objectives and Outcomes to be achieved at each level. It describes what students should know and be able to do when they complete their school education. Outcomes are mentioned in a range of domains, including knowledge, understanding, skills and competencies, values and attitudes. 3.		Broad Learning Objectives and Outcomes / standards for each level / cycle Describes what students should know and be able to do when they complete their school education. Outcomes should be in a range of domains, including knowledge, understanding, skills, and competencies, values and attitudes. 4.	
	W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf			
346/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	context It describes the social and economic environment in which educational policy is		Context - it describes the social and economic environment in which educational policy is	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
347/392	SUBMITTED TEXT	19 WORDS	62% MATCHING TEXT	19 WORDS
	Structure of the Education System, more specifically the school system is described where the curriculum framework is to be applied. 4.		Structure of the Education System Describes the school system within which the curriculum framework is to be applied.	
	W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf			

348/392	SUBMITTED TEXT	33 WORDS	94% MATCHING TEXT	33 WORDS
	teaching periods in the school week, structure of curriculum content, learning areas and subjects. It also describes the organization of content within the framework and the extent to which schools and students can make choices. 5.		teaching periods in the school week ? Structure of curriculum content, learning areas and subjects it describes the organization of content within the framework and the extent to which schools and students can make choices.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
349/392	SUBMITTED TEXT	17 WORDS	75% MATCHING TEXT	17 WORDS
	learning principles. Curriculum Framework is one of the most important instruments in ensuring consistency, effectiveness and quality in			
	SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)			
350/392	SUBMITTED TEXT	13 WORDS	84% MATCHING TEXT	13 WORDS
	Structure of curriculum content, learning areas and subjects It describes the organisation of		Structure of curriculum content, learning areas and subjects and it describes the organization of	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
351/392	SUBMITTED TEXT	16 WORDS	84% MATCHING TEXT	16 WORDS
	Teaching methodology describes various teaching approaches that might be employed in the implementation of the framework.		Teaching methodology Describes the range of teaching approaches that might be employed in the implementation of the framework 8.	
	W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf			
352/392	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
	Assessing the extent to which students achieve the outcomes in each subject.		assessing the extent to which students achieve the outcomes of each subject,	
	W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf			

353/392	SUBMITTED TEXT	54 WORDS	87% MATCHING TEXT	54 WORDS
	<p>encompasses the learning environment, teaching methods, the resources provided for learning, the systems of assessment, the school methods and the ways in which students and staffs behave towards one another. All of these provide experiences from which student learn meaningfully, purposefully and joyfully. Particular attention is required to ensure that there is congruence between the various dimensions of curriculum.</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>		<p>encompasses the learning environment, teaching methods, the resources provided for learning, the systems of assessment, the school methods and the ways in which students and staffs behave towards one another. All of these provide experiences from which student learn. Together they add meaning, purpose and enjoyment to students' lives. Particular attention is required to ensure that there is congruence between the various dimensions of curriculum.</p>	
354/392	SUBMITTED TEXT	35 WORDS	100% MATCHING TEXT	35 WORDS
	<p>students to make connections between ideas, people and things, and to relate local, national and global events and phenomena. It encourages students to see various forms of knowledge as related and forming part of a larger whole.</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>		<p>students to make connections between ideas, people and things, and to relate local, national and global events and phenomena. It encourages students to see various forms of knowledge as related and forming part of a larger whole.</p>	
355/392	SUBMITTED TEXT	34 WORDS	79% MATCHING TEXT	34 WORDS
	<p>and collaboration Education is the shared responsibility of students, teachers, parents and the community. Successful implementation of the framework requires a collaborative approach to planning by all concerned stakeholders. Then only students' achievement of the intended outcomes</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>		<p>and Partnerships Education is the shared responsibility of students, teachers, parents, tertiary educators and the community. Successful implementation of the framework requires a collaborative approach to planning by all concerned and collective responsibility for students' achievement of the intended outcomes.</p>	
356/392	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
	<p>educational setting, with access to a wide and empowering range of knowledge, skills and values.</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>		<p>educational setting, with access to a wide and empowering range of knowledge, skills and values.</p>	

357/392	SUBMITTED TEXT	35 WORDS	92% MATCHING TEXT	35 WORDS
	adaptable to the particular needs of different schools and communities. It must also be responsive to social and technological change and meet student's needs arising from that change. Effective use of new technologies as tools for learning		adaptable to the particular needs of different schools and communities. It must also be responsive to social and technological change and meet student's needs arising from that change process. In particular, it must encourage effective use of new technologies as tools for learning.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
358/392	SUBMITTED TEXT	29 WORDS	93% MATCHING TEXT	29 WORDS
	physical, emotional, aesthetic, spiritual, intellectual, moral and social aspects. Respect and concern for others and their rights, resulting in sensitivity and concern for the well-being of others, respect for others		physical, emotional, aesthetic, spiritual, intellectual, moral and social; ? respect and concern for others and their rights, resulting in sensitivity to and concern for the well-being of others, respect for others	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
359/392	SUBMITTED TEXT	22 WORDS	93% MATCHING TEXT	22 WORDS
	vital skills as literacy, numeracy and social cooperation, and the need to integrate knowledge, skills and values across all learning areas. Therefore, the		vital skills as literacy, numeracy and social cooperation, and the need to integrate knowledge, skills and values across all learning areas. The	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
360/392	SUBMITTED TEXT	9 WORDS	100% MATCHING TEXT	9 WORDS
	knowledge, skills and values, essential for the education of students.		knowledge, skills and values essential for the education of students.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
361/392	SUBMITTED TEXT	45 WORDS	95% MATCHING TEXT	45 WORDS
	As the society and the social needs change from time to time there is need for revision of curriculum. No single curriculum is suitable for all the time. The curriculum has to change in accordance with the change in individual growth, scientific process, technological innovation and social advancement.		As the society and the social needs change from time to time there is need for revision of curriculum. No single curriculum is suitable for all the time. The curriculum has to change in accordance with the change in social strata due to individual growth, scientific process, technological innovation and social advancement.	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			

362/392	SUBMITTED TEXT	32 WORDS	84% MATCHING TEXT	32 WORDS
<p>In spite of the recommendations of the NPE, 1986 to identify competencies and values to be nurtured at different stages, school education came up be more and more examination oriented based on information-loaded</p> <p>W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</p>		<p>In spite of the recommendations of the NPE, 1986 to identify competencies and values to be nurtured at different stages, school education came to be driven more and more by high-stake examinations based on information-loaded</p>		
363/392	SUBMITTED TEXT	45 WORDS	82% MATCHING TEXT	45 WORDS
<p>Curriculum development has a broad scope because it is not only about the school, the learners and the teachers. It is also about the development of a society in general. In this age of knowledge explosion, curriculum development plays a vital role in development of a country. Curriculum</p> <p>SA MEDHC 2.1 Curriculum- Principles and Planning (Eng).pdf (D154644155)</p>				
364/392	SUBMITTED TEXT	29 WORDS	79% MATCHING TEXT	29 WORDS
<p>To shift learning from rote method. ? To integrate examination into classroom learning and make it more flexible. ? To make learning a joyful experience and move away from textbooks to</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>				
365/392	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>children it recommended major changes in the design of syllabus. ?</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>				
366/392	SUBMITTED TEXT	46 WORDS	87% MATCHING TEXT	46 WORDS
<p>To develop a sense of self-reliance and dignity of the individual as the basis of social relationship and would develop a sense of nonviolence and oneness across the society. ? To develop a child centred approach and to promote universal enrolment and retention up to the age of 14. ?</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>				

367/392	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
	four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training (NCERT) in India.			
	SA Book Final modification 10.12.2018.docx (D45523568)			
368/392	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
	The NCF 2005 document draws its policy basis from earlier government reports on education.			
	SA Book Final modification 10.12.2018.docx (D45523568)			
369/392	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	At the primary stage, the child should be engaged in			
	SA Unit -4- Pedagogy.docx (D77413908)			
370/392	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
	stage the child should be engaged in learning the principles of science through			
	SA Unit -4- Pedagogy.docx (D77413908)			
371/392	SUBMITTED TEXT	10 WORDS	90% MATCHING TEXT	10 WORDS
	the concept of equality, within the cultural and socio-economic diversity.		the concept of equality, within the landscape of cultural and socio-economic diversity	
	W https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf			
372/392	SUBMITTED TEXT	14 WORDS	89% MATCHING TEXT	14 WORDS
	the constitutional vision of India as a secular, egalitarian and pluralistic society, founded on		the constitutional vision of India as a secular, egalitarian and pluralistic society focused on	
	W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf			

373/392	SUBMITTED TEXT	32 WORDS	95% MATCHING TEXT	32 WORDS
<p>At the secondary stage, students should be engaged in learning science as a composite discipline, in working with hands and tools to design more advanced technological models than at the upper primary stage.</p> <p>SA Unit -4- Pedagogy.docx (D77413908)</p>				
374/392	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
<p>With respect to social context, NCF 2005 has ensured that irrespective of caste, creed, religion and sex - all are provided with a standard curriculum</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>				
375/392	SUBMITTED TEXT	18 WORDS	63% MATCHING TEXT	18 WORDS
<p>recommendations of the 11th five year plan and National Knowledge Commission the need to ensure quality in higher education</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>				
376/392	SUBMITTED TEXT	9 WORDS	100% MATCHING TEXT	9 WORDS
<p>proposed a semester pattern in curriculum instead of yearly examination.</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>				
377/392	SUBMITTED TEXT	16 WORDS	91% MATCHING TEXT	16 WORDS
<p>flexibility in designing the curriculum and assigning credits based on the course content and hours of teaching.</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>				
378/392	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
<p>to choose from the prescribed courses which are referred as core, elective, soft skill courses.</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>				

379/392	SUBMITTED TEXT	25 WORDS	86% MATCHING TEXT	25 WORDS
	Credit: A unit by which the course work is measured. It is determined by the number of hours of instructions required per week. Credit is		Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is	
	W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf			
380/392	SUBMITTED TEXT	24 WORDS	86% MATCHING TEXT	24 WORDS
	One credit is equivalent to one hour of teaching (lecture tutorial) or two hours of practical work /field work per week. Credit point: It is		One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week. 7) Cumulative Grade Average (CGPA): It is	
	W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf			
381/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	the product of grade point and number of credits for a course.		the product of grade point and number of credits for a course. 6)	
	W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf			
382/392	SUBMITTED TEXT	50 WORDS	99% MATCHING TEXT	50 WORDS
	Semester grade point average: It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.		Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places. 12)	
	W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf			
383/392	SUBMITTED TEXT	21 WORDS	97% MATCHING TEXT	21 WORDS
	Cumulative grade point average: CGPA is a measure of overall cumulative performance of a student over all semesters. The CGPA is		Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is	
	W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf			
384/392	SUBMITTED TEXT	28 WORDS	67% MATCHING TEXT	28 WORDS
	The fundamental idea is to cater the needs of the students so that they remain up to date with the development of higher education in India and abroad.			
	SA Book Final modification 10.12.2018.docx (D45523568)			



















385/392	SUBMITTED TEXT	77 WORDS	86% MATCHING TEXT	77 WORDS
	<p>ratio of total credit points secured by a student in various courses in all semesters and the sum of total credits of all courses in all semesters. Like SGPA it is also expressed upto two decimal places. Grade point: Grade point is a numerical weight allotted to each letter grade on a 10 point scale. Letter grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.</p> <p>SA Unit -4- Pedagogy.docx (D77413908)</p>			
386/392	SUBMITTED TEXT	22 WORDS	50% MATCHING TEXT	22 WORDS
	<p>courses are based upon contents that lead to knowledge enhancement and are mandatory for all disciplines. Elective foundation courses are value based and</p> <p>courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/Hindi/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/</p> <p>W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf</p>			
387/392	SUBMITTED TEXT	40 WORDS	82% MATCHING TEXT	40 WORDS
	<p>Grade card or certificate: Based on the grades a grade certificate shall be issued to all the registered students after every semester. The course details, that is code, title, number of credits, grade secured along with SGPA of each semester and CGPA</p> <p>SA Unit -4- Pedagogy.docx (D77413908)</p>			
388/392	SUBMITTED TEXT	17 WORDS	93% MATCHING TEXT	17 WORDS
	<p>O (Outstanding) 10 A+ (Excellent) 9 A (Very Good) 8 B+ (Good) 7 B (Above Average) 6 C (Average) 5 P (Pass) 4</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>			
389/392	SUBMITTED TEXT	17 WORDS	86% MATCHING TEXT	17 WORDS
	<p>For non-credit courses satisfactory or unsatisfactory shall be indicated instead of letter grades. This will not be</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>			
















390/392	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	<p>Taba, H. (1962). Curriculum development: theory and practice. New York: Harcourt Brace,</p> <p>W https://egyankosh.ac.in/bitstream/123456789/80487/1/Block-1.pdf</p>		<p>Taba, H. (1962). Curriculum Development: Theory and Practice. New York: Harcourt, Brace &</p>	
391/392	SUBMITTED TEXT	16 WORDS	78% MATCHING TEXT	16 WORDS
	<p>educational institutions spread across the country with the facility of easy transfer of credits earned by</p> <p>SA Book Final modification 10.12.2018.docx (D45523568)</p>			
392/392	SUBMITTED TEXT	11 WORDS	95% MATCHING TEXT	11 WORDS
	<p>Educational Research and Training. New Delhi. National Curriculum Framework (2005), National Council</p> <p>W http://ijrar.com/upload_issue/ijrar_issue_20542487.pdf</p>		<p>Educational Research and Training (NCERT), New Delhi. 18. National Curriculum Framework (1975). National Council</p>	












Document Information

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Sources included in the report

W	URL: https://online.stu.edu/articles/education/educational-measurement-assessment-ev Fetched: 2023-04-28 08:51:00	 	3
SA	EDN-201-Educational Measurement and Evaluation.pdf Document EDN-201-Educational Measurement and Evaluation.pdf (D141388331)	 	6
SA	Assessment and Evaluation - KSR -Corrected-1.doc Document Assessment and Evaluation - KSR -Corrected-1.doc (D26588141)	 	5
W	URL: https://www.edutopia.org/assessment-guide-importance Fetched: 2023-04-28 08:51:00	 	2
W	URL: https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_E... Fetched: 2022-01-25 04:53:58	 	14
W	URL: http://maaaranyacollege.com/wp-content/uploads/2020/04/CC-9-assesment-and-learning.docx Fetched: 2021-09-20 09:49:17	 	10
SA	JSNR_SSOU_MBA_EA_Educational Evaluation.pdf Document JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)	 	28
W	URL: http://ignoustudent2010.blogspot.com/p/bed-1st-year-es-333.html#:~:text=Assessment%20refers%20... Fetched: 2023-04-28 08:51:00	 	4
W	URL: https://peopleforeducation.ca/mwm-sharing-the-thinking/assessment-measurement-insight/ Fetched: 2023-04-28 08:51:00	 	2

SA	Full Book- Measurement and Evaluation in Education.pdf Document Full Book- Measurement and Evaluation in Education.pdf (D112222652)		8
W	URL: https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Psychology/Psychology%20Courses'... Fetched: 2021-05-26 02:10:24		11
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PREFACE In a bid to standardise higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses viz. core, discipline specific, generic elective, ability and skill enhancement for graduate students of all programmes at Honours level. This brings in the semester pattern, which finds efficacy in sync with credit system, credit transfer, comprehensive continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry acquired credits. I am happy to note that the University has been accredited by NAAC with grade 'A'. UGC (Open and Distance Learning Programmes and Online Learning Programmes) Regulations, 2020 have mandated compliance with CBCS for U.G. programmes for all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme. Self Learning Materials (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English / Bengali. Eventually, the English version SLMs will be translated into Bengali too, for the benefit of learners. As always, all of our teaching faculties contributed in this process. In addition to this we have also requisitioned the services of best academics in each domain in preparation of the new SLMs. I am sure they will be of commendable academic support. We look forward to proactive feedback from all stakeholders who will participate in the teaching-learning based on these study materials. It has been a very challenging task well executed, and I congratulate all concerned in the preparation of these SLMs. I wish the venture a grand success.

Professor (Dr.) Subha Sankar Sarkar Vice-Chancellor

Printed in accordance with the regulations of the Distance Education Bureau of the University Grants Commission. First Print : August, 2022 Netaji Subhas Open University Under Graduate Degree Programme Choice Based Credit System (CBCS) Subject: Honours in Education (HED) Course: Evaluation in Education Course Code: CC-ED-08

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Block-1 Evaluation

Unit-1 Assessment, Measurement & Evaluation Structure 1.1 Objectives 1.2 Introduction 1.3 Evaluation: Concepts and Significance of Measurement, Assessment and Evaluation 1.3.1 Concepts and Significance of Measurement 1.3.2 Concepts and Significance of Assessment 1.3.3 Concepts and Significance of Evaluation 1.4 Measurement versus Assessment in Education: Purpose and Scope 1.5 Interrelationship among Assessment, Measurement and Evaluation in Education 1.6 Summary 1.7 Self Assessment Questions 1.8 References 1.1 Objectives After going through the unit the students will be able : To define measurement, assessment and evaluation in education. To understand the role and significance of measurement, assessment and evaluation in teaching learning. To classify different types of assessment, test, examination and evaluation. To categorize the purpose and scope of measurement and evaluation in today's teaching learning activity. To create a relationship between measurement, assessment and evaluation. 9

NSOU CC-ED-08 10 1.2 Introduction The knowledge of measurement, evaluation and assessment is essential for the teachers to make the teaching learning an effective one. The concept of measurement has been there since days immemorial. In education, measurement and quantification are very important. Measurement involves the process of quantification. The application of the principles of measurement in the field of education is known as educational measurement. Assessment is the process of documentation of the measurement. It precedes the final decision making stage of evaluation. Evaluation is a broader concept. It does not deal with only the classroom examination system; rather it deals with the evaluation of the cognitive, affective and psychomotor domain of the student.

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As teachers become more familiar with data-driven instruction, they are making decisions about what and how they teach based on the information gathered from their students. In other words, teachers first find out what their students know and what they do not know, and then determine how best to bridge that gap. During the process of gathering information for effective planning and instruction, the words measurement, assessment and evaluation are often used interchangeably. These words, however, have significantly different meanings.

This unit will cover the various aspects of measurement, assessment and evaluation in details. The interrelationship of measurement, assessment and evaluation will also be discussed. 1.3 Evaluation: Concepts and Significance of Measurement, Assessment and Evaluation Measurement, assessment and evaluations are very often used interchangeably in education. In reality, these words are not all synonymous. All these have different scope and characteristic features. These are as follows; 1.3.1 Concept and significance of Measurement Generally, to measure and show the weight, length and volume of an object in definite units is called measurement; for example, to show the weight of a person in kilograms, length of cloth in metres and volume of water in litres. But the field of measurement is very wide. It includes defining any characteristic of any object or person or activity in words, symbols or units. As far as explaining the qualities of objects, persons and activities is concerned, it has been in vogue from very ancient times, of course, without any definite base of measurement. In the present times, the bases of most of NSOU CC-ED-08 11 the qualities of objects, persons and activities have been defined; their standards and units have been specified; measuring tools and methods have been devised and methods to demonstrate the results of measurement in brief have been decided. Now, a characteristic of an object, person or activity is described in definite words, symbols and units in brief. Many scholars have attempted to delimit the definition of this process. According to

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J.P. Guilford (n.d) "measurement is the assignment of numerals to objects or events according to certain rules". Norman E. Gronlund

has defined "

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measurement results are some score or numerical value and quantitative descriptions of the pupils".

Most scholars are in agreement with the definition given by James M. Bradfield (n.d). In his words :

Measurement is the process of assigning symbols to the dimension of phenomenon

in order to characterise the status of phenomenon as precisely as possible.

In this definition of measurement

only the measurement of qualities of objects and activities has been included, and not the measurement of qualities of persons. Though the persons are included in the objects of the universe; however, the objects are meant to include only concrete materials, so it is necessary to show the measurement of qualities of the persons separately. This definition of Bradfield does not point to any such basis

of measurement. Educationists opine that it should also be necessarily included in it and in that case measurement should be defined as: Measurement is the process by which a characteristic of an object, person or activity is perceived and understood on specific standards and is described in standard words, symbols or definite units.

Factors of Measurement: The above definition of measurement shows that there are four factors of measurement: (1)

The object, person or activity any of which characteristic has to

be measured. (2) The characteristic of that object, person or activity which has to be measured. (3) The tools and devices of measuring such characteristics. (4) The person who measures it.

Educational measurement is

known as mental measurement. It is concerned with the way to measure learning.

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In the educational system, measurement is quantitative assessment of performance of the students in a given test. It can be used to compare performance between different students and

to indicate the strength and weaknesses of the students. It helps in classifying students into homogenous groups to assign educational and vocational guidance and to provide remedial measures to the low

NSOU CC-ED-08 12 achievers. There are four common levels of measurement. These are as follows: I. Nominal Scales:

Nominal scales are used to classify objects. It is the least precise or lowest order scale. Here, the numbers assigned to the individuals are not bound by any rules and there is no logical consideration. For example, the serial numbers given to the cricket players are only to identify the players. Nominal level is sometimes called the classification level and each class is represented by a letter, a name, a number or even a geometrical design. This scale is used for students' classification, job classification, for different types of classification etc. II. Ordinal scale: In this scale ranking or grading takes place. It indicates that one observation represents more or less of a variable than the other, without indicating how much more or less. Thus ordinal scale corresponds to quantitative classification of a set of objects with reference to some attribute or rule. For example, when we serially arrange five bags of cereals according to weight, the heaviest bag is represented by numeral 1, the next by 2 and so on. Accurate and precise comparison is not possible with ordinal scale. III. Interval scale: Interval scales have an arbitrary zero, not absolute zero. It is also known as equal interval scale because these scales show that a person or item is so many units larger or smaller, heavier or lighter etc. than the other one. The intervals are assumed to be equal over the scale. IV. Ratio scale: the ratio scale is most concrete and refined among the four basic scales. It has an absolute zero point representing complete absence of the property being measured. Measuring the height and weight of students and making student wise records, is an example of ratio scale. If students are 20 kg and 30 kg of weight

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then the difference in their weight is 10kg and the weights are in the ratio 2:3.

Significance of Measurement: The significances of measurement are as follows: It measures students' achievement. Students' achievement can be determined whether he has reached the goals of the learning tasks or not through measurement. It evaluates instruction. The effectiveness or ineffectiveness of instruction is ascertained through measurement.

NSOU CC-ED-08 13 It motivates learning. Upon knowing the results of the achievement test, the student's interest is aroused especially if he gets a high score; otherwise, if his score is low, he strives hard to get a higher score in the next examinations. Measurement is an essential element of research. No research work in education and psychology is possible without some sort of measurement. It helps parents to understand student's growth, interests and potentialities. The major responsibility of school and teacher is to help the parents understand their children. Understanding a youth means understanding his progress in the various areas of the curriculum, his desires and motives and behavior they lead to, his potentialities for learning, as well as his achievement. It helps the learners in diagnosis of the nature of difficulties. The weakness of the learner can be identified through measurement. Measurement in general evaluates educational goals and purposes, determines the extent to which accepted educational objectives are implemented. It predicts success. Success and failure of the student is predicted through measurement. For instance, a student who always gets high scores in all his subjects may mean that he is sure to pass and passing means success. There are individual differences in the traits and qualities of different individuals. These differences can be ascertained by means of comparison. Comparison leads us to definite conclusions. It helps us to find out which one is superior and which is inferior. Thus, it helps us to select suitable people for a particular course. It generates information about how to improve programmes that do not meet criteria. 1.3.2 Concept and significance of Assessment

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making expectations explicit and public; setting appropriate criteria and high

standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards, and using the resulting information to document, explain, and improve performance.

A critical Dictionary of Education (1986) explains the concept of Assessment as "students may be assessed for a different number of reasons and in a

NSOU CC-ED-08 14 number of different ways. We may for example, wish to test the student attainment, to gather data to aid enquiry into our teaching or for purposes of accountability, to make predictions concerning the students' future, to set standards, or to motivate students. The range of types of assessment runs from the conventional written essay, through oral tests or practical projects, to various types of objective tests." Examinations and essays along with speeches and projects are forms of assessment. Assessment is a critical step in the learning process. It determines whether or not the course's learning objectives have been met. A learning objective is what students should know or be able to do by the time a lesson is completed. Assessment affects many facets of education, including students' grades, placement, and advancement as well as curriculum, instructional needs, and school funding. Significance of Assessment

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met.

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Assessment inspires us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?"

Hence, the significances of assessment are as follows:

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Today's students need to know not only the basic reading and arithmetic skills, but also skills that will allow them to face a world that is continually changing. They must be able to think critically, to analyze, and to make inferences. Changes in the skills base and knowledge our students require new learning goals; these new learning goals change the relationship between assessment and instruction. Teachers need to take an active role in making decisions about the purpose of assessment and the content that is being assessed.

Assessment and its associated feedback are essential to student learning. However, one may find that more time is taken up with the areas of assessment associated with quality assurance, rather than its potential to support students' learning. Well designed assessment has numerous benefits aside from the obvious one of providing a measure of students' progress as it can be a means to engage students with their learning. Ideally then, teacher should aim to support active learning rather than assessment of learning to ensure that the assessment process is an integral part of students' education. A student undertaking any form of study will be subject to assessment in one form or another. Similarly, NSOU CC-ED-08 15 any member of the teaching staff will be engaged at some point in assessment related work. For students it can be a significant determinant of what, when and how they learn. Getting assessment 'right' is therefore essential, both for students and the teacher. Well-designed assessment can encourage active learning especially when the assessment delivery is innovative and engaging. Peer and self-assessment, for instance, can foster a number of skills, such as reflection, critical thinking and self-awareness as well as giving students responsibility and insight into the assessment process. Discussing the ways in which the teacher is assessing with students can also help to ensure that the aims and goals of assessments are clear. Utilising assessment that makes use of technology, such as the use of online discussion forums or electronic submission of work, can teach students new skills. Well designed assessment can prevent plagiarism by reducing the ways in which students can gather and report information. At the end of the day, taking some time to think about why, what and how the teacher is going to assess students is a worthwhile investment of time. It can ensure assessing the skills and knowledge that are intended and it could open up new possibilities for different ways to assess students, some of which may be more efficient and effective than the current methods. Assessment is a key component of learning because it helps students learn. When students are able to see how they are doing in a class, they are able to determine whether or not they understand course material. Assessment can also help in motivating students. If students know they are doing poorly, they may begin to work harder. For example, Johnny is a chemistry student. He just took his first examination in his class. He earned a 56%; he needs a 79% to pass the class. The low test score lets Johnny know that he missed something important he should have learned. Perhaps, he did not understand the material, or maybe he did not study long enough or did not give best effort. Whatever the case, the assessment results let Johnny know that he did not successfully learn the material and that he must try something new in order to earn a better score. Just as assessment helps students, assessment helps teachers. Frequent assessment allows teachers to see if their teaching has been effective.

NSOU CC-ED-08 16 Assessment also allows teachers to ensure students learn what they need to know in order to meet the course's learning objectives. For example, a teacher after finishing one unit, gives a 50-point multiple-choice test. Upon grading the examination, he or she realized the average class grade was a 68%, far below the cutoff line for passing. The teacher can easily see that students didn't fully learn the unit. This tells the teacher that he or she needs to re-plan and re-visit the unit and determine why students failed the examination. Perhaps the teacher may need to try a different teaching strategy, or perhaps she did not spend enough time on difficult material.

1.3.3 Concept and significance

of Evaluation: We are aware that measurement is used to express a trait of an object, person or activity in standard words, symbols or units. In evaluation, these results are analysed and this analysis is done on the basis of certain social, cultural or scientific standards (Norms) and by this analysis, the relative condition of the trait of the object, person or activity is clarified. James M. Bradfield has defined this process of evaluation in the following words: "

Evaluation is the assignment of symbols to phenomenon in order to characterise the worth or value of the phenomenon usually with reference to some social, cultural and scientific standards" (

James M.

Bradfield, n.d).

If we want to further clarify this definition in simple terms, we can do it in the following words: Evaluation is the process in which the analysis of the result obtained from measurement of a trait of an object, person or activity is done on the basis of certain social, cultural or scientific standards (Norms), and the relative position of the object, person or activity is determined as relative to that trait.

In the field of education, generally, the measurement of educational achievements of the students is called evaluation. The first thing in this context is that the measurement is the first step of evaluation; it is not evaluation in itself. In evaluation, the results of measurement are analysed according to predetermined standards (Norms). Secondly, not only the measurement of educational achievements of the students is done, but their intelligence, interest, aptitude and personality, etc. are also measured and evaluated. Besides the traits of students, the activities of other people concerned with education such as administrators, teachers, other personnel and guardians are also measured and evaluated. The measurement and evaluation of educational policy, the aims of education, the curriculum at various levels and teaching methods are also carried out and suitable suggestions are given. Therefore, the evaluation in the field of education should be defined as follows:

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Educational evaluation is the process in which measurement of the decisions related to education and of the traits and activities of the persons concerned with education is carried out and the results of such measurement are analysed on the basis of predetermined standards (Norms) and on its basis the relative results are declared and suggestions for improvement in them are given. Generally, people use the words educational evaluation and measurement in identical meanings. However, they have the difference of the whole and the part. Measurement is the first step of evaluation, evaluation is a process to analyse the results of measurement.

From the functional steps viewpoint, the process of measurement has only three steps - (i) selection or construction of suitable measurement tool or device, (ii) use of measurement tool or device, and (iii) recording of administration and result. Evaluation has three additional steps besides the above.

These are; (i)

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Selection and use of suitable standards (Norms) for analysing the measurement results, (ii) analysis of measurement results on the basis of these standards (Norms), and (iii) prediction, suggestions or guidance on the basis of this analysis. The analysis of results of educational measurement under educational evaluation cannot be done as of the results of physical measurement, because the physical measures are whole measures, and educational measures are relative in nature.

Now statistical methods are used for their analysis.

Factors of Evaluation Two processes have to be undertaken in evaluation; first, the measurement and the second, analysis of the information or data obtained from measurement. We have already discussed that there are four factors of measurement;

now two more

factors of analysis of the data or result received from the measurement

are added for evaluation. Hence the factors of evaluation are as follows: (1)

The object, person or activity any of which characteristics has to be measured. (2) The characteristic of the object, person or process which has to be measured. (3) The tools and devices of measuring such characteristics. (4) And the person who measures it. (5)

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Those standards (Norms) on the basis of which the results of measurement are analysed. (6) Those devices (logical, mathematical or statistical) with the use of which such analysis is carried out. NSOU CC-ED-08 18 Subjective and Objective Evaluation We know that in evaluation, the analysis of results obtained from measurement is carried out on the basis of certain social, cultural or scientific standards (Norms). The first thing to keep in mind in this context is that the social and cultural standards (Norms) are not fully clear and definite in themselves; and secondly, the persons take them according to their own views and use them accordingly. It is clear then, that the evaluation based on social and cultural standards (Norms) is subjective. On the other hand, the scientific standards (Norms) are always clear and definite by themselves and as such the evaluation done on their basis is objective. Formative Evaluation Formative evaluation is such evaluation which is conducted before giving final Shape to an educational policy or programme, curriculum, teaching method, teaching aid or evaluation method. For it, the evaluator first of all prepares the preliminary draft of the proposed educational policy, planning or programme, curriculum, teaching method or evaluation method; then he analyses each of its steps and receives approval of the specialists. This approval is received with the help of

an

interview, questionnaire or rating scale. Summative Evaluation Summative evaluation is such evaluation which is conducted in order to test the utility of an already existing educational policy, planning or programme, curriculum, teaching method, teaching aid or evaluation method. The evaluator constructs the most suitable measurement tool or method based on interview, questionnaire or rating scale for

evaluation

of the

educational policy, planning or programme, curriculum, teaching method, teaching aid or evaluation method.

After this, he

tests its utility on the basis

of related standards (Norms) and statistical calculations. Finally, he decides whether such educational policy, planning or programme, curriculum, teaching method, teaching aid or evaluation method should

continue or not, and if it is to continue, what should be its form. Significance of Evaluation The following significance of the Evaluation are observed:- (1) To test the educational importance of the activities of educational administrators, other personnel and guardians from time to time, and to suggest for improvement.

NSOU CC-ED-08 19 (2) For analysis of

the educational objectives, to test their utility, and to suggest for timely change. (3)

To

find out the effect of the curriculum at different levels in the achievement of educational objectives, to give suggestions for improvement and to enlighten for research. (4) For studying the effect of teaching methods being used from time to time, to find out useful/

or

useless methods, to suggest for improvement and to enlighten the field for research. (5) For finding out the utility of textbooks in the achievement of educational objectives, to give suggestions for improvement and to guide for research.

(6) For studying the effect of the use of various means in teaching as to their place and kind of use, and to suggest measures for improvement. (7)

It helps teachers to discover the needs of the students. The purpose of any programme of evaluation is to discover the needs of the pupils being evaluated and then to design learning experiences that will satisfy these needs. 1.4 Measurement versus Assessment in Education: Purpose and Scope Very often assessment and measurements are used interchangeably. According to M.Q.Panton (1985), "measurement implies assigning a numerical quantity. While instruments such as rulers' stopwatches can be used to determine height, speed and so on, any intellectual capacities or other quantities of educational interest must be measured indirectly. Thus tests are typically used on measures such as dimensions and levels of intelligence. It may be included in an assessment." Whereas, he has opined that "as far as possible the term assessment should be reserved for application to people. It covers activities included in grading (formal and non-formal) examining, certifying and so on. Students' achievement on a particular course may be assessed."

Purpose of Measurement The purpose of measurement are as follows:- (1) To measure the ability of students, finding out their interests and aptitude at the time of admission, and admit them on its basis.

NSOU CC-ED-08 20 (2) To measure their intelligence and personality after admission and accordingly divide them into specific classes, and to assist in their personality development. (3) To find out from time to time the effect of teaching on the students (educational achievements or change of behaviour), and to guide the students on its basis and to inspire them to learn. (4) To measure and evaluate the educational achievements of students from time to time and to provide them feedback. (5) To

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find out the hindrances in the educational progress of the students and remedy them. **Scope of Measurement** Generally, it is understood that in the field of education only educational achievements of the students are measured, and are expressed in terms of marks. However, in the field of education, in present times, various variables, such as intelligence, interest, aptitude, attitude and personality of the students are also measured. Moreover, the aims of education, usefulness of the curriculum and of the teaching methods, basis of educational policy, the educational activities of the persons concerned such as administrators, teachers, and guardians, are also measured. There is no area in the field of education which is not subject to measurement in present times and the result of which is not expressed in more and more objective terms. Therefore, we can define educational measurement as follows: Educational measurement is that process by which the usefulness of various factors of educational process, the usefulness of various activities of persons concerned, and the intelligence, interest, attitude, aptitude, personality and educational achievements of the students are measured on the basis of definite standards and are expressed in definite words, symbols or units. Measurement is an extensive process which has several tools and devices. The physical aspects of a person, such as height, weight and temperature are measured with the help of scale, weights and thermometer respectively and his interest, aptitude, intelligence, personality and educational achievement are measured with the help of Interest Tests, Aptitude Tests, Intelligence Tests, Personality Tests and Achievement Tests respectively. Evidently, measurement is a process to measure the characteristic of an object, person or activity; and testing is only a device or method of measurement. They are different like

the whole and its part. Thorndike and Hagen (1979) have provided six propositions that seem to use us to provide the foundations for a contemporary view of educational and psychological measurement procedures and their role in our schools and our society.

NSOU CC-ED-08 21 These propositions are as follows: 1. Various types of decisions have to be made 2. The more relevant and more accurate the information, the better is the decision. 3. Measurement instruments and procedures provide an important set of tools for improving the information available for decision making. 4. The use of any type of information for decision making needs to know what that information signifies and how far it can be trusted. 5. The facts and values involved in any decision are complex. 6. The wisdom of the decision maker is crucial. Moreover, according to Thorndike and Hagen measurement in any field involves following three common steps. A. Identifying and defining the quality or attribute that is to be measured. B. Determining a set of operations by which the attribute may be made manifest and perceivable C. Establishing a set of procedures or definitions for translating observations into quantitative statements of degree or amount.

In the present age, measurement has influenced the progress in education and psychology too. Today, the age of theoretical education is over, and effort is being made to make education and psychology more and more practical. Under education and psychology different human behaviours and problems are studied. For this, it becomes necessary to measure human behaviours.

Educational measurement is not a new concept. The teacher has been testing students since times immemorial in order to know their progress in studies, and to see what type of behavioural changes have occurred in students, if they are optimal and

in what direction these behavioural changes have taken place.

A teacher wants to know the shortcomings of the method of teaching he uses, for which these tests have been found to be very important. These tests have become all the more important in the present age, and it is expected from the future teacher or pupil-teacher that he

or she

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would gain skill in constructing several types of tools of measurement and evaluation. The introduction of evaluation in the educational world is comparatively new. In fact, it was introduced in this field in order to get rid of the serious shortcomings of measurement. From the beginning

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of the twentieth century, three types of important progresses were noted down in the field of educational measurement, they were testing, measurement and evaluation. This progress in education is known as progress in measurement.

However, in the present times, evaluation is considered to be an important contribution of psychology and education.

Recently, the attention of educationists and psychologists has been drawn towards evaluation. Purpose of

Educational Assessment The purpose

of Educational assessment is as follows: (a) To prepare students for the new pattern of competency-based teaching and competency-based assessment. (b) To make evaluation an integral part of the teaching-learning process. (c) To make evaluation a cooperative and democratic process, involving various stake-holders of

the evaluation programme. (d) To collect more valid and reliable evidence

about total development of the learners. (e) To form sound judgements and take timely decisions about learners' instructions and learning environments. Scope of Assessment Comprehensiveness is the significant factor in the

assessment of the whole child vis-à-vis his total development to form the basis of assessment. Accordingly, the following areas of assessment will be included in the CCE. Assessment

can be of two types; assessment of scholastic aspect and non scholastic aspects of human behavior.

Assessment of Scholastic Aspects Use of the following tools will be made in assessment of scholastic aspects. Different

types of tests required for assessing the scholastic aspects are given below: (a) Readiness tests: For Standard V the prerequisite learning is indicated by Standard IV learning competencies. Before taking up teaching of a unit, a pretest

based on pre-requisite learning competencies will be used and inadequacies in students' entry behaviours would be analysed. Based on learning gaps remedial teaching is undertaken. This will also apply to Standards VI and VII, VIII, IX, X

etc.

NSOU CC-ED-08 23 (b) Unit-tests: Since unit teaching approach is envisaged, unit-test should be used at the end of each learning unit. It could be written or oral for review and reinforcement purposes. Each unit-test will be based on specific content elements of each unit, used for testing students on pre-determined learning outcomes formulated for each unit in terms of competencies. Focus of unit- tests will be on diagnosis of students' inadequacies in learning and improvement of their achievement through remedial action to enable most of the students to acquire mastery of concepts and skills. Sample criterion- referenced tests will be developed and supplied to schools and teachers oriented in unit testing. Assessment of Non-Scholastic Aspects: This would include assessment of the following aspects which may be introduced in the

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second phase. 1. Physical health, covering basic understanding about nutrition and health, physical fitness, development of positive attitudes etc. Habits like health habits, study habits and work habits. 2. Interests in artistic, scientific, musical, literary and social service activities. 3. Attitudes towards students, teachers, class-mates, programmes, school property etc. 4. Character-building values like cleanliness, truthfulness, industriousness, cooperation, equality etc. 5. Participation in games, sports, gymnasium, literacy, scientific, cultural, social and community service activities.

Issues of Present System of Assessment (a) Unless protagonists of reform develop a deep conviction and full faith in teachers' assessments and conceptualise dichotomy observable in theory and practice, establishment of a pedagogically sound system of assessment would be difficult. (b) Unless a theoretically sound, indigenous, growth-oriented and functionally operative model of assessment is developed and made the basis of continuous and comprehensive evaluation; we are not likely to achieve the intended objectives of assessment to the desired extent. (c)

Until and

unless within a given state, board of school education or the

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concerned examining agency where curriculum requirements are the same for a particular stage of school education, a common blueprint of CCE based on the same design of assessment is adopted in all schools under the same board, comparability of attainment targets and pupils' achievement across the schools would not be possible, which in turn would pass it difficult to pass valid norm-referenced judgments. (d) No system of school-based assessment would succeed unless we have full faith in the competency of practising teachers and provide them continued motivation, encouragement and recurrent training for empowering them to implement

school based assessment systems

effectively to achieve the desired attainment targets. (e) Extreme subjectivity in internal assessment reigns supreme in school based assessment,

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which indeed is the stumbling block in implementing this scheme. Unless multiple scoring cooperative testing and quality question-banks are developed and used for assessment of scholastic achievement, and illuminative approach reflecting multiple views of participant observers are used in assessing non-cognitive outcomes and personal social qualities, it would not be possible for teachers to make objective assessment, form sound judgements and take right decisions. (f) Unless regular feedback of formative evaluation (which is an integral part of teaching) and functional research support are provided continually for diagnostic purpose and remedial teaching, further improvement in pupils' achievement and instructional strategies would not be possible. Current Trends in Educational Assessment 1. Visualise the context and background of the institution 2. Take cognizance of time frame, students' intake, input resources etc. 3. Study curriculum objectives of the prescribed courses of studies. 4. Formulate clearly subject-wise objectives in achievable and testable terms, covering both cognitive and non-cognitive domains. 5. Specify subject-wise objective in terms of intended learning outcomes, i.e. Essential Learning competencies and Desirable Learning Competencies. 6. Clarify the purpose and objectives of School-based Assessment. NSOU CC-ED-08 25 7. Delineate the areas and components of assessment for each subject. 8. Choose the relevant mode of assessment to be used at different stages of instruction and evaluation of pupils and programmes. 9. Identify relevant techniques and tools of assessment for measuring both scholastic and co scholastic attainments of pupils. 10. Ensure needed validity, reliability and usability while constructing measuring instruments and other assessment devices. 11. Apply relevant tools and techniques to collect needed evidence about pupils' attainments on cognitive and non-cognitive outcomes of learning. 12. Analyse evidence in terms of specified intended learning outcomes. 13. Interpret the evidence in terms of assessment objectives. 14. Form appropriate judgments about pupils' performance in terms of self- referenced, criterion referenced and norm-referenced judgements. 15. Summarise results and other evidence into meaningful individual and group profiles for different areas and aspects. 16. Report meaningfully and regularly to students, parents and other functionaries concerned, for timely feedback and correctives. 17. Take appropriate decisions about further diagnosis (if needed), remedial measures, grading, promoting, certification, programme budgeting and improvement of instructional, evaluation and implementation strategies. 18. Initiate development of institutional question banks for improving the quality of test material and maintain performance standards. 19. Use summative evaluation at school, school complex, block and district levels through cooperative testing and participative strategy for maintaining and comparing performance standards. 20. Undertake annual institutional self-evaluation involving teachers, principals, students, parents, and

community and evaluation experts to assess the efforts, efficiency and effectiveness of the school in terms of the scheme of SBA and review it for making the scheme more functionally operative.

NSOU CC-ED-08 26 1.5 Interrelationship Among Assessment, Measurement and Evaluation in Education

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Assessment is the process of documentation, usually in measurable terms, knowledge, skills, attitude and beliefs.

It refers to the task of processes of estimation of something. As the dictionary meaning of the term is to 'estimate the value or quantity of something', it is used to estimate the amount of learning through any process may be instructional or otherwise. Assessment

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has a narrower meaning than evaluation but broader meaning than measurement. Since the word assess means 'to assist the judge'.

So it seems appropriate in evaluation studies to the process of gathering the data and fashioning them into an interpretable form. Judgement can then be made on the basis of the assessment. It precedes the final decision making stage in evaluation.

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Relationship between Assessment and Measurement: Assessment, measurement, evaluation and research are part of the processes of science and issues related to each topic often overlap. Assessment refers to the collection of data to better understand an issue, while measurement is the process of quantifying assessment data and evaluation refers to the comparison of that data to a standard for the purpose of judging worth or quality. Whereas, research refers to the use of that data for the purpose of describing, predicting, and controlling as a means toward better understanding the phenomena under consideration. Measurement is done with respect to "variables" (phenomena that can take on more than one value or level). The collecting of data (assessment), quantifying those data (measurement) and developing understanding about the data (research) always raise issues of reliability and validity. Reliability attempts to answer concerns about the consistency of the information (data) collected, while validity focuses on accuracy or truth. The relationship between reliability and validity can be confusing because measurements (e.g., scores on tests, recorded statements about classroom behavior) can be reliable (consistent) without being valid (accurate or true). However, the reverse is not true: measurements cannot be valid without being reliable. The same statement applies to findings from research studies. Findings may be reliable (consistent across studies), but not valid (accurate or true statements about relationships among "variables"), but findings may not be valid if they are not reliable. At a minimum, for a measurement to be reliable a consistent set of data must be produced each time it is used; for a research study to be reliable it should produce consistent results each time it is performed. For

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example, the variable "gender" has the values or levels of male and female and data could be collected relative to this variable. Data on variables are normally collected by one or more of four methods: paper/pencil, systematic observation, participant observation, and clinical. Three issues are important for classroom assessment (data collection with regards to student learning that is under the control of the teacher.) The first relates to what data teachers will use for making judgements (qualitative or quantitative); a second issue revolves around when they will collect data (formative vs. summative assessment.) A third issue revolves around the reference to be used for making evaluations (criterion- versus norm-referenced); a fourth relates to how teachers will communicate their judgements to others (authentic assessment, portfolios, and grading).

Fig 1. Relationship between Measurement and Assessment Source: <http://ignoustudent2010.blogspot.com/p/bed-1st-year-es-333.html#:~:text=Assessment%20refers%20to%20the%20collection,for%20the%20purpose%20of%20describing%2C> As the above diagram

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shows, tests constitute only a small set of options, among a wide range of other options, for a language teacher to make decisions about students. The judgment emanating from a test is not necessarily more valid or reliable from the one deriving from qualitative procedures since both should meet reliability or validity criteria to be considered as informed decisions. The area circumscribed within quantitative decision-making is relatively small and represents a specific choice made by the teacher at a particular time in the course while the vast area outside which covers all non-measurement qualitative assessment procedures representing the wider

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range of procedures and their general nature. This means that the qualitative approaches which result in descriptions of individuals, as contrasted to quantitative approaches which result in numbers, can go hand in hand with the teaching and learning experiences in the class and they can reveal more subtle shades of students' proficiency. This in turn can lead to more illuminating insight about future progress and attainment of goals. However, the options discussed above are not a matter of either-or (traditional vs. alternative assessment) rather the language teacher is free to choose the one alternative (among alternatives in assessment) which best suits the particular moment in his particular class for particular students. Based on the above discussion, grading could be considered a component of assessment, i.e., a formal, summative, final and product-oriented judgment of overall quality of worth of a student's performance or achievement in a particular educational activity, e.g., a course. Generally, grading also employs a comparative standard of measurement and sets up a competitive relationship between those receiving the grades. Most proponents of assessment, however, would argue that grading and assessment are two different things, or at least opposite poles on the evaluation spectrum. For them, assessment measures student growth and progress on an individual basis, emphasizing informal, formative, process-oriented reflective feedback and communication between student and teacher. Ultimately,

the conception probably depends more on teaching philosophy than anything else.

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Assessment and measurement are closely linked concepts in education. Both can be used for a variety of purposes, including: Reporting to students, parents and the public; As a method for supporting students' understanding of educational goals and their own progress; As a means for teachers to understand the effectiveness of their own practice; Strengthening school-wide collaboration; Providing the data necessary to discern whether the system is working equitably for all students.

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Assessment and measurement play a key role in informing educators' practice in classrooms, students' understanding of their own learning, parents' capacity to support their children's success in school, and policy-makers' decision-making. NSOU CC-ED-08 29 Competencies in creativity, social-emotional learning, citizenship, and health should be assessed for the same reasons that reading, writing, and mathematics are assessed to provide relevant, specific information about student learning in these vital areas. Assessment of these competencies is complex, and we cannot rely on the tools and strategies typically used to assess other skills or knowledge. At the classroom level, a range of assessment strategies can be used to understand students' growth in these areas. It is possible to assess these competencies at a jurisdictional level; however standardized assessments or surveys can only give information of limited quality about complex competencies.

Relationship between Assessment and Evaluation: Assessment is a methodical way of acquiring, reviewing and using information about someone or something, so as to make improvement where necessary. The term is interpreted in a variety of ways, i.e. educational, psychological, financial, taxation, human resource and so on. In general, assessment is an ongoing interactive process, in which two parties (assessor and assessee) are involved. The assessor is someone who assesses the performance based on the defined standards, while assessee is someone who is being assessed. The process aims at determining the effectiveness of the overall performance of the assessee and the areas of improvement. The process involves, setting up goals, collecting information (qualitative and quantitative) and using the information for increasing quality. The term 'evaluation' is derived from the word 'value' which refers to 'usefulness of something'. Therefore, evaluation is an examination of something to measure its utility. Therefore, evaluation is a systematic and objective process of measuring or observing someone or something, with an aim of drawing conclusions, using criteria, usually governed by set standards or by making a comparison. It gauges the performance of a person, completed project, process or product, to determine its worth or significance. The evaluation includes both quantitative and qualitative analysis of data and undertaken once in a while. It ascertains whether the standards or goals established are met or not. If they are met successfully, then it identifies the difference between actual and intended outcomes.

NSOU CC-ED-08 30 The significant differences between assessment and evaluation are discussed in the points given below: 1. The process of collecting, reviewing and using data, for the purpose of improvement in the current performance, is called assessment. A process of passing judgement, on the basis of defined criteria and evidence is called evaluation. 2. Assessment is diagnostic in nature as it tends to identify areas of improvement. On the other hand, evaluation is judgmental, because it aims at providing an overall grade. 3. The assessment provides feedback on performance and ways to enhance performance in future. As against this, evaluation ascertains whether the standards are met or not. 4. The purpose of assessment is formative, i.e. to increase quality whereas evaluation is all about judging quality, therefore the purpose is summative. 5. Assessment is concerned with process, while evaluation focuses on product. 6. In an assessment, the feedback is based on observation and positive & negative points. In contrast to evaluation, in which the feedback relies on the level of quality as per set standard. 7. In an assessment, the relationship between assessor and student is reflective, i.e. the criteria are defined internally. On the contrary, the evaluator and student share a prescriptive relationship, wherein the standards are imposed externally. 8. The criteria for assessment are set by both the parties jointly. As opposed to evaluation, wherein the criteria are set by the evaluator. 9. The measurement standards for assessment are absolute, which seeks to achieve the quintessential outcome. As against this, standards of measurement for evaluation are comparative, that makes a distinction between better and worse. So, after reviewing the points above, it would be clear that assessment and evaluation are completely different. While evaluation involves making judgements, assessment is concerned with correcting the deficiencies in one's performance. Although, they play a crucial role in analysing and refining the performance of a person, product, project or process.

NSOU CC-ED-08 31 Relationship between Measurement and Evaluation: Distinguishing between measurement and evaluation, Wrightstone has written: "

The emphasis

in measurement is upon single aspect of subject matter achievement or specific skills and abilities,

but the emphasis

in evaluation is upon

broad personality changes and major objectives of

an

educational programme.

These include not only subject matter achievement but also

attitudes, interests, ideals, ways of thinking, work-habits and personal and social adaptability,

e.g. by testing a child in mathematics we may measure his mathematical ability and nothing else. We may not have any idea about the interests, abilities etc. of the child in mathematics by administering this single test."

Difference between Educational Evaluation and Testing: Educational evaluation is an extensive concept which includes the

measurement and analysis of educational policy, educational planning educational objectives, educational curriculum, teaching methods, educational administration, activities of teachers and guardians, students' intelligence, interest, aptitude and personality, etc. and their educational achievements are carried out and on the basis of the results so received suggestions are given and predictions are made. On the other hand,

testing is only one of the methods of measurement.

Difference between Educational Evaluation and Examination: Educational evaluation is a

broad concept. Under it, the

measurement and analysis of educational policy, educational planning, educational objectives, activities of educational administrators, teachers and guardians, and students' intelligence, interest, aptitude and personality, etc. is

carried out, and in the end, predictions, suggestions and guidance are provided. On the other hand,

examination is used for measurement and evaluation of only educational achievements. Though there is a difference between measurement and evaluation, because measurement is a part of evaluation and is the first step of evaluation,

so now it is used as a joint concept in the field of education as 'measurement and evaluation'. Secondly, there is no significance of measurement in the field of education until its results are not analysed. When the results of measurement are analysed, it is called evaluation. Thirdly, whether we join measurement with evaluation or not, the process of measurement is included in it.

Generally the term 'measurement' is confused with 'Evaluation', while they are quite apart from each other. Measurement is a quantitative form of an object, while evaluation presents its qualitative together with its measurement. In brief, measurement is numerical and evaluation

is

quantitative.

Measurement tells us how much of an object, while evaluation tells us how good it is.

Besides, evaluation pays attention to the fact of realization of

NSOU CC-ED-08 32 objectives, while by measurement is meant only the number of specific objectives that have been realized. Measurement is incomplete without evaluation. Difference between Measurement and

Evaluation: 1.

Measurement does not express any clear assumption about a student. Clear assumptions about a student can be formed on the basis of evaluation. 2. Measurement does not require much energy and time.

Evaluation requires more energy and time. 3. Measurement is objective, evaluation is subjective by large. 4. Measurement is concerned with only the amount, quantity or frequency of a variable. Evaluation matches such an amount, quantity or frequency with relevant criteria for the purpose of making some value judgement about measured amount. 5.

Measurement is static at the most periodical. Evaluation is a continuous and never ending process. 6. At a time measurement involves a single aspect of achievement, a single variable that is mathematical ability or scientific skill etc.

whereas, evaluation is a more comprehensive concept. It involves not only achievement but also the

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attitudes, interests, ideas, way of thinking, work habits, personal and social adaptability. 7.

The scope of measurement is limited, only some dimensions of personality can be tested under measurement.

The scope of evaluation is wide, in it; the entire personality of a student is tested. 8. Measurement is content-oriented.

Evaluation is objective-oriented. 9. Measurement is a means, and not an end in itself.

Evaluation is an

end in itself. 10. The purpose of measurement is to gather evidence. Evaluation is to deduce inferences from evidence, that is, its work is appraisalment of evidence. 11. Measurement may not be an essential part of education. Evaluation is the integrated or necessary part of education. 12. Measurement answers the question 'how much', such that Sunanda has scored 56 marks in

English. Therefore, measurement is quantitative.

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Evaluation answers the question 'what value' like Sunanda has scored 50% marks in English and passed second division in the class. Therefore, evaluation is qualitative. 13. Prediction cannot be made meaningfully on the basis of measurement. Evaluation can predict meaningfully. 14. Measurement acquaints with a situation. This is isolated from the entire situation.

Evaluation acquaints us with the entire environment. It judges its worth or value. 15.

Measurement indicates those observations which are displayed numerically.

Evaluation comprises of both quantitative and qualitative observations. 16. Measurement can be conducted at any time.

Evaluation is a continuous process. 17.

Measurement is absolute, evaluation is relative. 18. Measurement does not look before and after. Evaluation on the other hand takes into account the past achievements and also the future goals. 19. The unit of measurement is fixed and constant throughout measurement. In evaluation, the unit of measurement is not fixed and varies during the process of evaluation. 20. Measurement is more accurate because of its true zero point. Evaluation is less accurate because of its arbitrary zero point. 21. Measurement is direct, evaluation is indirect.

Relevance between Measurement and Evaluation: Measurement and Evaluation both are used for assessing the internal qualities like I.Q., aptitude, attitude and intelligence of students. The main purposes of measurement and evaluation are:- Placement of students which involves bringing students appropriately in the learning sequence and classification or streaming of students according to ability or subjects. Selecting the students for courses; general, professional, technical, commercial etc.

Both help

to certify that a student has achieved a particular level of performance.

NSOU CC-ED-08 34 Both help in

stimulating learning. This can be motivation of the student or teacher, providing feedback, suggesting suitable practice etc.

Both help in improving teaching by reviewing the effectiveness of teaching arrangements.

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The word measurement, as it applies to education, is not substantially different from when it is used in any other field. It simply means determining the attributes or dimensions of an object, skill or knowledge. We use common objects in the physical world to measure, such as tape measures, scales and meters. These measurement tools are held to standards and can be used to obtain reliable results. When used properly, they accurately gather data for educators and administrators. Some standard measurements in education are raw scores, percentile ranks and standard scores. One of the primary measurement tools in education is the assessment. Teachers gather information by giving tests, conducting interviews and monitoring behaviour. The assessment should be carefully prepared and administered to ensure its reliability and validity. In other words, an assessment must provide consistent results and it must measure what it claims to measure. Creating valid and reliable assessments is critical to accurately measuring educational data. Evaluating the information gathered, however, is equally important to the effective use of the information for instruction. In education, evaluation is the process of using the measurements gathered in the assessments. Teachers use this information to judge the relationship between what was intended by the instruction and what was learned. They evaluate the information gathered to determine what students know and understand, how far they have progressed and how fast and how their scores and progress compare to those of other students. According to educator and author, Graham Nuthall, in his book *The Hidden Lives of Learners*, "In most of the classrooms we have studied, each student already knows about 40-50% of what the teacher is teaching." The goal of data-driven instruction is to avoid teaching students what they already know and teach what they do not know in a way the students will best respond to. For the same reason, educators and administrators understand that assessing students and evaluating the results must be ongoing and frequent. Scheduled assessments are important to the process, but teachers must also be prepared to re-assess students, even if informally, when they sense students are either bored with the daily lesson or frustrated by material they are not prepared for.

Teachers can improvise or re design instruction, using the
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measurements of these intermittent formative assessments, to meet the needs of their students on a daily and weekly basis. 1.6

Summary Measurement is the use of rules to assign a number to a specific observation of a variable. The rule of measuring length, for example, is to assign a number equal to the number of lengths of a standard ruler that fit exactly from one end of the desk to the other. Here, variable being measurement length and the observation is the length of a specific desk. In education measurement typically denotes how much of some cognitive or affective attribute is possessed by an individual or group of individuals. Measurement refers to the task of determining the amount of quantity in some determined units. As this is applicable in any field, determining student achievement as a quantitative measure is called educational measurement. Measurement scales differ in four levels of measurement, such as Nominal scale, Ordinal Interval Scale and Ratio scale. Whereas,

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assessment is the process of documentation usually in measurable terms, knowledge, skill, attitude and beliefs.
Assessment

is a process by which one attempts to measure the quantity and quality of learning and teaching using various assessment techniques, assignments, projects, objective type tests. It covers activities included in grading (formal and informal), examining, certifying and so on. Students' achievement on a particular course may be assessed. Assessment should be valid and reliable. Formal assessments are usually written documents such as tests; quizzes etc. informal assessment usually occurs in a more casual manner, including observation, inventories, participation, peer and self evaluation and discussion. Assessment can be either objective or subjective. Tests are systematic procedures for observing persons and describing them with

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either a numerical scale or a category system. Thus tests may give either qualitative or quantitative information.

Two forms of mark referencing schemes are generally used; Norm Referenced Test and Criterion Referenced Test. An examination is a detailed inspection or analysis of an object or person. In academic context examinations are tests which aim to determine the ability of a student or a prospective practitioner. Examinations can be of different types, like essay type or written, objective type, oral type etc. "Value" is

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the inherent idea of evaluation. When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make judgement about a given situation.

It pertains to the estimation of quality. In the instructional context, this term is used widely to indicate the quality of learning. Instructional process has the purpose of NSOU CC-ED-08 36 enabling each pupil to actualise one's capacities to the optimum possible extent. Evaluation can be classified into two groups; formative and summative. Assessment made during the instructional phase is formative in nature. On the other hand, summative evaluation is the terminal assessment of performance at the end of the instruction. Evaluation is a continuous process for improving the quality. It includes both academic and non academic subjects. Evaluation differs from measurement in a number of ways. Measurement is a quantitative determination of how much an individual has performed. Whereas, evaluation is a qualitative judgement of how good or how satisfactory an individual has performed. Measurement implies only a precise quantitative assessment of instructional outcomes. But

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evaluation is a continuous and comprehensive process which covers every aspect of an individual's achievement in the educational

programme. Assessment has a narrower meaning than evaluation but broader meaning than measurement. 1.7 Self Assessment Questions 1. What is the significance of measurement in education? 2. What are the different levels of measurement? 3. Define evaluation. 4. Differentiate between formative and summative evaluation. 5. Discuss the scope of assessment in the modern education system. 6. Differentiate between test and evaluation. 7. What is the relation between measurement and assessment? 8. Differentiate between measurement and evaluation. 9. Differentiate between evaluation and examination. 10. State any two relevance of measurement and evaluation. 1.8 References Books Aggarwal, J.C. (2001): Essentials of Examination System: Evaluation, Test and Measurement, Vikash Publications, Delhi, page no.18-43, 154, 125-144, 218-244 Dash, B.N. , Dash, Nibedita and Rath, M.P.(2003): A Textbook of Educational Psychology, Dominant Publishers, Delhi, India, page no.482-489 Lovely Professional University (2012): Educational Management and Evaluation DEDU504, USI Publications, New Delhi, page no. 1-36 Rout, Santosh Kumar (2009): Educational Measurement, Evaluation and Statistics, Navyug Publishers and Distributors, New Delhi, ISBN 978-81-906940- 8-7, page no. 1-21 Sarkar, Amal kanti (2010): Measurement and Evaluation in Education, Kolkata, India, Rita Book House, page no 19-26, 31-32

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NSOU CC-ED-08 38 Unit-2 Tools & Techniques of Educational Evaluation Structure 2.1 Objectives 2.2 Introduction 2.3 Tools and Techniques in Educational Assessment 2.4 Teacher made Test in Educational Evaluation 2.4.1 Essay Type Test 2.4.2 Short Answer Type Test 2.4.3 Objective Type Test 2.5 Techniques of Educational Evaluation 2.5.1 Viva Voce 2.5.2 Interview 2.5.3 Group Discussion 2.5.4 Observation 2.6 Summary 2.7 Self Assessment Questions 2.8 References 2.1 Objective On completion of this unit the students will be able— to describe the various tools and techniques applied in educational assessment to define teacher made tests to classify teachers made tests on the basis of purpose, mode and nature of the tests. 38

NSOU CC-ED-08 39 to identify the features, advantages and disadvantages of different types of tests. to discuss features of different techniques of Evaluation to compare the different techniques of evaluation and apply them in suitable situation 2.2 Introduction Various tools and techniques are applied in the classroom situation to assess students' progress.

All the four basic techniques of assessment, i.e. testing, observation, inquiry and analysis, are employed in different situations to collect the relevant evidence about pupils' growth and development in both cognitive and non-cognitive areas.

Two types of Achievement tests are applied by teachers; Teacher made tests and Standardised Tests. Depending on the purpose and mode or nature of the tests teacher made tests can be classified into several types. Essay type, short Answer type and Objective type tests will be discussed in this unit. Moreover, different techniques of educational evaluation such as Viva Voce, Interview, Group Discussion and Observation will also be discussed in detail. 2.3 Tools and Techniques in Educational Assessment Evaluation and assessment are intimately associated with the teaching-learning process. Continuous and comprehensive

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assessment (CCA) emphasizes on two fold objectives. These are continuity in assessment and assessment of

all aspects of learning. Thus the term 'continuous' refers to assessment on an intermittent basis rather than a one-time event. When the assessment exercises are conducted in short intervals on regular basis, the assessment tends to become continuous. In other words, it can be said that if the time interval between two consecutive assessment events can be lessened or minimized then the assessment will become continuous. In order to make the assessment process continuous, the assessment activities must be

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spread over the whole academic year. It means regularity of assessment, frequent unit testing; diagnosis of the learning difficulty of the learners, using corrective measures,

providing feedback to the learners regarding their progress etc will have to happen maximally. The second term 'comprehensive' means assessment of both scholastic and co scholastic aspects of student's development. Since all the abilities of the learners development cannot be assessed through written and oral activities, there is a need to employ variety of tools

NSOU CC-ED-08 40 and techniques (both testing and non-testing techniques) for the assessment of all the aspects of learners' development. There is a wide choice of methods or tools and techniques which can be used by the teacher to assess different dimensions of a child's learning in different subjects. Apart from the traditional paper pencil test and oral tests, the teacher can use other modes of observation, self reporting, assignments, projects, portfolio, checklists, rating scales, anecdotal records, interview, questionnaire, projective, sociometric techniques etc. Use of multiple tools are required to enable the teacher to assess the learners in a more comprehensive and objective manner. The various tools include achievement test, psychological test, written test, oral test, diagnostic test. Achievement test: An achievement test is a test of developed skill or knowledge. Achievement is a term used to specify learning outcomes.

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Gronlund defined an achievement test as "system procedure for determining the amount a student has learned through instruction".

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Achievement test scores are often used in an educational system to determine what level of instruction for which a student is prepared.

Achievement test may be of two types: A. Teacher made test: A test made by the teacher to assess comprehensively

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the extent and degree of students' progress with reference to

specific classroom activities commonly known as teacher made test. B. Standardized test: Standardised

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tests are designed in such a way that the questions, conditions for administering, scoring procedures and interpretations are consistent and are administered and scored in a predetermined standard manner. Psychological test:

Psychological tests are survey tools that gauge certain traits, aptitude, habits or needs. In our educational system most commonly used psychological tests are intelligence test, personality test, interest inventories, aptitude test etc. these tests assess and evaluate information that an individual gives to the examiner. Written test: Written tests contain questions requiring the students to respond in writing. This is the most popular test because of its ease of administration. It can be classified into essay type, short answer type and objective type. Oral test: In oral tests, the examiners ask questions, the answer of which the

NSOU CC-ED-08 41 students have to give orally. Oral tests are more flexible than other types of tests for the examiner can build upon the answers of the students. The students also get a chance to explain their answer and clarify points to the examiner. Diagnostic tests: A test designed to determine the specific learning needs of an individual, or a test used to diagnose, analyse or identify specific areas of weakness and strength, to determine the nature of weakness or deficiencies of an individual is known as diagnostic test. There are diagnostic achievement tests which are used for skills like reading, mathematics; spelling etc. questioning is a type of verbal diagnostic test before the lesson. Besides these tools various techniques for conducting assessment and evaluation exercises have been developed and are in use among educational practitioners. Some of the most commonly used techniques of evaluation are as follows: Observing Children's learning Activities: Observing the children during the course of teaching is a technique of assessment for learning or formative assessment. Through observation information can be gathered about children in natural settings. Some observations can be done in course of teaching from the behaviours like how the child is answering the questions asked to him/ her, how he is describing the facts, how he is responding to the answers of other children, what type of questions he is asking the teacher, how he is presenting the group reports, how he is participating in the discussions etc. The teacher could record the number of questions asked by distinct students during the activity. There will be valuable information indicating whether learning was taking place. Through observation various aspects of the child's personality development can be assessed. It can be used to assess individuals and groups. Through observation, the teacher can get evidence of the child's performance based 'on-the-spot' record. Over time, detailed observations of behaviour as well as interests, challenges-patterns or trends emerge which allow teachers to create a comprehensive picture of the child. So observations are to be made by the teacher over a period of time, across different activities and settings. When the child is engaged in a number of tasks or activities, it will be easier on the part of the teacher to observe the child and assess him. So teaching based on the lecture method cannot create scope for the child to do much work. Thus, the child may be engaged in a lot of activities either individually or in a group which will help the teacher to assess the child's learning as well as enable the child to identify his own weaknesses and rectify them. For example, if the class is divided into small groups and told that they are going to use measurement to find some secret objects inside the school campus. Each group may be provided the name of a set of objects including the secret objects. The measurement of the secret objects may also be given to the children such as- the length of the object is 2 m 15 cm and its width is 1m 10 cm etc. Each group must measure objects provided to them until they identify the objects described by the measurement. While the child is busy in the activity teacher can observe him/her from a very close quarter without disturbing their attention on the activity. This would provide information on the children's style of learning and their learning difficulties. The teacher can observe the level of participation of students in the activities in the classroom. Many students are afraid of learning and do not like to get involved in group activities. Detecting their reservations, teachers can take appropriate actions to improve their participation in classroom activities. Observation provides a better opportunity to detect the degree of involvement of each child in the activities, several personality characteristics, the strengths and weaknesses of students on the topics of concern. Observing students in class, teachers may gain insight into several aspects of their learning of concepts like interest for activity, aesthetic sense, symptoms of anxiety and phobia, typical errors committed, alternative methods applied for solution of problems, specific points of difficulty etc. Checklist, rating scales, score cards etc are some of the examples of devices generally used for observation technique. Self reporting technique: Self reporting technique may include use of anecdotal record, interview, questionnaire, sociogram etc. Interview: An interview may be defined as a face to face verbal exchange. It refers to seeing and talking with an individual for some time with some definite purpose. Personal interview enables an interviewer to know an individual student. At the time of interview through friendly conversation and some skillful questions the interviewer tries to explore ideas, felt needs and problems of the students. Anecdotal records: An anecdotal record is a written record kept in a positive tone of a student's progress based on milestones particular to that student's social, emotional, physical, aesthetic and cognitive development. The teacher

NSOU CC-ED-08 43 observes and then records a student's action and work throughout the while the activities are occurring. Recording is informal and typically based on notes or a checklist with space for writing comments over a span of period at frequent intervals. Sociogram: Sociograms are the charts or tools used to find the sociometry of a social space, especially in the classroom environment they are a useful tool. It is also known as a friendship chart, as it is a diagram that allows the teacher to analyse the social makeup of the class. A sociogram is constructed after students answer a series of questions that illustrate the student's preferences about classmates. A sociogram is an important tool in the social discipline model that allows a teacher to provide misbehaving students opportunities for social acceptance. As a result the misbehavior will no longer occur. Question bank: We need a question bank in each class of each school for the purpose of collecting questions from various sources, arranging and keeping (storing) them properly and using them as and when required. Preparing objective based test items of different types is quite important on the part of a teacher and at the same time, it is also not an easy task. But with a stock of quite a large number of items (questions) at hand, it will have little difficulty in using appropriate test students at different times. The question bank is useful for the teachers in bringing reform in the traditional evaluation system. The National Curriculum Framework (2005) rightly observed that, the present evaluation system can be described as "one-exam fits-all", as one question paper is employed to all students during the examination. This is because the teacher has no other options but to use some questions which are available with him. But, if the teacher has a variety of questions in the question bank then he can prepare different question papers and use them for different learners as per their requirement. The other purposes of question bank are: Question bank is useful to prepare a test for instant testing of the learners Objective based test items in a question bank are helpful for the teachers to evaluate the learning progress with respect to learning objectives. The learners can prepare themselves for the questions available in the question bank.

NSOU CC-ED-08 44 The learners can also self-evaluate themselves by using the question bank. Questions not only help in assessment of learning, but also aid in classroom transactions for helping the students to learn better. Therefore, a variety of items on different learning outcomes should be available to both teachers and students in the classroom. Question banks in the classroom serve this purpose effectively. Every school should prepare question banks on their own. This brings ownership of the materials by the teachers and students of that school. While preparing the question bank and their proper use the following points should be taken into consideration. Both oral and written items on each chapter should be prepared. In each chapter, test items from knowledge, understanding, application and skill based objectives may be developed. Besides, project activities and practical activities should be there. After preparation and collection of questions those should be edited by the experts. Teachers from different schools or a cluster may sit and discuss each item and finalize them. It is better to write one or two questions on an item card - a postcard size paper, instead of a register. Cards have several advantages in developing, sorting, using and storing questions. Sometimes different cards containing questions may be supplied to different students in the class to engage everyone in learning. Different colour cards may be used for questions on different objectives and subjects. It will help the teachers to select and use the questions as per the purpose. For example-red colour cards may be used for knowledge type of items while blue and yellow colour cards may be used for comprehension and application objectives. The teacher may use different colours of cards for different purposes, like- different colours of cards may be used for extended response type of items (essay type of items), restricted response type of items (short answer type and objective type) and open ended items. Project method: Project method is a tool as well as a technique of educational assessment that is carried in a natural setting. Project creates

NSOU CC-ED-08 45 scope for learning concepts in a real life situation. This involves the application of knowledge. Projects are undertaken over a period of time and generally involve collection and analysis of data. Those provide opportunities to explore, work with one's hands by undertaking projects, the learners observe any situation or phenomena, collect data, analyse, organize and interpret data and draw generalizations. Project works provide opportunity to work in groups and real life situations. Projects help the learners to learn in an integrated approach. Here the assessment becomes an integral part of the routine classroom activities and the teaching learning process. The teacher has to observe the behaviour of the child during the execution of the project, his interest towards the work, process of collection, recording, interpreting the data. Accordingly the teacher can assist the learner and helps in improving the learning. Portfolio: Only the pencil-paper tests cannot assess all dimensions of learner's development, rather other modes of assessment are quite useful both for assessment of learner's progress as well as to ascertain the needs of the learner for further learning. Portfolio is one of the tools which can be used in assessment for learning. The students are encouraged to write or collect essays, poems, stories, collect paper cutting and give their own remarks on the articles/ issues, narrative or descriptive piece communicating a significant experience, riddles, mathematical puzzles, teaching-learning materials etc involving the concept. The students are also engaged in creating and collecting different products to complete the task. After a certain period all the students display their creations and describe them in detail in front of the teacher. "Portfolio is

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a purposeful collection of students' work that exhibits the students' efforts, progress, or achievement in a given area.

This collection must include students' participation in selection of portfolio content, the criteria of selection, the criteria of judging merit, and the evidence of student self-reflection."(Reckase,1995). Thus, a portfolio provides an opportunity to the child to express his or her feelings and for the teacher to understand what is happening to the child outside the class. It is a collection of children's work over a period of time. It could be a day to day work or selection of the child's work. It provides a cumulative record. In the process emerges a picture of how a skill or knowledge develops. It encourages the child to show and tell

NSOU CC-ED-08 46 what they know and think about what they have included in their portfolio. The child becomes an active participant in learning and assessment. Exhibition: We can also use exhibitions to share and assess student's learning. Exhibition creates opportunities for the learners to show their talent in different subjects outside the formal classroom activities. Such type of activity not only fosters awareness among the learners but helps in skill building, developing positive attitudes among the learners. In the exhibition, the students learn certain concepts using concrete objects and verify many facts and properties using models, measurements and other activities. Thus, Spenser and Angus (1998) point out that student exhibitions involve complex cognitive skills as they must "collaboratively synthesize and evaluate information, and effectively communicate their ideas to others." Before organizing an exhibition, the teacher should discuss the time and venue of the exhibition. The children should be intimated well in advance of the exhibition so that they will get sufficient time to share among themselves, teachers and their guardians regarding their materials to be demonstrated in the exhibition. The children may prepare different models, materials, charts and interesting facts, puzzles etc. in the exhibition. The parents may also be given scope to participate. Different types of activities may be organized during the exhibition like demonstration of models, charts by the students and teachers. Photo exhibition(photograph of academicians reflecting their contribution) ,Teaching-learning material(TLM) preparation, popular talk on different concepts by the teacher or invited experts, demonstration of reference books in mathematics, activities for parents to show their talents and participate in different activities, different recreational activities for the students. This clearly indicates that exhibition can become helpful in formative assessment as well as in assessing the learner's ability to apply the acquired knowledge in different situations. Observing the nature of learners' participation during different activities of the exhibition, the teacher can assess the learners' understanding on a particular concept, his/her attitude towards learning. Further the teacher has to plan for further learning of the individual learner on the basis of the assessment findings. Moreover, it creates scope for learning from each other in an informal situation as well as peer assessment.

NSOU CC-ED-08 47 Quiz: The dictionary meaning of the term quiz is 'series of questions testing people's general knowledge especially as a form of entertainment'. Normally in the quiz programme oral questions were asked to the participants and those were responded orally. But sometimes the respondents were allowed to use paper-pencil to get the answer. The question may be asked to an individual participant or to a group of participants (preferably 2 or 3). While conducting quiz the following points may be kept in mind: After teaching some concepts the quiz programme may be arranged, this will enable the learners to practice the concept and apply those in different situations. Questions based on real life situations may be asked to the learners Different rounds of answering like-answering using paper pencil, answering without paper-pencil, answering with clue and quick answer round may be conducted. Questions based on audio-visual support may be used to arouse interest among the learners. Questions prepared by the learners during the course of the teaching- learning process may also be used during quiz programmes. All the children may be allowed to participate in the quiz programme. Quiz programme enables the teacher to understand the student's progress in learning. It helps the teacher to know the learners interest towards learning. The teacher will observe how the students choose the answer and how they respond to the questions. Games: Game is a spontaneous activity for the children in which they participate naturally without any fear. Normally academic subjects are associated with fear and failure. But participation of the child in different types of games and interesting puzzles removes the fear from the child. Such games and puzzles enable the child to understand the concept thoroughly.

NSOU CC-ED-08 48 2.4 Teacher made Test in Educational Evaluation: Essay type, Short Answer type and Objective type Teacher made tests are an important part of the teaching learning process. How far the instructional objectives, set by the teacher, are achieved by the student can be known by testing them. As we know, before starting the teaching-learning process, objectives are to be formulated and by employing an appropriate teaching learning process, the teacher and students jointly try to achieve the predetermined set of objectives. The objective based test item is supposed to measure a specific objective of instruction (learning outcomes). Such types of items describe the learners' achievement more accurately. The items are based on the specific objectives of a particular concept. Objective type of item is suitable for assessment of all the subjects. It is the nature of learning outcomes (specific objective) that determines the type of item to be used for assessment. For example, let us consider the following situations of assessing the objectives of mathematics learning. Use of open-ended items is now considered more effective in assessment for learning than the objective types. It is to be observed that the objective type of test item has a definite and unique answer that helps scoring the response easily and objectively. Such types of items are described as closed ended items. But there are test items which allow a variety of correct responses and elicit different kinds of students thinking. Such types of items are known as open ended items. This enables teachers with valuable information regarding individual students' way of thinking and way of solving problems and also helpful in enhancing students' creativity, reasoning and communicating skill. For the purpose of testing teacher follow different types of tests. These are as follows: 2.4.1 Essay type test The essay type items are

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used to assess skills in organising and summarising the information and explaining the events of places.

There is freedom in response in case of essay type tests. Essay questions are used primarily to measure those learning outcomes that cannot be readily measured by objective test items. Essay items assess students' understanding and ability to organise and apply information in a content area such as Literature and Language, Social Sciences like Geography, History, Psychology, Education, Economics, Political Science, and Sociology etc. the essay items also assess students' writing skill, knowledge of Grammar, knowledge of structuring a sentence and paragraph etc. The essay type tests are less valid and less reliable in comparison to the objective type tests. But if the essay type tests are prepared

NSOU CC-ED-08 49 consciously and scored with the help of scoring key, it will also achieve validity and reliability to a great extent. It is very difficult to standardise essay type tests. Types: Essay type questions are classified into two types: A. Restricted-Response essay questions: when dealing with the restricted response essay type questions, the students need to be very particular in their responding. These types of questions generally limit the content and response. The questions are followed with certain word limits. The restricted response essay type items are more structured and they are also most useful for measuring learning outcomes requiring the interpretation and application of data. For example, explain two most important effects of rotation of earth. The restricted response essay question also has its own limitations. It restricts the students' original way of expression, thinking. Organising and integration. B. Extended-Response essay questions: This type of items need the students' response according to their freedom of organisation, integration, thinking and judgement. This type of freedom helps them to show their skill of analysing a problem, logically think over it, and finally describe it in their own words. This extended response essay items facilitates creativity, convergent and divergent thinking within the students. For example, explain the present day online education in India. Advantages: The merits or advantage of essay type questions are as follows: 1. It measures complex learning outcomes that cannot be measured by other type of items. 2. It gives more importance on

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the integration and application of thinking and problem solving skills

of the students. 3. It is easier to construct essay types of questions. 4. It evaluates the style of expression and the language knowledge of the students. It facilitates extensive study, convergent thinking and divergent thinking. 5. It develops the judgement ability of the students. Disadvantages: Following demerits or disadvantages are also evident in essay type tests. 1. This type of question is less valid and less reliable in comparison to objective type of items. NSOU CC-ED-08 50 2. Essay type items are subjective. 3. It encourages guess making tendencies within the students. 4. It facilitates cramming and rote memorisation. 5. It makes the total teaching learning situation a dictation work. 6. It is more time consuming at the time of scoring. 7. Examiners' physical health and mental health condition affects the scoring of the essay type items. 2.4.2 Short Answer Type Test In the teaching learning situation, besides essay type and objective type questions we use the short answer type question to measure and evaluate students' performance. In this case the answer of students should be limited within a little limit of words. As it is difficult to ask essay type questions to the student over the whole content, the learning outcomes expected from the short answer type items are easier.

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Except for the problem solving outcomes measured in Mathematics and Science, the

short answer item is

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used almost exclusively to measure the recall of memorized information.

For example, write two effects of the industrial revolution. Although it is very difficult to measure the complex learning outcomes through short answer type tests. These are less time consuming in construction, administration and scoring. Advantages: The advantages of short answer type questions are listed below: 1. It is easy to construct. 2. It is easy to score. 3. These items are mostly used to measure the recall of memorized information. 4. It reduces the possibility that the students will obtain the correct answer by guessing. 5. Possibility of content coverage is higher 6. It is more valid as well as reliable than essay type questions. 7. The scope of short answer type items is more important than essay type items.

NSOU CC-ED-08 51 8. The discriminating power of short answer type items are more in comparison to the essay type items. 9. The administration of short answer type questions is easy in comparison to essay type questions. Disadvantages: The limitations of short answer type questions are listed below: 1. Short answer type items cannot measure the attitude and skills of the students. 2. The language skill and writing skill of students cannot be evaluated by short answer type items. 3. It gives more importance upon collection of information rather than understanding. 4. Short answer type items are not suitable for measuring complex learning outcomes. 5. This type of questions cannot be framed for all the objectives; cognitive, affective and psychomotor abilities. 6. It lacks in measuring the comprehension ability of students. 2.4.3 Objective Type Test Objective

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type items are suitable for measuring a wide variety of relatively simple learning outcomes.

Objective type items are more valid and more reliable than essay type and short answer type items. In case of objective type items the students are supposed to answer with a word, a digit, or a sentence. These

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are easy to construct, easy to administer and easy to score.

The subjectivity in the form of personal preference of teachers or examiners does not affect the evaluation of objective type of tests. For example, who was the first prime minister of independent India? There are different forms of objective type items, the way of administration, the way of responding and the way of scoring is different in case of all the types of items. These are as follows: a. Simple recall type question b. Sentence completion type question c. Classified question d. True and false type question

NSOU CC-ED-08 52 e. Multiple choice type question f. Matching type question g. Analogy type questions Advantages: The merits or advantages of such type of items are: 1. These are more valid and reliable in comparison to other types of tests. 2. The usefulness of the test is higher 3. The discrimination index of this type of test is higher. 4. The major functions of these tests are measuring achievement, diagnosis, prognosis, research, counselling and guidance. 5. Scoring is simple and easy, mastery over subject for the evaluator is not necessary. 6. Items are standardised by developing norms. 7. Language and handwriting of the students do not have influence on scores. 8. Personal preference of teachers does not affect the scores. 9. It has high content coverage because a large number of items is included in this list. 10. In this type of test, students are supposed to study thoroughly all the contents. Disadvantages: The demerits of objective type tests are as follows: 1. Probability of guessing is higher 2. This type of test cannot be used effectively for affective and psychomotor learning objectives. 3. The students feel restless, when answering the question because in a short period of time a large number of questions are to be answered. 4. The language ability cannot be known through this test. 5. It gives importance to rote memory and cramming.

NSOU CC-ED-08 53 6. Understanding aspects are neglected in this type of test. 7. The adoption of unfair means by students sometimes affects the evaluation system. 8. The instruction should be prepared for each type of question cautiously. 2.5 Techniques of Educational Evaluation Viva voce, Interview, Group Discussion and Observation: 2.5.1 Viva voce

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The oral examination, also called oral test or viva voce, is a practice in many schools and disciplines

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an examiner poses questions to the student in spoken form.

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The student has to answer the question in such a way as to demonstrate sufficient knowledge of the subject to pass the

test. Literally, "viva voce" means by or with the living voice - i.e., by word of mouth as opposed to writing. Normally viva voce is taken either by internal or external examiner where no one else is present in the examination hall except the examiner and examinee. Purpose of the test: The purpose of the viva test is to: Demonstrate that the work or project is done by the examinee. Test the verbal communication skill, presence of mind and self confidence of the examinee. confirm that the examinee understands what he or she has written and can defend it verbally Investigate the originality of the project work. Viva voce also reduces time and chances of adopting unfair means, chances of guessing habits. Beside the content knowledge of the examinee it also tests his or her command over the vocabulary and language development.

2.5.2 Interview Interview is an important technique to elicit personal information from the subject. It is nothing but the face to face verbal exchange between interviewer and the interviewee. One-on-one interviews can be used effectively to assess students, especially when the

NSOU CC-ED-08 54 teacher wants to control the negotiating environment to test for certain skills and to assess students using an array of methods that do not overly bias grading towards students with strong writing skills. Furthermore, if assessment is also considered as a teaching moment, an interview of this type can provide an important simultaneous opportunity to explore what the students have learned, from the interview itself as well as from their ongoing real-time and real-life negotiations associated with the course. Interviews are normally tape recorded. If analysis, rather than just impression is required, then transcripts have to be produced. The transcripts are normally analysed by searching for responses or themes which commonly occur. Quotations from the transcripts can be used to illuminate or illustrate findings reported in reports and papers. Purpose of Interview: For finding out the status of development of one's personality the personality assessment interview is conducted. For obtaining some information about the home, environment and school situation of the student the diagnostic interview is necessary. For determining the fitness of a person for admission, for a job, for scholarship etc assessment or evaluation interview is conducted. For helping the counselee or the student in gaining insight into the problem and assisting him or her while solving that problem the counseling interview is important. Interviews are of two types: the structured interview and the unstructured interview. In a structured interview the interviewer is free to ask the candidates any question on any subject relevant to the situation in an unstructured interview. A systematic predetermined approach is adopted and all the subjects are asked similar questions in structured interviews. This type of interview has evolved to reduce the bias and unreliability of the interviewer. Usually it is a list of questions prepared beforehand and all the subjects are to answer these preplanned questions. In addition to this, Boyd Fuller of National University of Singapore argues for using interviews for assessment. In a series of experiments, he finds that three distinct kinds of interview support assessment of different skills, different methods of testing those skills, and different lessons drawn from the experience by the student. One of the three, Fuller concludes, largely failed his goals for it; but the other two are more

NSOU CC-ED-08 55 promising. In common, the three approaches seek to assess students' skills in and/or understanding of negotiation through oral interaction rather than written product. They all differ from graded inter-student simulated negotiations in: 1) the students' performance is not dependent on their peers' actions; and, correspondingly, 2) the teacher can influence how the negotiation proceeds, in order to test certain skills. The first two methods were applied in the basic negotiation course; the third method, coaching interviews, has been applied only in an advanced negotiation course. Mixed Scenario Interview Assessments: This interview assessment presented one or two brief negotiation scenarios, in which the teacher would ask the student to negotiate with him for five minutes. The other parts of the interview presented students with different scenarios and asked them to present their analysis of the situation, what they might do about it and why. During the exercise, no debriefing was provided, so that the answers were not being shared with other students. These interviews did provide some sense of how easily students could apply concepts and skills. It was clear, for example, that some students were quite familiar with the concepts and could use them to diagnose situations presented to them on the spot. Similarly, some students could apply the negotiation skills even when put on the spot while others struggled to do the same. Furthermore, there was some differentiation between what students achieved in their written assignments and what they demonstrated during the interview. Since one of the main purposes of the interview method is to provide people with weaker writing skills with a different medium for demonstrating their understanding. This outcome supported use of the tool. On the other hand, the students' negotiation skills were not truly tested. While the interview did allow students with better oral than written fluency to show their understanding, it still seemed to favour those who can think quickly. The negotiation scenarios were too short for them to move beyond a simple opening phase of a negotiation, and did not provide a chance for "warming up," including relationship building, the negotiation of communication dynamics, and so on. Simulated Negotiation Interviews: Unsatisfied with the efficacy of the mixed scenario interview assessment, Boyd Fuller (2013) tried focusing the interview around a single negotiation scenario. The rationale here was: 1) to focus the interview assessment around skills rather than analysis; 2) to give some students the opportunity to "warm up," with their cognition that not all can start negotiations at the same speed; 3) to test a wider array of skills; and 4) to give students the opportunity to show their skills in more depth during a more difficult and complex negotiation. To

NSOU CC-ED-08 56 meet these objectives, instead of mixing the assessment of practice and analysis skills in one interview, he decided to focus on the practice skills, and assess students' analytical abilities through other assessment tools such as by assigning a quiz, or asking students to write a strategy memo or an analytical paper. The outcome of this interview assessment was satisfactory for him. The length of the interviews was sufficient to measure how the students were meeting the grading criteria. The focus on one negotiation as compared to multiple scenarios allowed people who were clearly slow starters to build momentum and show their skills over the duration of the negotiation. The set of skills that was tested turned out to be measurable by this scenario; they were distinctly different from what one sees in papers, examinations. It clearly distinguished some students from others. The debriefing after these interviews was also valuable. He could use his own direct observations of how they negotiated to provide comments. Coaching Interview Assessments: This advanced course is in part designed around forcing students to apply their negotiation thinking and practice in intensive practice over the four years with fewer students, usually around a dozen. The coaching interview has two primary purposes. The first purpose is to get students to reflect on and design experiments to improve one or two aspects of their negotiation and facilitation repertoire of skills and behaviors. The second purpose is, of course, to assess those same skills. The first of the three coaching interviews is not assessed. One third of the assessment occurs during the second interview and two thirds during the third interview. This allows the students to develop their skills as reflective practitioners as the assessment increases. Each of the three interview sessions lasts approximately for forty five minutes. During the first interview, students were asked to identify a skill that they would like to improve and then a specific experiment or strategy that they will attempt as part of improving that skill or behavior. In the second interview, they were asked to analyze what happened during their experiment, why those reactions or outcomes occurred, and what they learned from that experience about why things can happen and what they can do better. The second half of the second interview then focuses on designing a new strategy or experiment, either for improving the same skill or another one that they have subsequently identified as something they want to work on. The third interview follows the format of the second, with the last five minutes focusing on terminating the class and coaching relationship while (again) encouraging the students to continue to be reflective negotiation practitioners. For this course, with its smaller numbers and greater focus

NSOU CC-ED-08 57 on skill and reflective practice, this assessment and teaching tool is an essential component. As a learning tool, these coaching interviews are the most effective. While not all students make good use of them, those students who do commit to applying the strategies they develop report and demonstrate much greater negotiation skill afterwards. Significant improvements have been visible over the three sessions, as well as during the class negotiation sessions and in real-life negotiation scenarios where students conduct their experiments elsewhere. As an assessment tool, they are useful for assessing pedagogical goals of helping students become reflective practitioners. It is clear by the third interview which students have begun to analyze their negotiation experiences on their own and which students are more capable at it 2.5.3

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Group Discussion "Group" is a collection of individuals who have regular contact and frequent interaction and who work together to achieve a common set of goals. "Discussion" is the process whereby two or more people exchange information or ideas in a face-to-face situation to achieve a goal. The goal, or end product, may be increased knowledge, agreement leading to action, disagreement leading to competition or resolution or perhaps only a clearing of the air or a continuation of the status-quo. ``Group Discussion", popularly labeled as GD, is a popular methodology used by educational institutes and many organizations (company, institute, business school, etc.) these days to gauge whether the candidate has certain personality traits such as interpersonal communication skills, confidence in public speaking, team spirit, leadership abilities, social behaviour and problem-solving skills. GDs form an important part of the short-listing process for recruitment or admission in a company or institution.

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In this methodology, there are usually 7-12 participants in a group. The group of candidates is given a topic or a situation which could be either factual, abstract or case based, and typically given some time to think and make notes about the same. After this, the group of candidates is asked to discuss the topic among them for a specific duration ranging between 10- 40 minutes. While the group discusses the pertaining issue at hand, the Moderators or Panelists silently observe each candidate on various predetermined parameters. The Panelists assign scores to every candidate based on his

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her individual performance as well as how he performed within the group.

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GD is based on teamwork, incorporating views of different team members to reach a common goal. So, a group discussion refers to a communicative situation that allows its participants to share their views and opinions with other participants. It is

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a systematic exchange of information, views and opinions about a topic, problem, issue or situation among the members of a group who share some common objectives. Over the recent years, Group Discussion became a popular method of assessing students' soft skills. The contenders who are shortlisted on basis of written examination have qualified with their intelligence quotient, i.e., aptitude and knowledge. However, since the significance of emotional quotient arose, new tools such as GD were devised to gauge candidates' social and interpersonal skills. Organizations conduct GDs to find out whether you possess the critical qualities or skills to contribute effectively to the goal accomplishment process.

Purpose of Group Discussion: It helps to

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assess how a participant performs under different situations in a group. It helps to judge how one conceptualizes and establishes his ideas through the discussion. It helps in analysing the students' attitude towards fellow members through one's communication and interpersonal skills, listening ability, humility and tolerance to others ideas. It helps in shedding light on candidate's leadership and managerial skills, problem-solving aptitude, creative thinking and knowledge on diverse topics.

It helps evaluate whether a candidate is the right fit for the organization.

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It is basically a situation test wherein a sample of a candidate's group worthiness and potential as a worker comes out quite explicitly.

it is helpful for achieving group

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goals. The examiner can evaluate both the personality and group skills of

the candidate participating in a group discussion. 2.5.4 Observations Observation can be invaluable when conducting an evaluation or it can also be of limited value if it is not done well. Those who study human behaviour indicate that there is often a gap between what people say they do and what they actually do. The observed behaviour is often a more dependable indicator than what is self-reported. Observation is used in a variety of ways in evaluation. Often it is a gateway method that leads to others methods. Careful observation is distinctive in three important ways: the person doing the observation is (1) trained, (2) prepared, and (3) systematic.

NSOU CC-ED-08 59 Training helps the evaluator know what to observe, when to conduct the observation, and how to document the observations. The evaluator must be prepared mentally and physically for the rigors and demands of observation. And the evaluator systematically captures the observation data often using multiple methods such as field notes, checklists, audio memos, etc. Observation can be time consuming and difficult. Here are four factors that limit our ability to observe: 1. Fatigue - Observation is tedious and tiring work. Being attentive takes energy and the observer needs to develop strategies for remaining alert for potentially lengthy periods of time. 2. Emotional stress - Sometimes the observation itself causes stress and other times the person doing the observation is stressed about other things. Stress tends to erode our ability to observe. 3. Disruptions and distractions - Observation takes time. Therefore, disruptions and distractions should be expected in the course. 4. Time - The length of the observation is specified in the evaluation plan and is based on a thoughtful assessment of what is being observed, the expected occurrence of meaningful events, and the available resources. In general it is better to have a longer period of observation because it increases the odds of observing activities or events that occur less frequently. A teacher needs observation techniques to improve teaching and learning, as it has an important role in collecting data and evidence about the teaching process and student learning. Followings are some of the techniques which can be used for the said purpose. Student Assessment: Tests, examinations and continuous assessment can provide valuable data for observation. For teaching courses, we have to set up a method of student assessment and students have to be assessed. We should, however, be clear about the nature of the information we can obtain from examination results or assessment grades. Comparison of one set of results with another often has limited validity as assignments, examinations, markers and marking schemes are rarely held constant. In addition most assessment is norm referenced rather than criterion referenced. We also need to be very clear as to what is being assessed. Examination grades may bear little relationship to specific qualities we could be investigating. Interviews: Interviews can provide even more opportunity for respondents to

NSOU CC-ED-08 60 raise their own issues and concerns, but are correspondingly more time-consuming and can raise difficulties in the collation and interpretation of information. The format can be on a spectrum from completely open discussion to tightly structured questions. Semi-structured interviews have a small schedule of questions to point the interviewee towards an area of interest to the researcher, but then allow interviewees to raise any items they like within the general topic area. Since interviews give an opportunity for students to raise their own agenda they are useful when issues are open, or at an exploratory stage. A small number of interviews can be useful to define issues for subsequent more tightly structured questionnaires. Closed Ended Questionnaires: Closed ended questionnaires are ones which constrain the responses to a limited number chosen by the researcher; essentially it is a multiple choice format. Usually respondents are asked the extent to which they agree or disagree with a given statement. Responses are recorded on a Likert scale which ranges from 'definitely agree' to 'definitely disagree'. Questions should be carefully constructed so the meaning is clear and unambiguous. It is a good idea to trial the questionnaire on a limited number of students before giving it to a whole group. Closed questionnaires are easy to process and evaluate and can give clear answers to specific questions. However, the questions are defined by the researcher or teacher so could completely miss the concerns of the respondents. Therefore we can include some open-ended questions to give respondents a chance to raise other issues of concern. Most institutions now have some form of standard teaching evaluation questionnaire available. These may be of some help in evaluating a project but in most cases the questions will not be sufficiently specific to the particular type of innovation which has been introduced. What might be more helpful are the data banks of optional or additional questions which are available. These can be used to pick or suggest questions which might be included in a more tailor-made questionnaire. Traditionally, collecting questionnaires, survey data is done by using copies of paper questionnaires and answer sheets. With the availability of web technology, there is now the option of collecting survey data online. Open Ended Questionnaires: Open questionnaires have a series of specific questions but leave space for respondents to answer as they see fit. Teachers are therefore more likely to find out the views of students but replies are more difficult to analyse and collate. The usual procedure is to search for categories of common responses. It is not necessary to have separate questionnaires for open and closed items. The most successful questionnaires often have both open and closed items.

NSOU CC-ED-08 61 Diary: Every teacher, involved in an action learning project should keep a diary or journal in which they record their initial reflections on the topic of concern, the plans that were made, a record of actions which were taken, observation of the effects of the actions, impressions and personal opinions about the action taken and reactions to them, results obtained from other observation techniques, references for, and notes on, any relevant literature or supporting documents which are discovered. By sharing observations and reflections it is possible to fine-tune the innovation. Sympathetic but critical discussion can also heighten awareness and contribute to changing perspectives.

Supporting Documents: Teacher should keep copies of any documents which are relevant to the courses that teacher is examining. These can include documents for the course development and accreditation process, minutes of course committees, the course syllabus, handouts to students, copies of tests and examinations, lists of test results and student grades.

Student Learning Inventories: Student learning inventories are examples of empirically derived measuring instruments. There are many number inventories which measure a wide range of characteristics. Student learning inventories have been highlighted because they examine the quality of learning. In particular they look at the categories of deep and surface learning. The inventories can be used to compare groups of students, examine approaches before and after changes to teaching methods, and to examine correlations with other variables.

Diagnosis of Student Conceptions: A good basis for improving teaching is to diagnose students' understanding of key concepts in a course. The usual method of diagnosing student conceptions is to ask a question which applies the concept to an every-day situation: one which cannot be answered by reproduction or by substitution into formulae. Answers are drawn from the students in interviews or in written form. The students' answers can usually be classified into a small number (usually two to five) of conceptions or misconceptions about the phenomenon. As with the analysis of interview data care needs to be taken when deriving classifications.

Interaction Schedules: Interaction schedules are methods for analysing and recording what takes place during a class. A common approach is to note down at regular intervals (say every minute) who are talking, and to categorise what they were saying or doing. An alternative to time sampling is event sampling in which behaviour is noted every time a particular event occurs. Examples of categories could be; tutor asking question, tutor giving explanation, tutor giving instruction, student answering question or student asking question. The analysis can be made by an observer at the class or can be made subsequently from a tape or video recording. There are other approaches to recording and analysing happenings in a classroom situation. McKernan (1991) discusses an extensive range of techniques, gives examples of each and considers how the data gathered should be analysed. Flanders Interaction Analysis category is another method of evaluation of students' behavior in the classroom which is as follows:

Behaviour type	Category	Verbal behaviour
Teacher Talk Indirect/ response	1 Accept feeling	2 Praises/encourages
	3 Accepts /uses ideas	4 Asks questions
Direct/ initiation	5 Lecturing	6 Give directions
	7 Criticising or justifying authority	Pupil Talk Indirect/response
	8 Pupil talk response	Direct/ initiation
	9 Pupil talk initiation	Silence/confusion
	10 Silence or confusion	

Tape Recording: Making tape recordings is a way of collecting a complete, accurate and detailed record of discussions in class, conversations in interviews or arguments and decisions at meetings. It is easy to obtain the recording; we simply take along cassettes and a portable recorder, and switch it on. However, the presence of a tape recorder can inhibit discussion or influence people's behaviour. There are a number of ethical issues which need to be addressed over the use of tape recordings.

NSOU CC-ED-08 63 The group being taped should establish the purpose of making the recording and the way in which the tapes will be used. If any quotations are made in subsequent reports it is customary to maintain the anonymity of the source. If we need to do a detailed analysis of the conversations then it will be necessary to produce a transcript. This is a time-consuming and painstaking process, so limit the use of tape recordings to situations where it is really necessary. 2.6 Summary The teacher needs to assess the students' progress in learning and to help him for further learning on the basis of the assessment results. There are different tools and techniques available for educational assessment. The teacher may use different types of test items as useful tools for this purpose. Teacher made tests which are constructed by the teachers for use within their classroom are quite useful for this purpose. The progress and achievement of learners can be known by assessment, as well as the effectiveness of the teaching-learning process, materials can also be ascertained by assessment. Assessment should not be a one time event, rather be a continuous one. Use of unit tests, giving assignments, observing the child during the teaching-learning process and preparation of TLM, project work and portfolio makes the assessment process continuous. Comprehensive assessment means assessment of both scholastic and co-scholastic areas of the curriculum. To assess both the areas the teacher has to use a variety of tools and techniques. The objective based test items are supposed to measure a specific objective of instruction (learning outcomes). Such types of items describe the learner's achievement more accurately. The teacher should prepare and use knowledge, comprehension, application and skill based questions. Question bank can help the teacher to conduct a test instantly and also enables the learners for self study and self evaluation. Participation of the learners in activities like project, portfolio, exhibition, quiz, games helps the learner to learn in an informal way. Such activities help the teacher to assess the learner in an informal situation. There are also standardized tests, psychological tests, written tests, oral tests, diagnostic tests. Written

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tests may be of different types; essay type, short answer type and objective type.

Usually an

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essay test refers to any written test that requires an examinee to write

several paragraphs, asks the students to write long answers to one question. This gives the students training in self expression, use of proper word, organizing subject matter, and arguing logically. Short answer type questions require very short answers generally one or two sentences. While, objective test is a test containing questions requiring the student to work or select a correct answer. For educational evaluation we depend on techniques like viva voce, interview, group discussion and observation. The teacher has to observe the learners during activity and assess to what extent the learner has acquired the knowledge in a particular concept. Classroom observation is another form of ongoing assessment. Most teachers can "read" their students; observing when they are bored, frustrated, excited, motivated, etc. As a teacher picks up these cues, she or he can adjust the instruction accordingly. It is also beneficial for teachers to make observational notes (referred to as anecdotal notes). These notes serve to document and describe student learning relative to concept development, reading, social interaction, communication skills, etc. Other than this use of diary, journal, tape recorder, questionnaire, students' learning inventories, interaction schedules are also used by teachers for observation purposes. Through those activities the assessment process can be made child friendly. The principles of construction of teacher made tests will be discussed in the next subunit. 2.7 Self Assessment Questions 1. Name the tools commonly used by teachers for educational evaluation. 2. Classify essay type tests with examples. 3. State any four utilities of question banks in mathematics. Write two more utilities which have not been stated here. 4. Enlist three Social Science projects you want to give learners at secondary level. 5. Prepare a list of different materials that can be put together while preparing a portfolio. 6. Write some of the usefulness of an exhibition for the learners? 7. Write down the disadvantages of short answer type tests. 8. State the purpose of viva voce for educational evaluation. 9. Why is group discussion popular? 10. State the importance of anecdotal records as an observation technique of evaluation.

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NSOU CC-ED-08 66 Unit 3 Achievement Test Construction Structure 3.1 Objectives 3.2 Introduction 3.3 Characteristics of a Good Test: Objectivity, Validity, Reliability, Usability, Norms 3.3.1 Objectivity 3.3.2 Validity 3.3.3 Reliability 3.3.4 Usability 3.3.5 Norms 3.4 Problems of Evaluation through Teacher made Test 3.5 General Principles of Achievement Test Construction 3.6 Summary 3.7 Self Assessment Questions 3.8 References 3.1 Objective On completion of this unit students will be able to— Define testing State the characteristics of a good test Explain the factors of objectivity, reliability, properties of validity and aspects of usability, classify norms. Identify the problems of teacher made test Define the principles and steps of test construction 66

NSOU CC-ED-08 67 3.2 Introduction A test is a particular type of assessment that typically consists of a set of questions to be answered that are administered under reasonably comparable conditions for all students. A test is advice or systematic procedure for assessing a sample of behaviour by asking a set of questions in a uniform manner. The scientific phase of testing and measuring movement starts with the work of E.L.Thorndike. Thorndike constructed and published a pioneer psychological test. Then, the followers like Stone published tests measuring achievement in Elementary Arithmetic in 1908 and Courts published it in 1909. The testing movement seems to have reached its zenith in the twentieth century. The characteristics of a good test will be discussed in this unit. Along with that the problems of the teacher made test and principles of construction of achievement test will also be discussed. 3.3 Characteristics of a Good Test: Objectivity, Validity, Reliability, Usability and Norms A test is a form of assessment. Psychological and educational tests are a standardized procedure to measure quantitatively and qualitatively one or more than one aspect or

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trait by means of a sample of verbal or non verbal behaviour.

A test consists of a standard set of questions, to be answered or a task to be performed.

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Items of a test are placed in increasing order of difficulty and its procedure

of administration is standardized to ensure maximum objectivity. In the teaching learning situation, psychological and educational tests are used to know about the level of achievement of the students. A Dictionary of Education (1981) defined as "a test is a compact task or series of tasks designed to ascertain the merit or quantity of something. Educational tests constitute a series of items for which a score is obtained. Depending on how they are constructed, they can serve a purpose." A good test must have the following five characteristics. 3.3.1 Objectivity A test must have the trait of objectivity in terms of both item and scoring. It means it must be free from the subjective elements so that there can be complete interpersonal agreement among the experts regarding the item and scoring of the test. Objectivity of items refers to the phrasing of items in such a manner that they are interpreted in exactly the same way by all those who take the test. For that, items

NSOU CC-ED-08 68 must have uniformity of order of presentation. It should be placed either in ascending or descending order. On the other hand, objectivity of scoring means that the scoring method of the test should be standard one to maintain complete uniformity when the test is scored by different experts at different times. A test is said to be an objective if the same scores of results are obtained by administering the test to a particular group or students on different occasions and scored either by the same scorer or different scorer. A test that is objective measures without reference to outside influences. For example, an objective test of personality will return the same answers regardless of whether the person completing the test uses a pen or pencil. Irrelevant, unrelated factors do not influence the test results if a test is objective. In objective type tests the resulting scores are in no way influenced by the mental condition, judgment, personal bias or feelings of the scorer. Items are prepared in such a way that there will be only one correct answer of the scorer. Whoever may administer or score a test on a group of students the test score will always tend to be the same. This particular characteristic is said to be the objectivity of the test. For example, name the present capital city of West Bengal. The obvious and one and only correct answer is Kolkata. The score will always be the same under any circumstances. Therefore, it is essential to preserve and maintain the objectivity of the test. Sometimes it becomes difficult to retain this characteristic. Following are the causes of low objectivity of a test Lack of comprehensiveness and too much generalisation reduce the objectivity Ambiguity in question framing leads to confusion and misinterpretation which may reduce objectivity of the item. Sometimes a student who gives the best answer at the beginning of the test is likely to get more marks in the subsequent questions and vice versa. Sometimes a particular student gets marks not only on the basis of his or her writing ability but in comparison to ability of the previous students. Lack of uniformity in scoring by the examiners in absence of a scoring key can be detrimental for objectivity. Lack of consistency in judgment even among competent examiners may lead to subjectivity. Subjectivity may also occur due to application of language, quality of handwriting of the examinee.

NSOU CC-ED-08 69 Sometimes the examiners are influenced by the volume and length of the answer rather than depth of the content. To minimize these subjective elements it is required to reform the conventional essay type questions and to introduce new types of objective tests. The term essay implies a written response that may consist of many sentences to several pages. The students are allowed to enjoy freedom with respect to the content, construction, wording, length and organization. Essay type questions, therefore, definitely have some unique characteristics to judge several qualities of students that otherwise are difficult to evaluate. These are the ability to select relevant facts from a body of acquired knowledge, establish relationships between various aspects of knowledge, analysis, synthesis, assimilation, expression, interpretation, organization, critical thinking and so on. In spite of so many advantages essay type questions are discarded due to its lack of objectivity in both item and scoring process. However, some precautions can be taken to reduce the subjectivity of a test. a. Construction of question: The scope and range of wording should be clear. It is needed to define and restrict the area to be covered by the question. The questions must be related with the instructional objectives of the units in order to achieve maximum content validity. The value points in a question should be intimated to students. Optional questions should not be provided because it reduces the comparability and also makes it difficult to score papers on a common basis. b. Scoring system: An answer key should be provided by the paper setter with which all answers can be compared for evaluation. For each question the factors to be considered in evaluating the response should be given. The students' identity should not be disclosed in order to avoid subjectivity.

3.3.2 Validity Validity is another characteristic of a scientific instrument.

The term "validity" means truth. Thus, validity refers to

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the degree to which a test measures what it claims to measure. Validity

is not the self correlation of tests like reliability; rather it is correlation with some outside independent criteria. Concept: Validity has been defined in different ways. Anastasi (1968) has defined "

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the validity of a test concerns what the test measures and how well it does so."

Lindquist (1951) has defined validity of a test "as

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the accuracy with which it measures that which is intended to measure or as the degree to which it approaches infallibility NSOU CC-ED-08 70 in measuring what it purports to measure."

These two definitions reveal the fact that for determining the validity of a test the test must be compared with some ideal independent measures of criteria. Thus, correlation coefficient computed between the test and the ideal measures of criteria is known as the validity coefficient. As we have already noticed that Validity reflects the degree to which an evaluation device approaches infallibility in measuring in what it intends to measure. It means to determine how valid a tool is one should compare the reality of what it does measure with some ideal conception of what it ought to measure. The measurement should be consistent. Thus, validity has two aspects: Reliability and Relevance. Reliability is discussed earlier. It appears

that reliability is a necessary, though not a sufficient, condition for validity.

An evaluation tool cannot be valid unless it is reliable, but it may be reliable still not valid. The latter may happen if the tool lacks relevance. Relevance concerns the closeness of the agreement between what the device measures and the function it is used to measure. Generally we need a criterion to define what the evaluation instrument should measure. The validity of the tool can be estimated by the correlation between the raw scores from it and the true criterion scores. The relevance of the test is an estimate of the correlation between the true scores from the evaluation device and the true criterion scores. It is interesting to note that no device is valid for all purposes in all situations and for all groups of students. In fact, validity is always related to the purpose. A device which is valid for one purpose may not be equally valid for any other purpose. Validity is not a problem in physical measurement. The relevance is not questionable because the features and traits are well defined. So, they are concerned with reliability of measurement. But in behavioural science like Education and Psychology, relevance becomes tremendously important as the functions to be measured can seldom be well defined and measurement has to be mainly indirect. In a broader sense, validity is concerned with generalization. When a test is a valid one its conclusion can be generalized in relation to the general population. From the above discussion it can be said that Validity has three important properties. These are: Validity is a relative term. A test is valid for a particular purpose. For example, a test of mathematical ability will be worthless for measuring the knowledge of History. Validity is not a fixed property of the test. Validation is a changing and unending process. The old content of the test becomes less meaningful with

NSOU CC-ED-08 71 the discovery of new concepts and formulation of new meanings. Therefore, they need to be modified radically in the light of the new meaning. Validity, like reliability, is a matter of degree and not an all-or-none property. A test meant for measuring a particular trait or ability cannot be said either perfectly valid or not valid at all. 3.3.3 Reliability Reliability refers to the consistency of a measure. A test is considered reliable only if we get the same result repeatedly. If a test is applied to an individual or to a group of students on two or more occasions and the results obtained in all occasions do not differ at all or differ in a very little degree it can be said that the test is a reliable one. Concept: Reliability in statistics, Education

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and psychometrics is the overall consistency of a measure. A measure is said to have a high reliability if it produces similar results under consistent conditions. It is the characteristic of a set of test scores that relates to the amount of random error from the measurement process that might be embedded in the scores. Scores that are highly reliable are accurate, reproducible, and consistent from one testing occasion to another. That is, if the testing processes were repeated with a group of test takers, essentially the same results would be obtained. Various kinds of reliability coefficients, with values ranging between 0.00 (much error) and 1.00 (no error), are usually used to indicate the amount of error in the scores. For example, measurements of people's height and weight are often extremely reliable.

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Anastasi (1968) reliability refers to the "consistency of scores obtained by the same individuals when re-examined with test on different occasions or with different sets of equivalent items, or under other variable examining conditions".

Consistency in results obtained in a single administration is the index of internal consistency of the test. Whereas, consistency in results obtained upon testing and retesting is an index of temporal consistency. Reliability thus includes both internal consistency as well as temporal consistency. A test can be called sound only when it is reliable because reliability indicates the extent to which the scores obtained in the test are free from such internal defects of standardization that are likely to produce errors of measurement. In other words, the test is free from variable errors. Therefore, a serviceable degree of reliability is another essential criterion of a good test.

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There are several general classes of reliability estimates: Inter-rater reliability assesses the degree of agreement between two or more raters in their appraisals.

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Test-retest reliability assesses the degree to which test scores are consistent from one test administration to the next. Measurements are gathered from a single rater who uses the same methods or instruments and the same testing conditions. This includes intra-rater reliability. Inter-method reliability assesses the degree to which test scores are consistent when there is a variation in the methods or instruments used. This allows inter-rater reliability to be ruled out. When dealing with forms, it may be termed parallel-forms reliability. Internal consistency reliability assesses the consistency of results across items within a test.

Reliability in its simplest sense refers to the precision or accuracy of the measurement or score. A well constructed scientific instrument should yield accurate results both at present as well as over time. reliability is actually a type of consistency.

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a test is said to be consistent over a considerable period of time when all the examinees retain their same

relative ranks of two separate testing with the same test. Reliability is never the property of the test itself. Rather, it is the property of a test when it is administered to the examinees. In other words, it is the property of test scores. Thus, Reliability

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refers to the results obtained with an evaluation instrument and not to the instrument itself.

The correlation coefficient of internal stability is called coefficient of stability. Similarly, the correlation coefficient indicating internal consistency is called coefficient of internal consistency or alpha coefficient. Any statistical measure of reliability must indicate both the coefficient of stability as well as the alpha coefficient. That is why reliability refers to self correlation of the test. Reliability of a device is the degree to which the device and its scores reflect true or non-error variance. Or it can be said that it reflects the degree to which the scores are free from chance or random errors. To make the devices more reliable we should avoid the occurrence of chance error in the scores. This nature of reliability also subsumes objectivity because the latter is due to one type of chance errors at the time of passing judgement. That is why objectivity of measurement is studied with reliability. Reliability and validity are the two dimensions of test efficiency. Reliability is a matter of stability of test scores whereas; validity is the correlation of the test with certain outside independent criteria. Therefore, Reliability is a necessary but not a

NSOU CC-ED-08 73 sufficient condition for validity, because tests possessing poor reliability will yield low validity. Again, a test may be reliable but not valid. It may yield a consistent score but the score need not be representing what exactly we want to measure. Reliability merely provides the consistency that makes validity possible. Factors of low Reliability:

The Reliability of test scores is influenced by a large number of factors. These factors can be categorized into three heads: Extrinsic, Intrinsic and method used for determining reliability. 1. Extrinsic factors: Extrinsic factors are those which lie outside the test itself but tend to make the test reliable or unreliable. These are as follows: a. Group variability: When the group of examinees being tested is homogeneous in ability, the reliability of the test scores is likely to be lowered. The effect of variability on reliability can be examined by seeing what happens when variability is zero. In that case, individuals receive the same score; standard deviation and Z score become zero. b. Guessing and chance error: Guessing in a test is an important source of unreliability. In two alternative response options there is a 50 percent chance of answering the items correctly on the basis of the guess. In multiple choice items the chances of getting the answering correct purely by guessing are reduced. Guessing has two important effects upon the total test score. First, it tends to raise the total score making reliability coefficient high. Second, guessing contributes to the measurement error since the examinees differ in exercising their luck over guessing the correct answer. c. Environmental conditions: It is preferable to maintain a uniform testing environment. Infrastructure facilities like light, sound and other comforts should be arranged equally and uniformly to all the examinees. Otherwise, it will tend to lower the reliability of the test scores. d. Momentary fluctuations: Momentary fluctuations in the examinees influence the test score. Hence, they tend to affect reliability. A broken pencil, momentary distraction by the sudden sound of some microphone, anxiety regarding the non completion of test, mistake in giving answer, feeling fatigue or other emotional and physical problem are some of the factors that explain momentary fluctuation in the examinee, leading to lower reliability of test.

NSOU CC-ED-08 74 2. Intrinsic factors: It refers to those factors which lie within the test itself and influence

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the reliability of the test. These are as follows: a. Length of the test: The length of the test or size of the

sample is directly proportional with the reliability coefficient. Generally, shorter tests lead to lower reliability due to increasing sampling error. Lengthening the test or averaging the total test scores obtained from several repetitions of the same test tends to increase the reliability. b. Homogeneity of items: Homogeneity of items is an important factor in reliability. The concept of homogeneity of items includes two things.-item reliability and homogeneity of function or trait measured from one item to another. When the test is a heterogeneous one the reliability is zero or very low. c. Range of the total score: If the obtained total scores on the test are very close to each other or if there is lesser variability among them the reliability of the test is lowered. The standard deviation of the total score is low, the reliability is also low. d. Difficulty value of items: In general items having indexes of difficulty at 0.5v or close to it, yield higher reliability than items of extreme indexes of difficulty. When items are too easy or too difficult the test yields very poor reliability, as these items do not contribute to the reliability. e. Discrimination value: when items do not discriminate well between superior and inferior, or when items have poor discrimination values the item total correlation is affected, this leads to low reliability of the test. f. Scorer reliability: It, also called reader reliability, is an important factor which affects the reliability of the test. It means how closely two or more scores agree in scoring or rating the same set of responses. If they do not agree, the reliability is likely to be lowered. g. Ambiguity of language: Vague language coupled with unstructured nature of tasks presented to the students with no or improperly planned directions for scoring become the root cause of personal errors and subjectivity. The degree of seriousness of the problem obviously varies from subject to subject. For example, it is definitely less serious in Mathematics than in Social Science.

NSOU CC-ED-08 75 3.3.4 Usability/ Practicability Practicability is another important characteristic of a good tool. It stands on a different area from the technical considerations discussed so far, but it has its own significance. Practicability imposes conditions on reliability and validity. In other words, reliability and validity depends on practicability. As we go on increasing the length of the test the reliability of the test goes on increasing. Although we may not be able to increase the length of the test beyond a certain level due to practical limitations. Thus the evaluation tools and techniques are likely to be ineffective if it lacks practicability. Some of the aspects of practicability which are to be taken into consideration at the time of construction of the test are economy, administrability, scorability, interpretability, utility and acceptability. These are discussed in detail in the following paragraphs. Economy: Economy related to time, cost and effort should be kept in mind during construction of the test. The device should undoubtedly be prepared by the teachers. A difficult tool will immediately invite resistance from the teachers for its use. It should not take away too much of teaching time so that the instruction itself suffers. As far as printing and other charges are concerned the device should be well within the easy reach of the budget of the institution. Administrability: The tools and techniques of evaluation should be easy to administer. They should not require expertly trained personnel to administer the test. It should be teacher friendly. So that the classroom teachers are able to handle the test efficiently. Moreover, the device should be such that it can be administered within the framework of the institution's timetable. It should have clear and unambiguous directions both for examiners and pupils. It should be in conformity with the format. Scorability: Objectivity and ease are the two aspects of scorability. Objectivity of scoring is an important part of reliability and therefore, should be taken into consideration while ensuring reliability as already discussed earlier. Steps will have to be taken to make easy scoring in the evaluation tool. This is mainly concerned with degree of expertness and time required for scoring. The degree of expertness is determined by the form of questions. Form of question is controlled by the instructional objectives, based on which the tool is constructed. It also depends on the purposes of evaluation. Therefore, the constructor has to determine the difficulty level of the tasks keeping in mind the purpose, ability of the pupils and instructional objectives of the test. Some steps can be carefully taken to reduce the time for scoring.

NSOU CC-ED-08 76 Interpretability: Ease of interpretation of the score is another crucial factor that must be considered at the time of construction of the test. A good device possesses interpretability only when its scores can be given meaning in objective terms by the use of derived scores, norms, ratings or other methods. This is an essential feature of standardization of the test. Utility: An evaluation tool will have utility if it gives rich dividends to the users for example students, teachers, institutions etc. If the scores can be employed effectively for the guidance of pupils, improvement of instruction, improvement of educational programme, management, administration and betterment of the institution. Acceptability: Acceptability of the evaluation device among students, teachers, administrators, policy makers and the public at large is a very important consideration under practicability of a test. Evaluation is visualized as a cooperative process. The test may have an excellent technical and academic base, but if the teachers, students and other concerned stakeholders express resistance to accept a certain evaluation device, it certainly loses its practicability. For example, internal assessment procedures, although theoretically technically and academically very sound, are not always acceptable to students, teachers and the public in general. Acceptability is mainly a function of the environment. The use of certain types of evaluation devices or certain forms of question in them should be governed by the prevalent socio economic condition and reactions. For example, if general atmosphere of malpractice prevails, multiple choice question tests should be avoided as they are highly amenable to code signaling. 3.3.5 Norms A test must also be guided by certain norms. Norms refer to the average performance of a representative sample on a given test. Norms increase the usability of a test. Two important definitions are discussed here. According to Frank S. Freeman, norm is the average or standard score in a particular test made by a specified population. Thorndike and Hagen defined norm

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as the average performance on a particular test made by a standardization sample.

Norms help in interpretation of scores. The term norm conveys several meanings. Some important meanings are enumerated below:

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It is a statistical procedure to minimise the interpretive error in a test score. It is a device of transforming raw scores

to standard scores.

NSOU CC-ED-08 77 It is meant

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to determine the position of its score Norms are average score or values determined by actual measurement

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a group of persons who are representative of a specified population. Norms

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reflects development under condition that may be or often less than optimal Norm is the standard level against which the value of certain activity

can be compared.

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The performance or score of an individual is compared against

a determined level. There are four common types of norms-age norm, grade norm, and percentile and standard score norms. A test constructor prepares any one of these norms depending upon the purpose and use for his test. Age norms are based on average scores earned by pupils at different ages. They are interpreted in terms of age equivalent. Test performance is expressed in age level. Age norms are used in mental ability tests (mental age), achievement test in arithmetic (arithmetic age). Age norm represents test performance in unequal units. The school year is divided into 12 months. Age units do not have uniform meaning due to variation in growth pattern in different age levels. Age norms can be more meaningful in elementary level, where growth of children's ability is more regular and continuous, than at the secondary level of education. Age norms do not always represent the child's mental ability as the child's mental age does not always confer its chronological age. Grade norms are widely used in standardised achievement tests as the tests are employed within academic settings. These educational tests are based on average scores earned by pupils in each grade and interpreted in terms of grade equivalence. Grade equivalence is expressed in two numbers. The first is year and second is month. The school year is divided into 10 months assuming little or no changes occur during vacation. Therefore, grade equivalence for grade 4 ranges from 4.0 to 4.9. During interpretation, we should always remember that grade equivalent indicates the average performance of the pupil in each grade level. For every grade level, 50 percent of the pupils in the standardization groups are above and 50 per cents are below. Therefore, we should not interpret this particular grade norm as something all our students should attain.

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The percentile rank of a score is the percentage of scores in its frequency NSOU CC-ED-08 78 distribution that are equal to or lower than it. For example, a test score that is greater than or equal to 75% of the scores of people taking the test can be said to be at the 75th percentile, where 75 is the percentile rank.

Percentile norms are more convenient to use than age norm or grade norm as they are easy to understand. A percentile rank indicates the percentage of individuals who fall below a particular score. The only problem with this norm is percentile units are unequal and therefore, not easily comparable. Standard scores are used in norm-referenced assessment to compare one student's performance on a test to the performance of other students of her age. Standard scores estimate whether a student's scores are above average, average, or below average compared to peers. Standard scores indicate the number of standard deviation units a raw score falls above or below the mean that can be converted to percentile.. In a distribution, deviations of the scores from its mean expressed in sigma (symbol of sigma to be inserted) are called standard scores. Observed values

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above the mean have positive standard scores, while values below the mean have negative standard scores. The standard score is a dimensionless quantity obtained by subtracting the population mean from an individual raw score and then dividing the difference by the population standard deviation. This conversion process is called standardizing or normalizing.

Standard scores are also called z-values, z-scores, normal scores, and standardized variables. They are most frequently used to compare an observation to a standard normal deviate, though they can be defined without assumptions of normality.

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Computing a z-score requires knowing the mean and standard deviation of the complete population to which a data point belongs.

The standard score of a raw score x is

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Where: μ is the mean of the population. σ is the standard deviation of the population. The absolute value of z represents the distance between the raw score and the population mean in units of the standard deviation. z is negative when the raw score is below the mean, positive when above. 3.4

Problems of Evaluation through Teacher made Test

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Meaning of Teacher Made Test: Carefully constructed teacher-made tests and NSOU CC-ED-08 79 standardised tests are similar in many ways. Both are constructed on the basis of a carefully planned table of specifications, both have the same type of test items, and both provide clear directions to the students. Still the two differ. They differ in the quality of test items, the reliability of test measures, the procedures for administering and scoring and the interpretation of scores. No doubt, standardised tests are good and better in quality, more reliable and valid. But a classroom teacher cannot always depend on standardised tests. These may not suit his local needs, may not be readily available, may be costly, and may have different objectives. In order to fulfill the immediate requirements, the teacher has to prepare his own tests which are usually objective in nature. Teacher-made tests are normally prepared and administered for testing classroom achievement of students, evaluating the method of teaching adopted by the teacher and other curricular programmes of the school. Teacher-made test is one of the most valuable instruments in the hands of the teacher to solve his purpose. It is designed to solve the problem or requirements of the class for which it is prepared. It is prepared to measure the outcomes and content of

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local curriculum. It is very much flexible so that it can be adapted to any procedure and material. It does not require any sophisticated technique for preparation. Taylor has highly recommended the use of these teacher-made objective type tests, which do not require all the four steps of standardised tests nor need the rigorous processes of standardisation. Only the first two steps planning and preparation are sufficient for their construction. Features of Teacher-Made Tests

are as follows: 1.

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The items of the tests are arranged in order of difficulty. 2. These are prepared by the teachers which can be used for

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prognosis and diagnosis purposes. 3. The test covers the whole content area and includes a large number of items. 4. The preparation of the items conforms to the blueprint. 5. Test construction is not a single man's business; rather it is a co-operative endeavour. 6. A teacher-made test does not cover all the steps of a standardised test. 7. Teacher-made tests may also be employed as a tool for formative evaluation. 8. Preparation and administration of these tests are economical.

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The test is developed by the teacher to ascertain the student's achievement and proficiency in a given subject. 10. Teacher-made tests are least used for research purposes. 11. They do not have norms whereas providing norms is quite essential for standardised tests.

Problems or disadvantages through teacher made tests are as follows. 1. Ambiguity: Teacher made tests are often ambiguous and unclear. 2. Length of the test: Tests are either too short or too lengthy. 3. Duration: Tests are usually hurriedly conducted. 4. Supervision: Supervision is not proper. There is a lot of scope for copying 5. Evaluation: Answer books are not marked carefully. 6. Coverage

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of content: Teacher-Made Tests Designed to Measure Achievement of a Particular Unit of Work,

therefore content area is lesser compared to standardized test. 7. Purpose: Teacher-made tests are aimed to be used in a classroom or local situation only. Teacher-made test is only valid for that situation as it is specifically prepared for that situation. 8. Reliability: In teacher-made tests reliability is unknown, typically having moderate to low reliability. Tests are

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developed usually by one teacher with little or no outside help

without the skill of professional writers, reviewers and editors of test items. Although reliability can be high if items are carefully constructed. 9. Technical qualities: Teacher made tests are technically inferior. Teacher- made tests may be carelessly planned and executed that may lead to disastrous consequences. The reliability of teacher made tests is not ensured. Here test items are not expertly written, properly pretested, rigorously analyzed and scientifically retired. Therefore, the procedure in administration and scoring of the teacher-made tests are not dependable. 10. Administration and scoring: In teacher-made tests uniform procedure of administration and scoring may be possible and usually flexible and not standardized, leading to unscientific results.

NSOU CC-ED-08 81 11. Learning outcomes and content measured: Teacher-made tests are used to evaluate the outcomes and content of only what has been taught in the classroom. Therefore the scope is narrow. 12. Interpretation of results: The teacher-made tests are prepared keeping in view a particular class which is composed of 40 to 50 students maximum. The results of such students are compared with reference to that particular group. As no norm is accompanied this test lacks the ability to judge the position of the individual students in relation to all students of his own age or grade. 13. Practical utility: One important principle of good evaluation is that it should be well integrated with instruction and should be continuous. The students are required to be evaluated periodically and if possible after covering each unit. In this connection, teacher-made tests are useful but use items that have rarely been tried out, analysed or revised before becoming part of tests. 14. School specific: Based on content and objectives specific to the teacher's own class or school, lacks universal recognition, lacking generalization. These are

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limited usually to the class or a single school as a reference group,

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provide norms for various groups that are broadly representative of performance throughout the country. 15.

Others: Tests are cursory and conducted as rituals only. 3.5 General Principles of Achievement Test Construction An achievement test

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has a great significance in all types of instructional progress of the individual.

A classroom

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teacher depends upon the achievement test for measuring the progress of his students in his subject area. Several educational and vocational decisions about students are taken on their performances in the achievement

test. It is, therefore, necessary that the teachers should be well acquainted with the meaning and characteristics of achievement tests.

Thorndike and Hagen (1969) observed, "

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The type of ability test that describes what a person has learned to do is called achievement test". Gronlund (1977) defines an achievement test as "a systematic procedure for determining the amount of student has learned through instruction". The

following principles should be taken into consideration for achievement test construction.

NSOU CC-ED-08 82 Mastery of knowledge: It will be general and comprehensive enough to test thoroughly the pupil's mastery of the desired skills or grasp of a subject matter. It will make it impossible for a pupil to get a good mark just because he got a few common questions and will not fail a good pupil just because of a few uncommon questions. Grading based on ability: It should reliably grade the pupil into at least six to ten or more different classifications according to their ability. Objectivity and practicability: It will be as objective as practicable. Some questions which are of discussion nature can be given advantage but there should also be some work which compels the examinee to answer that can be quite objectively scored. Even in the essay type examination, the objectivity can be greatly increased with study and care. Size and duration: Other things being equal, the test which examines most intensively or extensively in the least time and with the least figures on the part of the pupil is the best. Enhancing creativity: The test should encourage creative and self reliant work and discourage mere mechanical rote memory work. Increase motivation: The test should encourage the pupil to put forth his best effort. Self appraisal: The test should convincingly reveal to the pupil his deficiencies and encourage him to remove them. Objectivity: The test should examine exactly what it pretends to examine and not handicap pupils for deficiencies in unrelated subjects. The more a test tries to examine in subjects extraneous to the avowed subject, the less efficiently it examines its own. Cultural performance: The standards of a test should be based on cultural performance and not upon mere opinion of what a standard should be or on an arbitrary percentage work. The more a test makes it possible to compare the performance of a certain group of pupils to that of other pupils the more revealing it is. Importance of habits: One should keep in mind that no test is infallible. The daily work of the pupil and an observation of his habits of work are equally important in appraising the work and ability of a pupil.

NSOU CC-ED-08 83 Interpretation of score: Nevertheless one must remember that poor results on the part of a group of pupils indicate a faulty test or one that is not graded to the ability of the pupil or deals with matters the children have not been taught. Norms to be calculated: Taking into consideration the performance of the group norms for the group should be calculated. Different types of norms are calculated like grade norms, sex norms, local norms, standard score norms and percentile norm. Validity determination: To determine content validity proper analysis of content and objectives must be made. By the help of item analysis each item should be validated. The validity of the test is indicated by the coefficient of correlation between two sets of scores. Higher the correlation co-efficient higher is the validity. Reliability determination: To determine reliability we can take the help of methods like test-retest, parallel form of equivalent, split-half and Kuder- Richardson method. Preparation of the manual: At the final stage a booklet is prepared, containing all details of the scope of the test, instructions in connection with administration, details of different norms, validity, reliability etc. A good test must be valid, reliable and objective in nature. Thus,

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Development of a scholastic achievement test i ...
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test construction remains largely an art rather than a science

for which the teacher has to follow a series of steps. These are as follows: A. Planning the test: The teacher will have to understand the objectives to be assessed, the examinees to be examined and their test taking behavior. Therefore, careful planning is needed for better test construction. To obtain better result of test construction the following steps should be taken into consideration: Determining the purpose of the test: While planning the test the teacher has to determine whether the test is meant for placement or formative or diagnostic or summative evaluation. Indicating the conditions which the test has to serve: It is very much important to pay attention to the conditions under which it will be administered, how much time is needed for the test, the facilities available to repeat the test, age and experience of the individual to be tested.

NSOU CC-ED-08 84 Defining the objective to be measured: In the entire planning process the most important step is to define the important objectives that are to be appraised. The objectives must be clearly listed, classified in terms of pupil behavior. Each objective should also be given weightage according to its relative importance. Outlining the content area to be covered: The test should reflect proportionate emphasis on the different content area or units to which the objectives are to be achieved. The weightage should be based on the relative importance and time devoted to each content area. Selecting the appropriate item to be included: While testing the teacher has to make certain major decisions regarding the type of test items to be used. The decisions will be made on the basis of objectives of the test, availability of time and nature of test. Deciding the difficulty level of the test: Every test item has a certain difficulty level. Unless it is decided at the right moment it will be very difficult to construct the test. Moreover, in order to discriminate between the high achievers and the lower one the teacher should also set questions such as, very easy, moderately difficult, difficult etc. Preparing the table of specification or Blue print: Blue-print is a chart which specifies the content deemed important by the teacher and indicates what the student is supposed to be able to do with that content. Thus blueprint may be two dimensional, three dimensional or four dimensional chart containing objectives, content area, forms of question and level of difficulties. B. Preparing the test: Like planning the test maker has to perform some important activities in preparing the test and shall follow the following steps: Recording of test items: If the test items are recorded properly they can be profitably utilized writing the test items simplifies the task of reviewing, selecting and arranging the test items in final test forms. It also facilitates the elimination of defective items. Flexibility is an important part of planning test items. Review of the test items: The tests are not free from errors even if constructed very carefully. There is a possibility of introducing ambiguous items while

NSOU CC-ED-08 85 increasing the difficulty of the test items. Two specific ways have been suggested by the experts to get rid of these technical defects. These are: (a)

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reviewing the items after they have been set aside for a few days. (b) Asking a fellow teacher to review and criticize the items.

Arrangement of the test item in the test: Tests are mostly used in classrooms. Therefore, satisfactory arrangement of test items is very essential. The arrangement of the test items should be made item wise. To facilitate the pupils to retain the idea easily and it also facilitates the test maker for the sake of scoring. Test items can proceed from simple to complex, which may include true-false, then matching items, then short answer, multiple choice, interpretive exercise and lastly essay questions. Preparation of directions for the test: The vital point is preparation of direction for the test. Whenever the test items are prepared they should be accompanied with necessary directions to facilitate the learners to answer effectively. Therefore, written directions in the test items must be given. Reproduction of the test: When the test materials are ready for production it is important that the test items should be spaced and arranged in such a manner that they can be easily read, answered and scored. It is not possible to cram a large number of test items. Therefore, the number of test items should be printed or written by hand or memographed or typed. Introductory materials should be placed on a facing page or separate sheet with all of the items referring to it on a single page. Test scoring procedures: The test maker should create a proper environment for this purpose. The psychological, physical and time factors influence

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test results. Scoring is nothing but a matter of comparing the columns of answers on

each paper used by the student. When we need to record the answer of the people

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on the test paper itself we need a scoring key by making the correct answer on a blank copy of the

tests. C. Trying-out the test: The third phase in test construction is trying out the test. The trying out is of two types. These are as follows: a. Preliminary try-out: The purpose of preliminary try out is to ascertain the effectiveness of the test items. In this the following points should be specially paid attention to:
NSOU CC-ED-08 86 Selection of sample: The sample for administration can be randomly or purposefully selected.
Administration of the test:

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All pupils must be given a fair chance to demonstrate their achievement of the learning outcomes

to be measured in a favourable atmosphere. Scoring: It should be done in accordance with the key prepared for the test, using the simplest method. Item analysis: The process followed for ascertaining the effectiveness test item is known as test analysis. Generally the effectiveness suitability of items is ascertained on the basis of the difficulty level and discriminating power of the items. The formula used for this purpose are $U + L$ $U - L$ 1. $Di = \frac{U - L}{2N}$ 2. $Dp = \frac{U - L}{2N}$ [Where, Di = Difficulty Index, Dp = Discriminating Power, U =number of correct responses in upper group, L = the number of correct responses in lower group, N = Total number of cases in each group] Selection of items: On the basis of the difficulty index and discriminating power considered at the same time items will be rated. Generally the difficulty index of a good item is considered to lie between 0.4 and 0.6. Preparation of the final test: After finalizing the items to be included in accordance with the blue print, these may be arranged in the order of difficulty and the instruction and other details added to get the final draft of the test. b. Try-out proper: This is an important test which includes the following steps: Selection of sample: A convenient sample that represents the population is selected for the purpose. The size of the sample depends upon the size of the population Administrations: The test should be administered in accordance with the principle of test administration. Scoring: The scoring of the script strictly in accordance with the scheme of valuation prepared in advance by the paper setter or the team who finalized

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the test. This can be done with the help of the scoring key. NSOU CC-ED-08 87 D. Evaluating the test:

It is the final step in construction. The test can be discussed in two different ways: A. Analysis from a diagnostic point of view which helps the teacher for re- teaching and remedial teaching. B. Inferences can be drawn about the effectiveness of the tests and also about its function. 3.6 Summary Tests are systematic procedures for observing persons and describing them with

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either a numerical scale or a category system. Thus tests may give either qualitative or quantitative information.

Further by its denotation, the term test refers to any tool or mechanism through which assessment can be made. A good measurement instrument possesses five major characteristics, such as, objectivity, validity, reliability, usability and norms. A test is said to be an objective if the same scores or results are obtained by administering the test to a particular group of students on different occasions and scored either by the same scorer or different scorer. Tests should be made free from errors.

A test is

said to be valid when it measures that it intends to measure.

There are three types of validity; content validity, construct validity,

criterion related validity. Criterion validity may be classified into concurrent and predictive validity. A test also may suffer

from other forms of variable error or chance error. Reliability refers to the consistency of a measure. A test is considered reliable if we get the same result repeatedly. That is, if a test is applied to an individual or to a group of students on two or more occasions and the results obtained in all occasions do not differ at all or differ to a very little degree, we say that the test is a reliable one or the test is free from variable errors.

A test has utility if it provides the test condition that would facilitate realization of the purpose for which it is meant.

Finally norm is a device of transforming new scores into standard scores in a group. The norms of any educational test represent the average

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test performance of the standardized group or sample selected from a specific population.

In this an individual score is compared with the standardized sample as a reference group. Teacher made tests are frequently the basis of evaluating the progress of students in the class. These tests are of great value to the teachers, the students and their parents and administrators and educators. Although teachers made tests have some limitations. These are often ambiguous and unclear; either too short or too long, does

NSOU CC-ED-08 88 not cover the entire content, cursory, improper supervision, careless marking etc. A classroom teacher depends mostly on achievement tests for measuring the progress of students. An achievement test possesses some general principles and steps of Planning, preparing, trying out and evaluating the test. 3.7 Self Assessment Questions 1. What are the characteristics of a good test? 2. Name the forms of reliability. 3. What are the factors of reliability? 4. Define validity. 5. What are the properties of validity? 6. Discuss the different types of norms. 7. What are the different aspects of usability of a test? 8. Identify the problems of teacher-made tests in educational evaluation. 9. State the major principles of achievement test construction. 10. Discuss the steps of achievement test construction. 3.8 References Books Aggarwal, J.C. (2001): Basic Ideas in Educational Psychology, Shipra Publications, Delhi, page no.189-198 Aggarwal, J.C. (2001): Essentials of Examination System: Evaluation, Test and Measurement, Vikash Publications, Delhi, page no.268-272, 273-279 Biggs, J.B. & Collis, K.F.(1982): Evaluating the quality of learning: the SOLO taxonomy (structure of the observed learning outcome), New York: Academic Press. Mangal, S.K. (2010): Statistics in Psychology and Education, New Delhi, PHI Learning Private limited, ISBN-978-81-203-2088-8, page no 71 Dash, B.N. , Dash, Nibedita and Rath, M.P.(2003): A Textbook of Educational Psychology, Dominant Publishers, Delhi, India, page no.416-525 Lovely Professional University (2012): Educational Management and Evaluation

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Module - II Testing & Evaluation

NSOU CC-ED-08 92 Unit 4 Types of Evaluation Structure: 4.1 Objectives 4.2 Introduction 4.3 Formative and Summative Evaluation: Characteristics and Significance 4.3.1 Formative Evaluation 4.3.2 Summative Evaluation 4.3.3 Difference between Formative and Summative Evaluation 4.4 Continuous and Comprehensive Evaluation: Characteristics and Significance 4.5 Peer (Participatory) Evaluation in Education: Concept and Significance 4.6 Summary 4.7 Self Assessment Questions 4.8 References 4.1 Objective After going through the unit the students will be able to Define educational evaluation discuss the characteristics and significance of formative and summative evaluation differentiate between formative and summative evaluation state the characteristics and significance of Continuous Comprehensive Evaluation point out the concept and significance of peer participatory evaluation in education 4.2 Introduction Evaluation refers to the assessment of students' progress towards set objectives. It

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is a systematic determination of a subject's merit, worth and significance, using criteria that are governed by a set of standards. It can assist an organisation, programme, project or any other intervention or initiative to assess any aim, realisable concept or NSOU CC-ED-08 93 proposal, or any alternative, to help in decision making or to ascertain the degree of achievement or value with respect to the aims and objectives and results of any such action that has been completed. The primary purpose of evaluation is to enable reflection and assist in the identification of future change. Evaluation is often used to characterise and apprise subjects of interest in a wide range of human enterprises.

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It is long term and done at the end of a period of time.

Contemporary education recognises evaluation as an integral part of the instructional process. Modern educational process has given equal importance to planning, directing and evaluating instruction. Even the most skilful teacher has to evaluate the actual results of his instructional procedure in terms of pupil achievement to carry his task to its ultimate conclusion. Therefore, the evaluation process, its types, methods will be discussed in this unit.

In today's policy environment, testing has become a critical component of education reform. Policy makers and education administrators often view test scores as a measure of educational quality and use test scores to hold schools accountable for teacher performance. Continuous

and comprehensive assessment offers

a methodology for measuring pupil performance and using those findings to improve the success of pupils.

CCE

is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils. This process is much more than an examination of pupil achievement. It is also a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas and

also allows teachers to monitor the impact of their lessons on pupil understanding.

The concept, characteristics and significance will be discussed in this unit. Lastly, Peer or participatory evaluation in education will be discussed in this unit. Participatory evaluation, as we shall see, is not simply a matter of asking stakeholders to take part. In education peer or participatory evaluation is very important today. The concept and significance will be discussed in detail. 4.3 Formative and Summative Evaluation: Characteristics and Significance

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Evaluation is a continuous process. It is concerned with more than the academic achievement of students. It tends to develop the individual in terms of desirable behavioural changes in relation to feeling, thinking and action.

Effective learning must bring about some behavioural changes in students. These desired changes are set during planning of instructional objectives. Educators were interested previously in measuring the achievement of students based on students' scores. Today, educational NSOU CC-ED-08 94 measurement is considered as an important aspect of evaluation.

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Educational evaluation is the evaluation process of characterizing and appraising some aspects of an educational process.

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Evaluation is inherently a theoretically informed approach (whether explicitly or not), and consequently any particular definition of evaluation would have been tailored to its context - the theory, needs, purpose, and methodology of the evaluation process itself.

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this, evaluation has been defined as: A systematic, rigorous, and meticulous application of scientific methods to assess the design, implementation, improvement, or outcomes of a programme. It is a resource-intensive process, frequently requiring resources, such as, evaluates expertise, labour, time, and a sizable budget.

According to St Leger and Wordsworth-Bell "

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The critical assessment, in as objective a manner as possible, of the degree to which a service or its component parts fulfils stated goals". The focus of this definition is on attaining objective knowledge, and scientifically or quantitatively measuring predetermined and external concepts.

According to Stufflebeam and others (1971) evaluation is providing information for decision making. Stufflebeam defines evaluation is "

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A study designed to assist some audience to assess an object's merit and worth". In this definition the focus is on facts as well as value laden judgements of the programs outcomes and worth.

Today we do not only test but also evaluate for appraisal of the effects of the learning experiences. Evaluation designates a process of appraisal which involves the acceptance of specific values and the use of a variety of instruments of observation, including measurement, as the basis of value judgement. From the functional point of view it involves identification and formulation of a range of major objectives of a curriculum, their definition in terms of students' behaviour and construction of valid, reliable and practical instruments. These instruments or tools are used for observing the specific phases of students' behaviour such as knowledge, skill, attitude, appreciation, personal and social adaptability, interest and work habits. While the child is acquiring knowledge and skill, learning in attitude, appreciation and interest are also taking place. This approach indicates a shift from a narrow conception of subject matter outcomes to a broader, conception of growth and development of individuals. Evaluation refers to the assessment of students' progress toward stated objectives, efficiency of our teaching as well as effectiveness of the curriculum. Therefore, evaluation has three dimensions, which are represented diagrammatically:

NSOU CC-ED-08 95 Fig1: Dimensions of Evaluation Fig 2: Cyclic process of evaluation The nature of evaluation as a continuous process is illustrated in the above diagram. Evaluation plays an important role in the field of education. We evaluate student's skills and abilities in order to select students for a special programme and to diagnose a student's weakness and strength. We also take the help of evaluation to determine the effectiveness of instruction, usefulness of a special programme or a new curricular, and mastery of certain learning objectives.

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So evaluation can be formative that is taking place during the development of a concept or proposal, project or organization, with the intention of improving the value or effectiveness of the proposal, project, or organisation. It can also be summative, drawing lessons from a completed action or project or an organisation at a later point in time or circumstance.

Honer,

NSOU CC-ED-08 96 M. Seriven (1967) coined the terms of summative and formative evaluation. Evaluation also helps the teachers to report student progress to parents. The report is also used for guidance by counselors in career counseling. Evaluation helps the researcher to investigate the effectiveness of teaching methods used by classroom teachers. Evaluation can also be diagnostic in nature. Depending on the purpose of evaluation a classroom teacher usually uses four types of evaluation; placement, formative, summative and diagnostic. The two major evaluation types are discussed here. 4.3.1 Formative Evaluation Formative evaluations evaluate a programme during development in order to make early improvements that help to refine or improve programme. Different scholars have defined formative evaluation. Such as,

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According to A.J.Nitko (1983) "formative evaluation is concerned with judgement made during the design and or development of a programme which are directed towards modifying, forming or otherwise improving the programme before it is completed."

Gronlund (1985) defined formative evaluation as "

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formative evaluation is used to monitor learning progress during instruction and to provide continuous feedback to both pupil and teacher concerning learning successes and failures. Feedback to pupils reinforces successful learning and identifies the learning errors that need correction. Feedback to the teacher provides information for modifying instruction and prescribing group and individual remedial work".

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R.L. Ebel and D.A. Frisbie (1986) opined that "formative evaluation is conducted to monitor the instructional process, to determine whether learning is taking place as planned."

Gilbert Sax (1989) stated that "

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Full Book- Measurement and Evaluation in Educa ...
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formative evaluation takes place during instruction by letting the teacher or evaluator know if students are meeting instructional objectives, if the programme is on time and if there are ways that the programme might be improved. Formative evaluation helps current students to learn more effectively"

W. Wiersma and S.G.Jurs have written that "

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formative evaluation occurs over a period of time and monitors

students' progress." Characteristics: After going through definitions by different scholars some characteristic features of formative evaluation as follows: 1. Formative evaluation is done during an instructional programme. NSOU CC-ED-08 97 2. The instructional programme should aim at attainment of certain objectives also during the implementation of the programme. 3. Formative evaluation is cause seeking. 4. It relatively focuses on molecular analysis. 5. It is interested in the broader experiences of the programme users. 6. Its design is exploratory and flexible in nature. 7. It often ignores the local effects of a particular programme. 8. It seeks to identify influential variables. 9. Formative evaluation is used to monitor learning and modifying the programme if needed before its completion. 10. It requires detailed analysis of instructional material for mapping the hierarchical structure of the learning tasks and actual teaching of the course for a certain period of time. Significance: Following are the significance of formative evaluation for the classroom teacher.

Formative Evaluations provide the information on improving a product or a process. Formative

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evaluations serve a monitoring function rather than focusing solely on measurable programme outcomes or evaluation findings

Formative evaluation is used for current students. This type of evaluation provides continuous information that can be used to modify the programme to improve its effectiveness and efficiency. In a classroom situation,

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the purpose of formative evaluation is to provide feedback to the teacher and

students about progress in unit tests, measures of interest and attitude. Interviews or conferences with students and parents during the programme can provide important indications for improvement and betterment of the programme by redirecting it. These are mostly teacher made tests. At the end of the teaching of a chapter the teacher takes a test or quiz. Then the teacher reviews the test result to determine which material requires further discussion.

NSOU CC-ED-08 98 4.3.2 Summative Evaluation Summative evaluation provides information on programme effectiveness normally conducted after the completion of the programme design. Following definitions are provided by different scholars.

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According to A.J.Nitko (1983) "summative evaluation describes judgments about the merits of an already completed programme."

Gronlund (1985) stated that summative evaluation as "

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summative evaluation typically comes at the end of a course

or unit

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of instruction. It is designed to determine the extent to which the instructional objectives have been achieved and is used primarily for assigning course grades or certifying pupil mastery of the intended learning outcomes."

R.L. Ebel and D.A. Frisbie (1986) defined that "

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summative evaluation is conducted at the end of an instructional segment to determine if learning is sufficiently complete to warrant moving the learner to the next segment of instruction."

Gilbert Sax (1989) stated that "

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a summative evaluation can provide evidence that the programme is satisfactory and should be continued for next year students or that student learning and learning attitudes are so negative that a new programme is needed."

W. Wiersma and S.G.Gurs have opined that "

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summative evaluation is done at the conclusion of instruction and measures the extent to which students have attained desired outcomes".

Characteristics: After going through definitions by different scholars the following characteristics of the summative evaluation are identified: Summative evaluation takes place at the end or completion of a particular programme whose duration may vary from semester to whole year. Summative evaluations should check whether there has been learning or not. If the learning is found to take place the quantity and quality of that learning in relation to predetermined objectives should be kept in mind. Summative evaluations provide feedback to the classroom teacher for the success or failure of the programme or of the student. There must be some instructional programme prior to summative evaluation. The instructional programme should be set for attainment of some objectives.

NSOU CC-ED-08 99 Summative evaluations use well defined evaluation designs. It also focuses on analysis. It provides descriptive analysis. It takes into account the local factors. It is non-reactive and unobtrusive as far as possible. It is concerned with a broad range of issues. Reliable and valid instruments are used here. Significance :

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Summative Evaluations provide information of short-term effectiveness or long-term impact to deciding the adoption of a product or process.

Summative evaluation usually occurs after instruction. It is designed to determine how well the instructional objectives are met. Formal classroom tests, such as unit tests or final examinations are the most frequently used tools used in this evaluation. The term summative means summing up all the available information regarding a programme at its terminal point. Such information can be a valuable way of assessing the effectiveness of the whole programme. It also provides correction if the programme continues. The techniques used here are teacher made, evaluation product such as achievement test, research, report, themes, drawing etc. it also depends on rating of different types of performances such as oral report, laboratory experiments etc. It is scientific as reliable and valid instruments are used here. Summative evaluations provide feedback to the classroom teacher for the success or failure of the programme or of the student. This helps the teacher to evaluate his or her standard of teaching. Based on this evaluation teacher can change plans, teaching methods, tools and techniques subsequently. 4.3.3 Difference between Formative and Summative evaluations Initially the terms were applied for evaluation of curricular work only. M. Seriven in his book Evaluation Thesaurus (1980) differentiated between these terms. Formative evaluations are conducted during development or improvement of a programme or NSOU CC-ED-08 100 product. It is conducted for internal or in-house staff and normally done by an internal or combination of internal and external evaluators. Whereas, summative evaluation

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is conducted after completion of a programme or a course of study.

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for the benefit of some external audience or decision maker

by an internal or external evaluator or a combination of both. Following are the main differences between these two types of tests: The tests differ in purpose, nature and timing. Summative evaluation is the terminal assessment of performance

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at the end of the instruction, whereas formative evaluation is the assessment made during the instructional phase to inform the teacher about progress in learning

and taking necessary steps. The use of record and profile of achievement are frequently used in formative evaluation, lesser used in summative evaluations. The formative evaluation is termed as process and the summative evaluation is termed as product evaluation. Summative evaluations determine the extent to which the examinee has mastered the knowledge and skill associated with the course, but Formative evaluations deals with the process by which the examinee achieved these outcomes. In formative evaluation both students and teachers are being evaluated. Whereas, in summative evaluations, assessment is done to test the learning outcomes of the students against a set of pre-determined criteria without revealing the route to the teacher which the students followed in reaching the point. Formative evaluations use a variety of instruments which are either locally developed or standardized. It relies on observation and informal data collection devices. In contrast to this, summative evaluations tend to use well defined evaluation devices. These are non-reactive, comparative and concerned with a broad range of issues. These are publicly accepted, reliable and valid instruments. In formative evaluation scoring is based on criterion referenced approach, but in summative evaluation scoring is normally based on norm referenced approach. Criterion referenced test can also be applied in summative evaluation. The method used in formative evaluation of reporting score is the individual NSOU CC-ED-08 101 pattern of pass-fail scores in each task in hierarchy, whereas in summative evaluation attainment is reported in terms of total score. In formative evaluation immediate and continuous feedback is provided to the students. Thus it forces and reinforces learning mastery by providing data that can direct remedial teaching. Summative evaluations are in real sense 'final' tests of students' achievement typically covering large blocks of instructional materials.

Table-1: Broad differences between Formative and Summative evaluations criteria

Formative	Summative	Purpose
To monitor progress of	To check final status of students by collecting feedback of students	Content focus
Detailed, narrow scope	General, broader scope	Methods used
Daily assignments, Tests, projects	teachers observation	Tools used
Teacher made test	Standardized test	Frequency
daily	Weekly, quarterly, monthly, half yearly, annual term examination	

4.4 Continuous and Comprehensive Evaluation (CCE): Characteristics and Significance Evaluation experts have strongly felt that the traditional procedures and practices in the examination are more harmful to our students. It has given rise to a number of malpractices including frequent use of unfair means, misuse of result, huge mental pressure etc. At present there is an imperative need to make evaluation an integral part of the total teaching learning process. This means that evaluation should be a continuous process and there is also a need to make it comprehensive. Hence the Continuous Comprehensive Evaluation has evolved. Continuous comprehensive evaluation or CCE is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils throughout the year.

Teachers administer assessments in a variety of ways over time

NSOU CC-ED-08 102 to allow them to observe multiple tasks and to collect information about what pupils know, understand, and can do. These assessments are curriculum-based tasks previously taught in class. CCE occurs frequently during the school year and is part of regular teacher-pupil interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which students need review and remediation and which pupils are ready to move on to more complex work. Thus, the results of the assessments help to ensure that all pupils make learning progress throughout the school cycle thereby increasing their academic achievement.

The addition of continuous and comprehensive evaluation in the instructional and testing process is intended to achieve two major purposes: to improve both the validity and reliability of the results of pupils' performance on tests and exercises, and secondly to help the pupil to develop effective learning and work habits. The present CCE system is essentially based on frequent test taking and does not really serve the two critical purposes of continuous comprehensive evaluation.

Classroom tests are based on assessment of lower level abilities and rote memorization, here assessments are based on low level thinking skills i.e., "Knowledge" and "Comprehension".

As a result pupils complete their education but still they are unable to analyze and apply their knowledge to solve problems. This education is considered ineffective as it

is unable to transform the pupil from the stage of "knowledge recipient" to the status of "knowledge producer and problem solver". The central purpose of CCE is to help the pupil to become a better learner and producer by encouraging pupils to improve their knowledge and skills through learning, test taking and project undertaking in the critical and important objectives of the school curriculum. Characteristics of Continuous and Comprehensive Evaluation: The features of continuous comprehensive evaluation are: 1. Integral part of teaching learning: Continuous Comprehensive

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evaluation is an integral part of the teaching learning process.

More valid and reliable evidence about scholastic and non scholastic growth of learners can be collected. CCE can help to maintain desired performance standards through quality control measures at regular intervals. 2. It is a feedback device: CCE is also used as a feedback device to improve teaching and learning. On the basis of CCE more sound judgments and timely decisions about teaching and learning are provided.

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Longer time for collecting assessment information: To obtain accurate and reliable assessment data on a pupil, the assessments are spread over a longer time, allowing the pupil to take tests and other assignments at different times throughout the course. The average of the scores for the various assessments is a more reliable indicator of the pupil's performance in the subject than the score the pupil obtains in a one-shot examination. 4. Use of different testing tools and techniques: By extending the time span for collecting assessment information throughout the duration of a course, different forms of testing and different assessment situations including acquisition and demonstration of practical skills can be introduced in this process. Practical skills such as the skills and competencies involved in conducting interviews, writing and presenting reports, presenting and analyzing data in graphical forms, and production of three-dimensional objects in a variety of subjects could be encouraged in schools to provide a more comprehensive and more valid assessment of pupil's ability. 5. Inclusion of high complex thinking skills in the testing programme: By extending the period for collecting assessment data, forms of knowledge and competencies that cannot be easily assessed under strictly timed conditions can also be assessed. High level thinking skills involving analytical thinking and problem solving skills and other competencies that require extended time for learning and for test response can then be added to the continuous assessment programme. The addition has the effect of helping pupils to acquire the habit of using high level thinking skills in a variety of situations rather than using pure memorization and other low level thinking processes. 6. Teacher assistance and guidance: Another feature of the continuous

and comprehensive evaluation

process is to foster cooperation between the pupil and teacher especially in the area of pupils' class projects. The process requires the teacher to provide assistance in the form of advice on various aspects of pupils' projects. The pupil learns to consult the teacher, classmates and other sources on aspects of his/her project work, while maintaining his/her position as the leader in the project undertaking. This is the normal work procedure in the adult world where production is essentially based on cooperation and not on timed test situations. 7.

Appreciative Inquiry: CCE uses the principles of appreciative inquiry as a
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basis for the development of the activities in each unit. Appreciative inquiry is a method of figuring out how an organization or group can best undergo positive change. With appreciative inquiry, the starting point of change is acknowledging the strengths and skills one already has. The process of change begins by identifying assets (strengths) rather than problems. CCE activities ask teachers and other educators to identify their strength. The next stage of appreciative inquiry which is also incorporated into many of the activities is the dreaming or aspiration

stage. In this part of appreciative inquiry, those involved in the change are asked to think about how they might see their classroom, their teaching, or school in the future. The third stage of appreciative inquiry is designing the future. This is where teachers describe what they will do in order to make the changes they want to bring out. In this way CCE can provide a road map or action plan for accomplishing the goals they have described. 8. Adult Learning:

As

each unit focuses on activities, many of the activities include working together with colleagues. A series of discussion questions and actions that will help teachers to analyze their own teaching context in light of the information provided are included. Teachers, head of the institution, district supervisors, and parents have important perspectives about their school's particular situation. These adults offer a rich source of ideas and talents that may be used to help their schools for improvement. 9.

Experiential Learning: Adults learn through experience and reflection on that experience. CCE asks teachers to try new techniques in their classrooms (experience) and then discuss what happened (reflection) with colleagues. The many activities

with experiences will lead them to new ways of teaching and thinking about teaching. Teachers are encouraged to carry out the activities and answer the questions for each activity. In this way teachers will gain a deeper understanding of the teaching and learning strategies and ideas. 10. Understanding Reasons for Change: It is important that teachers have opportunities to analyze reasons for change. Most teachers resist being told what to do. For teachers, theory and reasons for implementing new strategies and concepts are an important part of making a decision to try new techniques. Teachers need to understand why a particular innovation is beneficial to the learners.

NSOU CC-ED-08 105 11. Responsibilities for applying new learning: Ultimately, teachers

themselves decide whether or not to apply their new learning to the classroom. They may need to adapt their new skills and knowledge to fit their particular situation. Teachers are the agents of their own change and the students as well through CCE. Types

of Continuous and Comprehensive Evaluation: Continuous and Comprehensive Evaluation

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is more likely to be formative, process- oriented, informal, internal, learner involved, and/or self- referenced in nature. It can take the form of daily work (e.g. essays, quizzes, presentation and participation in class), projects/term papers and practical work (e.g. laboratory work, fieldwork, clinical procedures, drawing practice). Daily work:

Experience indicates that students learn faster and have less confusion when provided with more feedback. This is why daily work seems to be the most sustained and extensive means of testing, and in providing relatively prompt feedback, it serves to reinforce or correct learned responses. It assists in pacing learning. If a course is broken into units, each assessed on completion, students have regular feedback of what they have mastered (and what they need additional work on). As the most extensive means of assessment, it has a sustained impact on and improves the quality of student learning. As it is fairly labour intensive for both students and the teacher, decisions will have to be taken regarding an optimum level of task. Too many assignments may become overburdened for all of them. It is probably better to have regular but smaller assignments than large scale but infrequent ones. Vigilance is needed to ensure the prohibition of plagiarism and other forms of cheating. Students should be aware of the punishment against such offences. As a counter check, some of the assignments are to be arranged to be done in the class. Projects or term papers: This provides freedom to the students as well as a measure of the students' ability to identify, define, collect, select and use data or information, undertake independent study and enquiry, plan and follow through a fairly large-scaled piece of work, integrate theory and practice, work with others, when the exercise involves teamwork. It is difficult to ensure parity in the projects. Careful coordination in the setting of topics is important. Project work may lead to over-involvement at the

NSOU CC-ED-08 106 expense of other aspects of the course. Teachers or supervisors should therefore guide students in defining tasks and in being selective with regards to content. It may be difficult to maintain consistency and fairness in marking across a range of projects/papers. To mitigate this, project objectives should be clearly identified and some broad criteria for assessment

are

set. Wherever possible, two examiners should be used. Students may receive unequal supervision and this may affect the quality of the completed project. Agreement should be made among

teachers or

supervisors to standardise the degree of direction and guidance to be given to students. Criteria for evaluation should be available to students in advance as these provide direction. It may be difficult to assign individual marks to students

working in a group project, but this may be resolved by orally examining each student

through viva voce

to establish their knowledge of the subject and the degree of his/her contribution. Alternatively, students

should have work on projects individually. Practical work: It is important as it provides the opportunity for applying the learning by students.

It provides a measure of ability to relate theory to practice, students' techniques, procedures and practical skills.

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Too much emphasis may be given to the written report without sufficient consideration to the actual process and performance. To avoid this, instructors should scrutinise practical work closely and question students about their organisation of the work and their findings. The theoretical and practical aspects of the course may not be sufficiently linked. Obviously, it is important to communicate frequently with those involved in managing different parts of the course.

Tools and Techniques of CCE: CCE involves the following tools and techniques for evaluating scholastic and non scholastic aspects of students' development. A. Evaluation of scholastic aspects: Both testing and non testing techniques can be used for evaluation of scholastic aspects of students' development. In the case of testing, following types of tools are usable: I. Readiness test II. Diagnostic test

NSOU CC-ED-08 107 III. Term test IV. Annual test In the case of non-test devices the following are usable for judging students' scholastic attainment. I. Performance on assignments II. Performance on orals III. Performance on practical work IV. Students' products B. Evaluation of non-scholastic aspects: The following non-test devices are used for students' non scholastic aspects of development. I. Observation schedule for practical work, participation in games etc. II. Rating scales for social qualities, interest, attitude etc. III. Checklist for health habits, work habits, study habits etc. IV. Questionnaire for opinion of experts, teachers etc. V. Interview schedule to conduct an interview. VI. Opinionnaire to seek face to face opinion and views. VII. Sociogram to identify social relationships among peers. VIII. School records to record evidence about students' attainments, progress cards, anecdotal records, etc. In addition to this, standardized tests like personality tests, interest inventories, attitude scales can also be used for assessing students' development in non-scholastic areas. Significance

of Continuous Comprehensive Evaluation: The CCE process is much more than an examination of pupil achievement. It is also a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas. Continuous

and comprehensive evaluation

also allows teachers to monitor the impact of their lessons on pupil understanding. Teachers can modify their

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pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are working at or above the expected grade level. Hence, the continuous and comprehensive evaluation

process supports a cycle of self-evaluation and pupil-specific activities by both pupils and teachers. Frequent interactions between pupils and teachers imply that teachers know the strengths and weaknesses of their learners. These exchanges foster a pupil-teacher relationship based on individual interactions. Pupils learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive. Teachers can provide individual attention to the students. In CCE as teachers assess the curriculum as implemented in the classroom, it also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their pupils. In addition, continuous and comprehensive evaluation provides information on achievement of particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, CCE enables pupils to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them.

Advantages of Continuous and Comprehensive Evaluation: One of the expected advantages of continuous and comprehensive evaluation lies in its being guidance oriented. Since it will involve data gathering over a long period of time, it will yield more accurate data reaching the teachers early enough to modify instruction. This could play a vital role in diagnosing and remediating areas of learners' weaknesses if properly anchored in what occurs in classrooms. CCE is an approach that would capture the full range of learners' performance. Teachers and administrators would thus be able to assess learners' progress and would have time to correct the problems. Another advantage of continuous and comprehensive evaluation is that it places teachers at the centre of all performance-assessment activities. It

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encourages more teacher participation in the overall assessment or grading of his/her learners. Teachers must be given opportunities to select and review assessments so that they become involved and knowledgeable in the process. Through this approach, teachers would be able to integrate assessment and assessment results into instructional practice. Teachers will be expected to incorporate assessment into the larger learning framework and possibly to provide evidence regarding how assessment information is used to inform and guide instruction for individual learners. According to Lewis (1997), with continuous assessment teachers must embed the assessment in their instructions, score the assessments and discuss standards for good learners' work with colleagues, parents and learners. One of the important aspects of continuous comprehensive evaluation is the availability of valid and reliable tests which could be used in all schools. There is a need to construct these tests following established procedures and practices. To make the results comparable across all the schools, teachers need to be equipped with skills of test construction and administration. This could be done through teacher training institutions so that teachers are equipped with such skills as part of their training and certification.

Both scholastic and non-scholastic abilities are assessed through CCE. Apart from the skills of test construction measuring cognitive aspects of learning, teachers should also be able to measure the learners' affective attributes such as attitudes, motives, interests, values and other personality characteristics. Such characteristics could be as important as others associated with intelligence. They could assist the teachers and administrators in understanding the learners better, both in the process of education and in the practical affairs of everyday life. They could help us answer questions such as why learners do not do well in schools in spite of being perceived to have high academic abilities. They also provide clues about the interest patterns of learners which could be used in their placement into schools of higher learning and for employment purposes. It is believed that anti-social behaviours such as truancy, lying, cheating, stealing and poor attitude to work could be corrected by providing effective education in schools.

Limitations of Continuous and Comprehensive Evaluation: We should keep in mind for successful implementation of the CCE; teachers

NSOU CC-ED-08 110 need to give most tests, which means more reliance on

marking. They need to observe the learners more keenly to assess their affective outcomes, and there will be more records to be kept on the learners. All these could mean more work to the teacher, more demand on his or her time and more responsibility on him or her. This means they must be professionally and attitudinally prepared for operating the system. If the teacher is not adequately prepared for operating the system, it may lead to a tendency to merely 'cook up' scores in the name of continuous assessment. Thus, teachers should be encouraged adequately trained

to form favourable attitudes toward the practice. They should be made aware of the requirements of the system, its importance and how to implement it. Another problem with CCE is the issue of record keeping. Learners' records have to be adequately and meticulously kept over a long period of time. They should be properly stored and easily retrievable. A related issue is that of collation. Scores may have to be combined from different sources using various weights. Teachers will need basic arithmetical operations of addition and multiplication. 4.5

Peer (Participatory) Evaluation in Education: Concept and Significance

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When most people think of evaluation, they think of something that happens at the end of a project that looks at the project after it is over and decides whether it was effective or not. But evaluation actually needs to be an integral part of any project from the beginning. Participatory evaluation involves all the stakeholders in a project that are directly affected by it or by carrying it out in contributing to the understanding of it, and in applying that understanding to the improvement of the work.

Involving everyone affected may change

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the whole nature of a project from something done for a group of people or a community to a partnership between the beneficiaries and the project implementers.

Beneficiaries participate

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making sure that their real needs and those of the community are recognized and addressed.

The essence of participatory evaluation is that

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professional evaluators, project staff, project beneficiaries or participants, and other community members all become responsible and active to improve the community's quality of life. Now this participatory principle can also be applied in educational evaluation.

NSOU CC-ED-08 111 Peer/ participatory or peer review in education provides a structured learning process for students to criticise and provide feedback to each other on their work. It helps students develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to assess and improve their own work.? Concept of peer evaluation in education: It is often observed that group work can be more successful when students are involved in developing the assessment process. This may include establishing their own assessment criteria through consultation with teaching staff. Alternatively students can be provided peer evaluation criteria. The main aims of peer evaluation are to: increase student responsibility and autonomy strive for a more advanced and deeper understanding of the subject matter, skills and processes lift the role and status of the student from passive learner to active learner and assessor that also encourages a deeper approach to learning involve students in critical reflection develop in students a better understanding of their own subjectivity and judgement.

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This approach to planning and evaluation is not possible without mutual trust and respect. These have to develop over time, but that development is made more probable by starting out with an understanding of the local culture and customs.

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Respecting students and the knowledge and skills they have will go a long way towards promoting long-term trust and involvement. The other necessary aspect of any participatory process is appropriate training for everyone involved. Peer group members should be aware that

evaluation takes place.

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The real purpose of an evaluation is not just to find out what happened, but to use the information to make the evaluation better.

Peer evaluation can: Empower students to take responsibility for and manage their own learning. Enable students to learn to assess and give others constructive feedback to develop lifelong assessment skills. Enhance students' learning through knowledge diffusion and exchange of ideas. Motivate students to engage with course material more deeply. NSOU CC-ED-08 112 Fig: A framework for participatory Environment in School Considerations for using peer evaluation in evaluation: For successful execution of peer participatory evaluation the following preparations are necessary. Students should know the rationale for doing peer review. They should explain the expectations and benefits of engaging in a peer review process. Students should be considered having evaluated anonymous assignments for more objective feedback. Teachers should be prepared to give feedback on students' feedback to each other. Some examples of feedback of varying quality must be displayed and discussed which kind of feedback is useful and why. Students should be given clear directions and time limits for in-class peer review sessions and set defined deadlines for out-of-class peer review assignments. Teachers should listen to group feedback discussions and provide guidance and input when necessary. Student familiarity and ownership of criteria tend to enhance peer assessment validity, so students should be involved in a discussion of the criteria used. Teachers should identify assignments or activities for which students might benefit from peer feedback.

NSOU CC-ED-08 113 Teachers must consider breaking a larger assignment into smaller pieces and incorporating peer assessment opportunities at each stage. For example, assignment outlines first draft, second draft, etc. Teachers should design guidelines with clearly defined tasks for the reviewer. Teachers should introduce rubrics through learning exercises to ensure students have the ability to apply the rubric effectively. Teachers should determine whether peer review activities will be conducted as in-class or out-of-class assignments. Teacher helps students learn to carry out peer assessment by modeling appropriate, constructive criticism and descriptive feedback through his or her own comments on student work and well-constructed rubrics. Teachers should incorporate small feedback groups where written comments on assignments can be explained and discussed with the receiver. Significance of peer/participatory evaluation in education: Peer or participatory evaluation in education carries the following significances; Perspective

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evaluation: It gives us a better perspective on both the initial needs of the students' evaluation, and on its ultimate effects. If students are involved from the beginning in determining what needs to be evaluated and why

they are

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much more likely to aim their work in the right direction, to correctly determine whether

the evaluation

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is effective or not, and to understand how to change it to make it more so. Generates reliable information: It can find out information one would not get otherwise. When evaluation depends, at least in part, on information from

a peer group,

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that information will often be more forthcoming if it is asked for by someone familiar. Peer group members interviewing their friends may get information that an outside person

would not be offered. Point out the loopholes:

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It tells us what worked and what did not from the perspective of those most directly involved. Those implementing the evaluation and those who are directly affected by it are most capable of sorting out the effective from the ineffective. It also points out why something does or

does not work properly. Students are often able to explain exactly why they did not

NSOU CC-ED-08 114 respond to a particular technique or approach, thus giving the teacher a better chance to adjust it properly. Effective evaluation: It brings out a more effective result. Students are

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much more apt to start out in the right direction, and to know when they need to change direction. The consequence is a project that addresses the appropriate issues in the appropriate way, and accomplishes what it sets out to do.

Increases students' responsibility: It empowers students that also brings a sense of responsibility. Participatory evaluation gives those who are often not consulted, particularly the students,

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the chance to be full partners in determining the direction and effectiveness of a

teaching learning. Brings out sense of involvement:

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It can provide a voice for those who are often not heard.

Students

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who seldom have and often do not think they have a right to the chance to speak for themselves, by involving them from the beginning in evaluation, teachers assure that their voices are heard, and they learn that they have the ability and the right to speak for

them. Training for real life practices:

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It teaches skills that can be used in employment and other areas of life. In addition to the development of basic skills and specific research capabilities, participatory evaluation encourages critical thinking, collaboration, problem-solving, independent action; meeting deadlines

and

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all other skills valued by employers, and useful in family life, education, civic participation, and other areas.

Fulfills self esteem needs:

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It bolsters self-confidence and self-esteem in those who may have little of either. This category can include those students who may, because of circumstance, have been given little reason to believe in their own competence or value to society. The opportunity to engage in a meaningful and challenging activity, and to be treated as a colleague by professionals, can make a huge difference for folks who are seldom granted respect or given a chance to prove themselves.

Build up dynamic attitude:

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It demonstrates to people ways in which they can take more control of their lives. Working with professionals and others to complete a complex task with real-world consequences can show people how they can take action to influence people and events. Enhances leadership: It encourages students' leadership of the

academic

NSOU CC-ED-08 115 activity.

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If those involved feel the project is theirs, rather than something imposed on them by others, they will work hard both in implementing it, and in conducting a thorough and informative evaluation in order to improve it.

Nurturing creativity:

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It can spark creativity in everyone involved. For those who have never been involved in anything similar, a participatory evaluation can be a revelation, opening doors to a whole new way of thinking and looking at the world. To those who have taken part in evaluation before, the opportunity to exchange ideas with people who may have new ways of looking at the familiar can lead to a fresh perspective on what may have seemed to be a settled issue.

Enhances collaborative working:

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It encourages working collaboratively. For participatory evaluation to work well, it has to be viewed by everyone involved as collaboration, where each participant brings specific tools and skills to the effort, and everyone is valued for what he or she can contribute. Collaboration of this sort not only leads to many of the advantages described above, but also fosters a more collaborative spirit for the future as well, leading to other successful community projects. Community involvement: It fits into a larger participatory effort.

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In order to conduct a good evaluation, its planning should be part of the overall planning of the evaluation project. Furthermore, the participatory process generally matches well with the philosophy of community-based or grassroots groups or organizations

outside the school. Advantages: Peer or participatory evaluation has following advantages Agreed marking criteria means there can be little confusion about assignment outcomes and expectations. Encourages student involvement and responsibility. Encourages students to reflect on their role and contribution to the process of the group work. Focuses on the development of student's judgment skills. Students are involved in the process and are encouraged to take part ownership of this process. Provides more relevant and authentic feedback to students as it is generated by their peers.

NSOU CC-ED-08 116 It is considered fair by some students, because each student is judged on their own contribution. When operating successfully can reduce a lecturer's marking load. Can help reduce the 'free rider' problem as students are aware that their contribution will be graded by their peers. Disadvantages: Limitations or disadvantages are also there Additional briefing time can increase a lecturer's workload. The process has a degree of risk with respect to reliability of grades as peer pressure to apply elevated grades or friendships may influence the assessment, though this can be reduced if students can submit their assessments independent of the group. Students will have a tendency to award everyone the same mark. Students feel ill equipped to undertake the assessment. Students may be reluctant to make judgments regarding their peers. At the other extreme students may be discriminated against if students 'gang up' against one group member. Chances of bullying and a sense of rivalry may increase among peer groups. Students may have little exposure to different forms of assessment and so may lack the necessary skills and judgements to effectively manage self and peer evaluation. There may also be a perception amongst students that the academic is 'shirking' their responsibilities by having students undertaking peer evaluation. In this situation students may be reminded of the Graduate Student Attributes. This also highlights the need to fully prepare and equip students for their own assessment and for the assessment of others. It is helpful to introduce students to the concepts and elements of assessment against specified criteria in the first weeks of class when teachers explain the unit of study outline. This requires taking time at the outset of the group activity or unit of study to discuss what is required, and to provide guidance on how to judge their own and others' contributions. Students will need to be assisted to develop criteria that match the learning outcomes with regards to the output and process of the group work. If assessment criteria for each element are set up and clearly communicated, the teacher's role will also change to one of facilitator.

NSOU CC-ED-08 117 4.6 Summary

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Evaluation is a continuous process that is concerned with more than the academic achievement of students.

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There are two common purposes in educational evaluation which are, at times, in conflict with one another. Educational institutions usually require evaluation data to demonstrate effectiveness to funders and other stakeholders, and to provide a measure of performance for marketing purposes. Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavoring to facilitate. Educational evaluation

can be broadly categorized into two types; Formative evaluation and Summative evaluation. Formative evaluation of a programme is designed to monitor the instructional process to determine whether the learning is actually taking place as planned earlier. This type of evaluation provides continuous information that can be used to modify the programme to improve its effectiveness and efficiency. In a classroom situation,

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the purpose of formative evaluation is to provide feedback to the teacher and

students about progress in unit tests, measures of interest and attitude. Interviews or conferences with students and parents during the programme can provide important indications for improvement and betterment of the programme by redirecting it. These are mostly teacher made tests. At the end of the teaching of a chapter the teacher takes a test or quiz. Then the teacher reviews the test result to determine which material requires further discussion. Whereas, Summative evaluation usually occurs after instruction. It is designed to determine how well the instructional objectives are met. Formal classroom tests, such as unit tests or final examinations are the most frequently used tools used in this evaluation. The term summative means summing up all the available information regarding a programme at its terminal point. Such information can be a valuable way of assessing the effectiveness of the whole programme. It also provides correction if the programme continues. The techniques used here are teacher made, evaluation product such as achievement test, research, report, themes, drawing etc. it also depends on rating on different types of performances such as oral report, laboratory experiments etc. Traditional evaluation system is criticized by modern educationists. As a substitute to traditional evaluation, Continuous Comprehensive Evaluation or CCE is very popular. In CCE teachers not only

assess the curriculum as implemented in the classroom, it also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their NSOU CC-ED-08 118 pupils. The addition of CCE in the instructional and testing process is intended to achieve two major purposes: to improve both the validity and reliability of the results of pupils' performance on tests and exercises, and secondly to help the pupil to develop effective learning and work habits.

Classroom tests are based on assessment of lower level abilities and rote memorisation.

Where assessments are based on low level thinking skills i.e., "Knowledge" and "Comprehension", pupils complete their education still unable to analyze and apply their knowledge to solve problems. The central purpose of CCE is to help the pupil to become a better learner.

Peer or participatory evaluation in education is a modern day concept. In peer or participatory evaluation students individually assess each other's contribution using a predetermined list of criteria. Grading is based on a predetermined process, but most commonly it is an average of the marks awarded by members of the group. The objective of such evaluation is making students aware, responsible, and cooperative and motivating in evaluation of the teaching learning process. Peer or participatory evaluation can be effective if some precautions are taken carefully before execution. 4.7 Self Assessment Questions 1. State the characteristics of formative evaluation 2. What is the significance of summative evaluation? 3. Differentiate between formative and summative evaluation. 4. Differentiate between process and product evaluation. 5. What are the types of Continuous Comprehensive evaluation? 6. Discuss the significance of Peer evaluation in education. 7. What are the advantages and disadvantages of Peer evaluation in education? 8. Name the tools and techniques used in CCE. 9. What are the limitations of CCE? 10. Discuss the considerations needed for preparation of peer or participatory evaluation in education. 4.8 References Books Aggarwal, J.C. (1997): Essentials of examination System: Evaluation, test and

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NSOU CC-ED-08 120 Unit 5 Types of Testing Structure 5.1 Objectives 5.2 Introduction 5.3 Open Book Testing: Concept and Characteristics 5.4 Norm referenced Testing: Concept and Characteristics 5.5 Criterion referenced Testing: Concept and Characteristics 5.6 Summary 5.7 Self Assessment Questions 5.8 References 5.1 Objectives After going through the unit students will be able to; Elaborate the concept of Open book testing State the characteristics of Open Book testing in today's educational evaluation Define Norm Referenced Testing Discuss the characteristics of Norm Referenced Testing Explain the concept of Criterion Referenced Testing Elucidate the characteristics of Criterion Referenced Testing Differentiate between Norm Referenced Test and Criterion Referenced Test with examples 5.2 Introduction

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Unlike traditional closed book examinations where students are required to rely solely on their recall of topics, open book tests allow students to consult reference materials (notes, textbook, etc.) in the course of completing the examination. But it is not any easier just because the test is an open book or any less challenging, than a closed book examination. In fact, the opposite is often true. While closed book tests place emphasis NSOU CC-ED-08 121 on rote memorisation and recall, open book tests place focus on higher level learning and typically require students to evaluate, analyze, or synthesize information, rather than simply remember it. The strategies outlined below will help improve students' performance on open book tests

in this unit. According to Robert Glaser's point of view, tests are of two types; Norm Referenced Test and Criterion Referenced Test.

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A test designed to provide a measure of performance that is interpretable in terms of an individual's relative standing in some known group

is called Norm Referenced Test. On the other hand,

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a test designed to provide a measure of performance that is interpretable in terms of a clearly defined and delineated domain of learning

task is called Criterion Referenced Tests. In this unit the characteristics and significance of both the tests will be discussed in detail. 5.3 Open Book Testing: Concept and Characteristics An "open book testing" is an assessment method designed in a way that allows students to refer to class notes and summaries or a "memory aid", textbooks, or other approved material while answering questions. An open book test may also mean that students are provided with the examination questions prior to sitting the formal examination or are to complete as a 'take-home' examination. Concept: Open-book tests allow one to take notes, texts or resource materials into an examination situation. They test the ability to find and apply information and knowledge, so are often used in subjects requiring direct reference to written materials, like law statutes, statistics or acts of parliament. Open-book examinations usually come in two forms: Traditional sit-down / limited-time tests, with varying degrees of access to resources and references. Take home open-book tests are conducted at home. Questions are handed out, answers are attempted without help from others, and the answer script is returned within a specified period of time usually the next day. In an open book examination, it is meaningless to ask questions like "Define the term education", since all that the student has to do is copy the relevant information from the textbook directly into the answer book. In a closed book examination, the student first copies the information from the textbook to his memory, and then copies it into the answer book. Open book test attempts to eliminate this intermediate stage of memorization. Given the availability of textbooks in the examination room, teachers will not ask questions that require the mere transfer of information from the textbook to the examination book. Needless to say, indirect problem solving questions that test the students' thinking skills can be used in closed book examinations as well.

NSOU CC-ED-08 122 The essential difference between closed book examinations and open book examinations is that the former can still be used to evaluate how much the students have memorised, while the latter cannot. If the purpose is not only testing memorised information closed book examinations should not be used. It is needless to say that memory has no value in education, but there are differences between passive and static memory, involved in rote learning, from active and dynamic memory, involved in accessing memory as part of creative and critical thinking. Memorization without understanding involves mechanical memorisation. The materials one can take into open-book tests vary depending on the examination authority. Some restrict the type of materials, e.g. formula sheets, tables or a limited number of texts, while others may be totally unrestricted (any quantity of any material). Materials might be notes, readings, reference materials or textbooks, equipment like calculators; drafting tools etc. Materials used in take-home tests are usually unrestricted. Students are allowed to work with materials on their own without any help from others. But there are some misconceptions about open book testing. These are as follows; 1) Open-book tests are a breeze: Open-book tests are not an easy option. Answering the questions well requires more than just copying information straight from texts. For example, having access to a textbook can stop one from giving a wrong answer if the examinee cannot remember a fact or formula, but just getting that fact correct would not score good marks here. In open-book examinations, it is how one can locate, apply and use the information that is important. Open Book tests basically emphasise on the comprehension and application ability of the student. 2) No requirement of study: Probably the biggest misconception about open- book examinations is that there is no need to study. One should study just like any other examinations. Having books and notes to refer may help students not to memorise as much information, but still they need to be able to apply it effectively. This means they must fully understand and be familiar with the content and materials of course so they can find and use the appropriate information. In open-book tests, students need to quickly find the relevant information in the resources they have. Without study no one would be able to find out the information. 3) Copying is allowed from the book: Examinees cannot copy chunks of text

NSOU CC-ED-08 123 directly from textbooks or notes in any open book test. Copying without acknowledgement is called plagiarism. In open-book examinations, the resource materials are made available to students, so they are expected to do more than just reproduce them. They must be able to find, interpret and apply the information in sources to the examination questions. One usually needs to reference as well, just as one would for any other assignment. 4) The more materials the better: This is another misconception with students. Because one should not get carried away and overload with materials and resources in the examination, they should take only what they need. Stacks of books would not necessarily guarantee good performance, and there will not be time for extensive reading. Types of Open Book tests:

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One may think of two kinds of open book examinations; the restricted type and the unrestricted type. I. Restricted Open Book

Test:

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In the restricted type of open book examinations, students are permitted to bring into the examination room one or more specific documents approved by the course instructor.

Here students may be permitted to consult printed documents such as the logarithmic tables, dictionaries, or complete works of Shakespeare, but no handwritten material or printed documents which did not have prior approval. One may also need to make sure that the printed documents that students bring do not contain any scribbles on the margin. In this type of examination, the approved documents function more or less as appendices to the question paper itself. These examinations are not radically different from closed book examinations. They do not present any special problems, irrespective of the nature of the course. II. Unrestricted Open Book Test:

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In the unrestricted type of open book examinations, students are free to bring whatever they like.

Here questions are set in such a way that no prepared material will be of any use. So there are no restrictions on what the students can bring in an unrestricted open book examination. They may bring any books (with or without scribbles on the margin), lecture handouts of the course instructor, or their own handwritten notes. The use of such examinations presupposes certain teaching strategies and types of questions. In particular, it demands that the course focuses on a set of intellectual skills, rather than on the information content, and that no content based questions be asked in the examination. When used properly, it

NSOU CC-ED-08 124 will be pointless for students taking the unrestricted open book examinations to consult any material they have brought, because the questions will be designed in such a way the answers will not be found in the textbooks, handouts or class notes. The use of these examinations then acts as a symbolic gesture that makes the students realise the nature of the course and the examinations, and indulge them into a mode of studying that does not involve cramming. Need of Open Book Testing: The main premise for open book tests is that teachers can set questions that require students to answer in more critical and analytical ways thus encouraging high-order thinking skills in their students; as compared to closed book or traditional examinations that tend to encourage rote learning and more superficial application of knowledge. Open-book tests are used for more than just rote-learning as it does not emphasise on memory level learning. At higher studies simply memorising and repeating information is not enough to score high. Higher education is supposed to equip students with intellectual abilities and skills. Open-book tests judge ability to quickly find relevant information and then to understand, analyse, apply knowledge and think critically. Open-book tests also evaluate memory; ability to find and use information for problem solving, and to deliver well-structured and well-presented arguments and solutions. Open-book test questions usually require applying knowledge, and they may be essay type questions or involve problem solving or delivering solutions. The style of question depends on the faculty or school setting the test. Characteristics: Following characteristic features are observed in

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Open Book Testing. Preparation is important: Open book testing focuses on "higher level learning". It means that focus is shifted from rote memorization or recall to understanding and application. The purpose of the open book testing is to test students' understanding of a subject matter. Students will be asked to formulate, compare, analyze, evaluate, or synthesize information, rather than just recall it. Consequently, open book examinations are often more challenging than NSOU CC-ED-08 125 other types of tests even with a plethora of reference materials at fingertips. Since open book tests can be more challenging than other types of test, students must adequately prepare.

Reference materials are not emphasized:

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During an open book test, especially a timed examination, extensive notes, text books and other reference materials can quickly become a liability rather than an asset. Students do not have time to review notes, re-read text books, or discover new information during an open book

examination. Heavy dependence on study material reduces the time. Reference materials are well organized:

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All reference materials brought to the examination centre should be carefully organized and that one should know ahead of time exactly where all information is

available in answering questions. The main purpose is locating information from class lecture notes, books.

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In the case of open book mathematics and science tests, important data and formulas are listed separately for easy access during the test.

Major concepts are familiarized:

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Open book tests usually cover more information and take longer to complete than traditional tests. Students will likely run out of time if they rely on books for every answer. Books and notes should only be used as reference resources for difficult questions or questions that require specific information.

Plagiarisation is prohibited: Students are not expected to

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copy information directly from the book and write answers on an open book test. Teachers are concerned with what their students have learned, not whether they can locate information in a book. It is permissible to use quotes from the book, or lecture notes, to support viewpoint or analysis, but

heavy reliance on them is not expected. Effective

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time management: The same time management rules that apply to general test taking also apply to taking open book tests. First, at the offset of the test

one must

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review how many questions there are and determine how much time one can spend on each question. Then questions are

answered according to preference of familiarity. Finally, concise, accurate, yet thorough answers are written. Importance of Open Book Testing in Teaching:

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An "open book examination" NSOU CC-ED-08 126 is one in which examinees are allowed to consult their class notes, textbooks, and other approved material while answering questions. This practice is common in law examinations, but in other subjects, it is mostly unheard of till date. Although the idea may sound puzzling to those who are used to conventional examinations, it is ideally suited to teaching programmes that especially aim at developing the skills of critical and creative thinking.

Teaching as Transmitting Information: In order to appreciate the merits of open book testing, it is first of all necessary to understand the nature of teaching programmes. Traditionally teaching was "dissemination of knowledge". This approach to education treats the information content of a subject to be the most important and memory level teaching was emphasized. But in modern times the teacher's role is viewed as facilitating the transfer of information from the textbook to the students' minds. Today students are expected to understand this information, retain it, and retrieve it during the final examination. Based on the above approach, most conventional examinations test how much information the students have been able to store in their minds. In order to fulfill this expectation, students develop a habit of storing and cramming information where they can only memorise the information in class notes and textbooks, and transfer it to answer books during the examination. In this type of examination, success depends on the quantity of information memorised, and the efficiency with which it is reproduced. In this case a restricted type of open book examination is preferred.

Teaching as fostering Mental Development: Constructivists claim that students construct their own knowledge. Therefore, an alternative view is that teaching should not be just transferring information from the library or textbooks to the students' minds. Rather, true teaching is teaching students how to learn. Today learning is being emphasized and eventually lesson plans are being replaced by learning designs. That is why teaching should equip students with the ability to acquire knowledge, to modify existing knowledge on the basis of new experience, to build new knowledge, and to apply available knowledge to solve problems and make wise decisions. Education is not only meant for obtaining a degree, but the lifelong process of mental development that does not terminate with any degree. If this view of education is accepted, then the main focus of teaching will be shifted on the skills of acquiring, modifying and creating knowledge, that is, on processing information, rather than on the information content itself. In other words, the focus shifts from rote learning to the development of certain mental faculties. The teacher's function then is not summarising the information in the textbook but ensuring an environment that triggers the development of these creative and critical faculties. This can be done by activating learning through questions, exercises, projects, assignments, and so on, and sustaining and guiding it by providing comments, criticisms, and other forms of feedback. We may say that subjects taught in a high school or university should aim to develop the students' intellectual fitness, intellectual stamina, and intellectual flexibility. Conventional memory testing must give way to examinations that test the intellectual skills of the student. This is where open book examinations come in. questions based on information can be easily answered from books, but questions based on concepts need to be answered from their own critical appraisal skill. On the other hand, if the examination tests the skills of problem solving and critical thinking, then there is no harm in students consulting their text books and class notes. If students have to evaluate a conclusion that crucially involves their understanding of the concept, reproducing what the textbook says would be pointless. While open book examinations are not suited to testing rote learning, they can be used effectively to train students in the use of active memory.

Impact on joyful Learning Strategies A more important reason for using open book examinations is that they have a tremendous impact on promoting the right mental sets in both learning and teaching. The most immediate result for students will be that they will stop "mugging" or cramming information or rote learning. Most students prepare for conventional examinations by mechanical memorisation of information in textbooks and class notes in order to reproduce it in examinations. Open book examinations will effect a fundamental change in this attitude and study habit. If textbooks can be consulted in the examination rooms, no one would bother to memorise them. They will study not to memorise, instead, it should be understanding concepts, and using these concepts (along with available information) to practise the skills of modifying and building knowledge, thinking critically, and solving problems. In acquiring the right strategies of studying, nothing is as effective as the shocking realization that mugging is of no use in the examinations. Learning will be free of the burden of just storing information; education can

NSOU CC-ED-08 128 be a pleasurable activity, not a painful drudgery. What is learnt with pleasure is learnt more effectively, and retained better. Impact on Teaching Strategies The effects of open book examination is not only effective on learning but equally effective on teaching strategies. For this purpose the question pattern will be changed. Instead of using action verbs like writing an essay, explaining the term, defining something, we will have to frame questions carefully and intelligently to test the students' understanding, and the skills of applying that understanding. With the changing question pattern, strategies for preparing students to take those examinations will also have to change. It will no longer be enough to paraphrase or simplify the content of the text books in the classroom. Teachers will have to design tasks that will provide exercises for the appropriate mental skills required in each subject. Instead of the teacher talking and students taking down notes throughout the class, classes will have discussions, questions, and other active processes. In other words, teaching will no longer be the transfer of information from the teacher to student. Rather it will be the training of the mind in certain intellectual skills. Thus, open book examinations can restore the true meaning of the word education for both teachers and students. It will surely demand more time, energy and effort from both teachers and students to adapt themselves to the demands of open book examinations. But the changes will be inevitable. When combined with the mode of teaching that focuses on thinking skills, they will make education an exciting and enjoyable intellectual adventure and the beginning of a lifelong thirst for knowledge. Precautions for Open Book Testing: As open book testing is not common in schools teachers and students need to prepare for this. The main issues that arise when making use of open book testing is that teachers may not know how to develop and devise effective examination questions that require students to apply their knowledge through analysis and critical thinking; and students may fail to properly prepare for an open book testing. Students may falsely assume that the testing will be easy, and they will be able to find all the answers in the textbook or on their memory aid. Following are the considerations when designing open book testing. Questions in open book tests need to be devised to assess the interpretation and application of knowledge, comprehension skills, and critical thinking skills rather than only knowledge, recall. NSOU CC-ED-08 129 Case-based examination questions are needed to be designed that require students to apply critical thinking, reasoning skills in response to a trigger scenario Clear and unambiguous questions are to be devised to limit student confusion and time spent interpreting the question so students can spend their time making use of their textbook or memory aid to effectively answer the questions Questions should be framed in such a way that require students to apply and make use of the information from their textbook or notes rather than simply requiring them to locate and re-write this information Questions should be designed keeping in mind the learning outcome. i.e. what skills and knowledge are being assessed from students. Questions should be problem-based scenarios or real-world cases, requiring students to apply their skills and knowledge to the given problem or scenario Information or background information on a given topic or area of study should be provided. Relevant qualitative or quantitative data must be presented first and then students should be asked interpretative and application questions. Content or topic questions should be structured in a way that tests for an ability to apply, analyse, evaluate, create, analyse, synthesise, interpret etc. When devising questions to probe student understanding, skills and knowledge, the Socratic questions and questions reflective of levels and stages of learning may be useful. Combating academic dishonesty is among the most challenging of the many obstacles that web-based technologies present in the recent past.

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Cheating becomes an appealing option when the response to a question is one that can be easily Googled. A student need not read a single chapter or attend any classes, if they know their smartphone will come to their rescue. An open-book test, with challenging application questions that relate directly to the course material, can help minimize the problem

even with smartphone or laptop and internet connection. With limited time students would not

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be able to blindly scavenge the course notes for the answer. They will recognize the need to prepare and have some familiarity with the material or they will simply run out of time.

NSOU CC-ED-08 130 5.4 Norm Referenced Testing: Concept and Characteristics Generally we get a score after administering a test. On the basis of scores higher achievers are praised and lower achievers are identified for improvement. Marks obtained by a student in an achievement test are called raw scores. Raw scores do not indicate the merit of a student. From raw scores we cannot determine that children in school A are better in English than children in school B. For this comparison we need some broader, uniform, objective and stable standard of reference or unit of measurement in educational and psychological testing. The establishment of such reference points is important for both standardized tests and teacher made achievement tests. It is important for all sorts of tests, like intelligent tests, mathematical aptitude, personality tests etc. If the scores need value that is meaningful, significant, objective and stable we require comparing an individual pupil's performance with that of a group, either with a teacher made test or a standardized test, a group similar to his upon whom the test was developed. A score is not high or low, it is higher or lower than other scores. The better type of unit to express test results than raw score of a crude percentage is called norms. In other words, the medium or average performance on standardized tests of pupils of a teenage group or a placement or of a school group is termed as Norm. Such an average is obtained by administering the test to a large group of students who represent different geographical areas in a country comprising both boys and girls, rural and urban. Among these students there may be children from private and public schools. Such a group will provide a frame of reference for interpreting individual scores. Robert Glaser originally coined the terms Norm- Referenced Test and Criterion-Referenced Test. Concept of Norm-Referenced Test (NRT): In the last four decades revolutionary changes have taken place in the field of teaching and learning processes. As individual instruction has gained importance tests should be designed in such a way that reflects the changes in what the individual has learned. In the case of Norm Referenced Test (NRT) one interprets learners' test performance according to the performance of others. A norm-referenced test is not measured against defined criteria. This type of test is relative to the student body undertaking the assessment. It is a very effective method of comparing students. The IQ test is the best known example of NRT. Many entrance tests are examples of NRT, permitting a fixed proportion of students to pass. Meaning and definition of NRT:

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Raw scores are expressed in terms of different units, such as number of trials taken within

a specified period to reach a criterion.

NSOU CC-ED-08 131 When we compare

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an examinee's test score with the core of a specific score of examinees on that test

the method is called Norm Referenced Test. When raw scores are compared to the norms, it becomes scientific. Norms may be defined as

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the average performance on a particular test made by a standardization sample. A standardization sample is the true representative of the population. It takes the test to provide data for comparison and subsequent interpretation of the test scores.

To have an adequate representation the sample must include cross sectional representation of different parts of the population with a view to compare the raw scores with performance of the standardization sample. When these are converted they are called derived scores. Gronlund (1976) defined NRT as the

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tests are "designed to rank students in order of achievement, from high to low, so that decisions

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based on relative achievements (e.g., selection, grouping, grading) can be made with greater confidence".

Bormuth (1970) stated that NRT

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is designed "to measure the growth in a student's attainment and to compare his level of attainment with levels reached by other students

and norm groups".

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This test is primarily used for comparing achievement of an examinee to that of a large representative group of examinees at the same grade level. The representative group is known as the 'norm group'. Norm group may comprise of examinees at the local, district, state or national level. Since the development of NRT is expensive and time consuming

they are produced by commercial test publishers. The following derived scores are generally reported for

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these published tests: Percentile Rank: A number telling the percentage of examinees in a defined group scoring lower than the particular raw score. Linear standard score: A number indicating the location of a particular raw score in relation to the mean and standard deviation of a defined group. Normalized Standard Score: A number showing the location of the particular

raw

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score in relation to a normal distribution defined in terms of a particular group. Grade Equivalent Score: A number telling the grade placement for which the particular raw score is the average for a defined group.

Chief characteristics of NRT: Following characteristic features are observed in NRT;

NSOU CC-ED-08 132 1. The basic purpose of NRT is to measure students' achievement in curriculum based skills. 2.

Most achievement NRTs are multiple-choice tests. Some also include open- ended,

short-answer questions. The questions on these tests mainly reflect the content of nationally-used textbooks, not the local curriculum. This means that students may be tested on things

that

local schools or state education department decided were not so important and therefore were not taught. 3.

Generally

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it is reported in the Percentile Rank, Linear standard score, Normalized Standard Score, Grade Equivalent Score.

Scores are usually reported as percentile ranks. The scores range from 1st percentile to 99th percentile, with the average student score set at the 50th percentile. If John has scored at the 23rd percentile, it means he scored higher than 23% of the test takers in the norming group. Scores also can be reported as "grade equivalents," "stanines," and "normal curve equivalents." 4.

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Norm-Referenced Tests (NRTs) compare a person's score against the scores of a group of people who have already taken the same test, called the "norming group."

For example, someone has scored at the 63rd percentile. 5.
NRTs are designed to "rank-order" test takers to compare students' scores. A commercial norm-referenced test does not compare all the students who take the test in a given year. Instead, test-makers select a sample from the target student population (say, ninth graders). The test is "normed" on this sample, which is supposed to fairly represent the entire target population (all ninth graders in the nation). Students' scores are then reported in relation to the scores of this "norming" group. 6.
The result looks like a bell-shaped curve. Test makers make the test so that most students will score near the middle, and only a few will score low (the left side of the curve) or high (the right side of the curve). 7.
One more question right or wrong can cause a big change in the student's score. In some cases, having one more correct answer can cause a student's reported percentile score to jump more than ten points. It is very important to know how much difference in the percentile rank would be caused by getting one or two more questions right. 8.
Selection of questions is important because that sort people along the curve
NSOU CC-ED-08 133
than it is to make sure that the content covered by the test is adequate. The tests sometimes emphasize small and meaningless differences among test takers.
Since the tests are made to sort students, most of the things everyone knows are not tested. Questions may be obscure or tricky, in order to help the test taker in ranking order. 9. Tests can bring about biased results. Some questions may favour one kind of student or another for reasons that have nothing to do with the subject area being tested. Non-school knowledge that is more commonly learned by middle or upper class children is often included in tests. To help make the bell curve, test makers usually eliminate questions that students with low overall scores might get right but those with high overall scores get wrong. Thus, most questions which favour minority groups are eliminated. 10. NRTs usually have to be completed in a time limit. Some students do not finish, even if they know the material. This can be particularly unfair to students

whose first language is not English or who have learning disabilities. This "speediness" is one way test makers sort people out. 11.

All tests have "measurement error." There are many possible causes of measurement error. Sub-scores on tests are even less precise. Scores for young children are much less reliable than for older students. Teaching to the test explains why scores usually go down when a new test is used. 12.

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for a particular grade level. 13. It is administered after instruction. 14. It is used

to form homogeneous or

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heterogeneous class groups. 15. It classifies achievement as above average, average

and below average for a given grade. Reliability of NRT: The following factors can increase the reliability. As we know that test length affects reliability, other things being equal, the reliability of the test can be increased by increasing its length. Homogeneous items in content increases reliability. Moderate difficulty value of items increase reliability over the extremely easy or difficult value

NSOU CC-ED-08 134 Increased range of performance of the examinees being tested tends to increase reliability Validity of NRT: The validity of NRT can be increased by: Constructing items of proper difficulty level Increasing the test length.

Increasing the heterogeneity of the group which is being tested. Administering the test under proper conditions.

Interpretation of NRT: If the scores obtained by students deviate largely from expected scores by a regular classroom teacher, then the teacher should explore by instructional implication. If the range of scores obtained by the student in different subjects varies largely the teacher should try to locate the reason for it motivation, special interest and abilities or difficulties. If the test results do not match the expectation of the teacher for individual students the validity of the test is said to be threatened. Small differences in sub-test scores may be due to chance error also for which the standard error of measurement should be used. Information collected from various tests should be used to explain performance on other tests. Uses of NRT: N. Vasantha Ram Kumar and K.N. Lalithamal (1990) stated that NRT is useful in the following test: 1.

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In aptitude testing for making differential prediction. 2. To get a reliable rank ordering of the pupils with respect to the achievement

that is measured. 3.

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To identify the pupils who have mastered the essentials of the course more than others. 4. To select the best of the applicants for a particular programme. 5. To find out

the effectiveness of a programme in comparison to other programmes.

NSOU CC-ED-08 135 Application of NRT: Many college entrance examinations and nationally used school tests use Norm-Referenced Tests. The SAT, Graduate Record Examination (GRE), and Wechsler Intelligence Scale for Children (WISC) compare individual student performance to the performance of a normative sample. Test takers cannot "fail" an NRT, as each test taker receives a score that compares the individual to others that have taken the test, usually given by a percentile. This is useful when there is a wide range of acceptable scores, and the goal is to find out who performs better. California Achievement Test, the Iowa Test of Basic Skills (Riverside), and the Metropolitan Achievement Test (Psychological Corporation) are formed using a national sample of students. Because norming a test is such an elaborate and expensive process, the norms are typically used by test publishers for years.

NRTs

compare a person's score against the scores of a group of people who have already taken the same examination, called the "norming group."

IQ tests are Norm-Referenced Tests, because their goal is to see which test taker is more intelligent than the other test takers. The median IQ is set to 100, and all test takers are ranked up or down in comparison to that level. Theatre auditions and job interviews are examples of NRT, because their goal is to identify the best candidate compared to the other candidates, not to determine how many of the candidates meet a fixed list of standards. Advantages and limitations: NRTs possess some advantages and limitations as well. The primary advantage of NRT is that they can provide information on an individual's performance on the test compared to others in the reference group. The limitations are as follows; A serious limitation of NRT is that the reference group may not represent the current population of interest. The Oregon Research Institute's International Personality Item Pool website has notes that, one should be very wary of using canned "norms" because it is not obvious that one could ever find a population of which one's present sample is a representative subset. Most "norms" are misleading, and therefore they should not be used. Far more defensible are local norms, which one develops oneself. For example, if one wants to give feedback to members of a class of students, one should relate

NSOU CC-ED-08 136 the score of each individual to the means and standard deviations derived from the class itself. To maximize informativeness, one can provide the students with the frequency distribution for each scale, based on these local norms, and the individuals can then find (and circle) their own scores on these relevant distributions. Test items that are answered correctly by most of the pupils are not included in these tests because of their inadequate contribution to response variance. They will be the items that deal with important concepts of course content. There is a lack of congruence between what the test measures and what is stressed in a local curriculum. Norm-referencing does not ensure that a test is valid (i.e. that it measures the construct it is intended to measure). Norm referencing promotes unhealthy competition and is injurious to self concepts of low scoring students. Another disadvantage of norm-referenced tests is that they cannot measure progress of the population as a whole, only where individuals fall within the whole. Rather, one must measure against a fixed goal, for instance, to measure the success of an educational reform programme that seeks to raise the achievement of all students. With a Norm-Referenced test, grade level was traditionally set at the level set by the middle 50 percent of scores. By contrast, the National Children's Reading Foundation believes that it is essential to assure that virtually all children read at or above grade level by third grade, a goal which cannot be achieved with a norm-referenced definition of grade level. Norms do not automatically imply a standard. A Norm-Referenced Test does not seek to enforce any expectation of what test takers should know or be able to do. It measures the test takers' current level by comparing the test takers to their peers. A rank-based system produces only data that tell which students perform at an average level, which students do better, and which students do worse. It does not identify which test takers are able to correctly perform the tasks at a level that would be acceptable for employment or further education.

NSOU CC-ED-08 137 5.5 Concept and characteristics of Criterion Referenced Test (CRT) Criterion Referenced Test is

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a test designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks.

The word criterion refers to a domain of behaviour. In CRT one is interested in referencing an examinee's test performance to a well defined domain of behaviour measuring an objective or skill. It is often, but not always, used to establish a person's competence. Concept of Criterion Referenced Test: When we follow a

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second method of interpreting a test score is to establish an external standard or criterion and compare the examinee's test score with it this process is known as Criterion Referencing. In this test there is

a fixed performance criterion against which the candidates are measured. When

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an examinee passes some predetermined number of items or answers them correctly, it is said that it is capable of the total performance demanded by the test.

Glaser (1963) first used the term CRT to highlight the need for tests that can describe the position of a learner on a performance continuum, rather than the learner's rank within the group.

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A Criterion Referenced Test is a style of test which uses test scores to generate a statement about the behaviour that can be expected of a person with that score.

Most tests and quizzes that are written by school teachers can be considered as CRT. In this case,

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the objective is simply to see whether the student has learned the material.

Criterion-referenced assessment can be contrasted with norm-referenced assessment. Criterion-referenced testing was a major focus of psychometric research in the 1970s. Meaning and definition of CRT: We can define CRT as one in which the test performance is linked or related to some behavioural measures. An obvious question may come to our mind is that from where do the criteria come with which a test is referenced? According to Cox and Vargas, a major criterion for referencing a test is the training that increases the skill or proficiency. The test scores of results can be interpreted as an indication of increased skill or proficiency. A common misunderstanding regarding the term is the meaning of criterion. Many, if not most, CRT involves a cut score, where the examinee passes if their score exceeds the cut score and fails if it does not (often called a mastery test). The criterion is not the cut score; the criterion is the domain of subject matter that the test is

NSOU CC-ED-08 138 designed to assess. For example, the criterion may be "Students should be able to correctly add two single-digit numbers," and the cut score may be that students should correctly answer a minimum of 80% of the questions to pass. The criterion-referenced interpretation of a test score identifies the relationship to the subject matter. In the case of a mastery test, this does mean identifying whether the examinee has "mastered" a specified level of the subject matter by comparing their score to the cut score. However, not all criterion-referenced tests have a cut score, and the score can simply refer to a person's standing on the subject domain. Examples can be cited from assessment where there is no cut score, it simply is an assessment of the student's knowledge of high-school level subject matter. Because of this common misunderstanding, CRTs have also been called standards-based assessments by some education agencies, as students are assessed with regards to standards that define what they "should" know, as defined by the state. Gronlund, N.E. (1985) stated that CRT is

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a "test designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks.

Ivon (1970) defines a CRT as "one consisting of items keyed to a set of behavior objectives." Glaser and Nitko in the book 'Educational Measurement' (1971) stated that "a CRT

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is one that is deliberately constructed to yield measurements that are directly interpretable in terms of special performance standards".

From above definitions it is concluded that CRT

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is meant to measure the achievement of an examinee on a certain domain to find out his level of achievement in that domain. It has nothing to do with the achievement level of other examinees.

Chief characteristics of CRT: The characteristic features of CRT are as follows; 1. Its main objective is to measure students' achievement of curriculum based skills.

Criterion-referenced tests place a primary focus on the content and what is being measured. 2.

Content validity plays an important role in CRT development. Item statistics play less of

a role in item selection though highly discriminating items are still greatly valued, and sometimes item statistics are used to select items that maximize the discriminating power of a test at the performance standards of interest on the test score scale. A good

criterion-referenced test will permit

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content-referenced interpretations and this means that the content domains to which scores are referenced must be very clearly defined. 3. Each type of test can serve the other main purpose (norm-referenced versus criterion-referenced interpretations), but this secondary use will never be optimal. For example, since criterion-referenced tests are not constructed to maximize score variability, their use in comparing candidates may be far from optimal if the test scores that are produced from the test administration are relatively similar. Because the purpose of a criterion-referenced test is quite different from that of a norm referenced test, it should not be surprising to find that the approaches used for reliability and validity assessment are different too. 4.

In

criterion-referenced tests, scores are often used to sort candidates into performance categories. Consistency of scores over parallel administrations becomes less central than consistency of classifications of candidates to performance categories over parallel administrations. Variation in candidate scores is not so important if candidates are still assigned to the same performance category. Therefore, it has been common to define reliability for a criterion-referenced test as the extent to which performance classifications are consistent over parallel-form administrations. For example, it might be determined that 80% of the candidates are classified in the same way by parallel forms of a criterion-referenced test administered with little or no instruction in between test administrations. 5.

With criterion-referenced tests, the focus of validity investigations is on (1) the match between the content of the test items and the knowledge or skills that they are intended to measure, and (2) the match between the collection of test items and what they measure and the domain of content that the tests are expected to measure. The "alignment" of the content of the test to the domain of content that is to be assessed is called content validity evidence. This term is well known in testing practices. 6. Many criterion-referenced tests are constructed to assess higher-level thinking and writing skills, such as problem solving and critical reasoning. Demonstrating that the tasks in a test are actually assessing the intended higher-level skills is important, and this involves judgments and the collection of empirical evidence. So, construct validity evidence too becomes crucial in the process

NSOU CC-ED-08 140 of evaluating a criterion referenced test. 7. Probably the most difficult and controversial part of criterion-referenced testing is setting the performance standards, i.e., determining the points on the score scale for separating candidates into performance categories such as "successful" and "unsuccessful." The challenges are great because with criterion-referenced tests in education, it is common on state and national assessments to separate candidates into not just two performance categories, but more commonly, three, four, or even five performance categories. With four performance categories, these categories are often called failing, basic, proficient, and advanced. 8. CRT is prepared for a particular course or grade level. 9. It has a balanced representation of both goals and objectives. 10. It is used to evaluate the curriculum plan instruction progress and group students' interaction. 11. It

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can be administered before and after instruction 12. It is normally reported in terms of minimum scores for partial and total mastery of main skill areas, number of correct items,

and percent of correct items 13. Derived scores are based on correct items and other factors in case of CRT Reliability of CRT: Reliability can be increased by taking the following measures; Test length should be sufficient enough to find out test score reliability. The sample of examinees in finding out reliability should be adequate and representative. The reliability information should be provided in the test for each intended use of the test score The reliability information provided in the test should be appropriate for the use of the scores of the test. Validity of CRT: The validity evidence should be adequate for the intended use of the test score.

NSOU CC-ED-08 141 The test manual should provide an appropriate discussion on the factor affecting the validity of the scores. Interpretation of CRT: Interpretation should be based on what the items actually measure For each type of interpretation there should be sufficient items. If these are less than 10 items, they should be combined with other items through lengthening content items. The test should contain both easy and difficult items. Otherwise it would be difficult to describe what low achievers could do. Uses of CRT: CRTs can be used in the following ways; To discover the weakness,

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inadequacies in learners are learned and assist the weaker section of learners to reach the level of other students through a regular programme of remedial

teaching or instruction. To identify the master learners and average and slow learners in a class for modification in teaching strategy.

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To find out the level of attainment of various objectives of instruction

and re- plan accordingly.

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To find out the level at which a particular concept has been learnt.

For better placement of concepts at different grade levels. To make instructional decisions for teaching a learner in an individually prescribed instruction programme. Advantage of CRT: CRT has certain advantages. These are as follows: The most important advantage of CRT is assessment of mastery of Subject Matter.

Criterion Referenced Tests are more suitable than Norm Referenced Tests for tracking the progress of students within a curriculum.

Test items

are designed in such a way that can

match specific objectives. The scores on CRTs indicate how well the individual can correctly answer questions on the material being studied, while the scores on a NRT report how the student scored relative to other students in the group.

Moreover, Criterion-Referenced Tests can be managed locally.

Every teacher must assess students' progress. Criterion Referenced Tests can be developed

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at the classroom level. If the standards are not met, teachers can specifically diagnose the deficiencies, weakness of

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the student. Scores for an individual student are also independent of how other students perform. In addition, test results can be quickly obtained to give students effective feedback on their performance. Although NRTs are most suitable for developing normative data across large groups, CRTs can produce some local norms. Limitations of

CRT: According to Chase (1974) CRT has following limitations: CRT only shows whether a learner has reached proficiency in a task area but it does not indicate the extent of quality of learner's ability level. Tasks included in the CRT may be highly influenced by a given teacher's interest or biases, leading to general validity problems. CRT includes partial areas for listing behavioural objectives and this may be a constructing element for teachers. CRT is important for only a small fraction of important educational achievements. On the contrary, for promotion and assessment of various skills that are important functions of school need NRT. Similarities between NRT and CRT: NRT and CRT have the following similarities: Both the tests require validity and reliability Achievement domain is measured in both the tests. Both the tests demand relevant and representative sample of test items Same types of items can be used in both tests. Same rules are followed for writing items in both accepting the item of difficulty. Difference between CRT and NRT: Sl. no NRT CRT 1 NRT covers a large domain of learning CRT focuses on a delimited tasks with just a few items measuring domain of learning tasks with a each specific task relatively large number of items measuring each specific task

NSOU CC-ED-08 143 2 It gives emphasis on discrimination It stresses what examinees among individuals can do and what cannot do 3 Contains items of average difficulty Contains both easy and difficult items 4 Interpretation of test needs a defined Interpretation needs group defined as well as delimited achievement domain 5 In NRT student is tested after each unit In CRT the student is tested after of the new material presented each unit for mastery of objectives 6 Students are assigned marks or grade to Students are allowed to indicate its performance proceed to new material if mastery is obtained 7 A student is allowed to go to the next A student is allowed to proceed unit and presented new materials along to the next unit if mastery with the whole class is obtained after remedial instruction. In India work on CRT is yet in the stage of infancy. There seems to be more emphasis on NRT in the evaluation of students. In spite of the dissimilarities among NRT and CRT, the tests also possess some common elements. Both the tests need reliability, validity, measured achievement domain, similarity of items; same rules are followed for writing items excepting the items of difficulty. Moreover, samples of test items should be relevant and representative in both the tests. Therefore, we cannot develop a clear distinction between NRT and CRT. Therefore, these two types of test may be considered as complementary. The only difference between these two tests is that CRT is always based upon a predetermined cutoff score whereas a NRT is always based upon the performance of a normative group or standardization sample. 5.6 Summary Open Book testing is common in Law examinations, but it is still uncommon in the general stream of education. In this type of test students are allowed to take study

NSOU CC-ED-08 144 materials, text books and other reference books and equipment at the examination hall. It does not mean students do not have to study or they can directly copy from the books. If the purpose of an examination is to test the information that students have memorised, open book examinations are inappropriate, since students can easily transfer the information in the textbook or lecture notes to the examination paper. Therefore, the question pattern and objectives are important in Open Book Tests that normally differ from traditional closed book tests. Informative questions are generally avoided to test the critical thinking ability of the students. Glaser (1963) has classified tests into Norm referenced test and Criterion referenced tests categories. NRT determines a student's placement on a normal distribution curve. Students compete against each other on this type of assessment.

The major reason for using a norm-referenced test is to classify students.

NRTs are designed to highlight achievement differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers.

Most achievement

NRTs are multiple-choice tests.

NRTs are designed to "rank-order" test takers, that is, to compare students' scores.

To make comparing easier, test makers

create examinations in which the results end up looking at least somewhat like a bell-shaped curve.

Scores are usually reported as percentile ranks. As

one more question right or wrong can cause a big change in the student's score,

it is often more important to choose questions that sort people along the curve than it is

to make sure that the content covered by the test is adequate. Tests can be biased. The items on the test are only a sample of the whole subject area.

It is often easiest to use a norm-referenced test because they were created to rank test-takers. NRTs

are a quick snapshot of some of the things most people expect students to learn.

Any one test can only measure a limited part of a

subject area or a limited range of important human abilities.

On the other hand, in Criterion Referenced Tests

questions are written according to specific predetermined criteria. A student knows what standards are set

for passing and only competes against him or herself while completing.

A criterion-referenced test is designed to measure how well test takers have mastered a particular body of knowledge. The term "criterion-referenced test" is not part of the everyday vocabulary in schools, and yet, nearly all students take criterion-referenced tests on a routine basis. Criterion-referenced tests place a primary focus on the content and what is being measured, ensuring content validity where item statistics play less a role in item selection though highly discriminating items are still greatly valued, and sometimes

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item statistics are used to select items that maximize the discriminating power of a test at the performance standards of interest on the test score scale.

With criterion-referenced tests, scores are often used to sort candidates into performance categories.

Many criterion-referenced tests are constructed to assess higher-level thinking and writing skills, such as problem solving and critical reasoning.

Anyway, the

most difficult and controversial part of criterion-referenced testing is setting the performance standards, i.e., determining the points on the score scale for separating candidates into performance categories such as "successful" and "unsuccessful." The challenges are great because with criterion-referenced tests in education, it is common on state and national assessments to separate candidates into not just two performance categories, but more commonly, three, four, or even five performance categories.

Criterion-referenced tests are more suitable than norm-referenced tests for tracking the progress of students within a curriculum

and diagnose the weakness in the classroom. Test items can be designed to match specific programme objectives.

Criterion-referenced tests also have some built-in limitations. Both valid and reliable test construction requires fairly extensive and expensive time and effort. In addition, results cannot be generalized beyond the specific course or program.

Criterion-referenced tests are used in many ways. Classroom teachers use them to monitor student performance in their day-to-day activities. States find them useful for evaluating student performance and generating educational accountability information at the classroom, school, district, and state levels. 5.7

Self Assessment Questions 1. What is Open Book testing? 2. State the importance of Open Book testing in teaching learning. 3. Mention a few precautionary measures to be adopted during Open Book testing. 4.

What is meant

by norm referenced test? 5. What are the features of norm referenced tests? 6. Give the disadvantages of norm referenced tests? 7. What is the need of

a

norm referenced test? 8. What do you mean by criterion referenced test?

NSOU CC-ED-08 146 9. Give the advantages of the

criterion referenced test. 10. Explain the feature of the criterion referenced test. 11. What are the applications of criterion referenced test 5.8

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NSOU CC-ED-08 147 Unit 6 Modern Trends in Evaluation Structure 6.1 Objectives 6.2 Introduction 6.3 Current trends in evaluation: Shifting from traditional absolute scoring system to normal scoring system 6.4 Online assessment and percentile ranking 6.5 Grading, Credit Based Cumulative Grade Point, Averaging and Transcription 6.6 Summary 6.7 Self Assessment Questions 6.8 References 6.1 Objectives After going through the unit students will be able to Discuss the shifts from traditional scoring to normalized scoring State the concept and need of online assessment Elucidate the concept of percentile ranking with example Explain the concept of grading Point out the uses of credit based cumulative grade point Use of averaging in educational evaluation Mention the significance of transcription in the contemporary education system. 6.2

Introduction Almost all the Commissions on education as also the National Policy on Education (1986), Programme of Action (1992) and National Curriculum Framework (2000) of NCERT have all stressed the need for a more continuous and comprehensive evaluation of students in order to pass more sound judgments about students' learning and NSOU CC-ED-08 148

growth. Regular Testing assessment through pupils' lives in school is considered essential for remedial treatment of those who fall below the acceptable performance level. It is in this context that the role of Continuous and Comprehensive Evaluation (C.C.E.) is highlighted in appraising the whole child and recognising it as a complement of external examination by providing due weightage to C.C.E. in the final assessment of the total development of the child. This current trend in educational evaluation has also changed the traditional marking and scoring system. Traditional system of absolute scoring is replaced by normalized scoring particularly in national level competitive examinations. Online assessment has become order of the day. Therefore, modern techniques like percentile ranking, grading, credit based cumulative grade point, averaging, transcription are invariably used in educational evaluation. In this unit all these new techniques will be discussed. 6.3 Current trends in evaluation: Shifting from traditional absolute scoring system to normal scoring system: Evaluation is based on scoring. Scoring is the procedure used for training teachers to score students' work reliably within and across schools, and the processes used to evaluate score reliability and comparability across teachers and schools. Test scores often produce ordinal scales with some amount of meaning in their intervals. The particular rules for assigning values within these scales depend on the type of scoring mechanisms used. The two most common scoring mechanisms are dichotomous and polytomous, which are used to create rating scales and composite scores. Dichotomous scoring: Dichotomous scoring refers to the assignment of one of two possible values based on a person's performance or response to a test question. A simple example is the use of correct and incorrect answers to score a cognitive item response. These values are mutually exclusive, and describe the correctness of a response in the simplest terms possible, as completely incorrect or completely correct. Most cognitive tests involve at least some dichotomously scored items. Multiple- choice questions are usually scored dichotomously. Dichotomous scoring could involve different score values, besides correct and incorrect. The most common example is scoring that represents a response of either yes or no. When we intend to measure affective domains, such as attitude surveys and behavior checklists, often use this type of dichotomous scoring. Opinionnaires or expression inventories, for example, may present individuals with lists of statements that people with depression typically identify

NSOU CC-ED-08 149 strongly with. Individuals then respond to each statement by indicating whether or not the statements are characteristic of them. Polytomous scoring: Polytomous scoring is more subjective in nature than the previous one. It simply refers to the assignment of three or more possible values for a given test question or item. In cognitive testing, a simple example is the use of rating scales to score written responses such as essays. In this case, score values may still describe the correctness of a response, but with differing levels of correctness, for example, incorrect, partially correct, and fully correct. Therefore, Polytomous scoring with cognitive tests can be less straightforward and less objective than dichotomous scoring, primarily because it usually requires the use of human raters with whom it is difficult to maintain consistent meaning of assigned categories such as partially correct.

Problems of traditional scoring system: At present we assess students on their learning for three different purposes: (a) with reference to his own progress (self-referenced), (b) With reference to his peer group (norm-referenced), and (c) with reference to criteria set up in terms of Intended Learning Outcomes (criterion-referenced). In all these cases the purpose may be different but the students are always awarded numerical marks on an interval scale of 0-100 marks. However, artificially created zero represents 'nothingness' and 100 represents 'perfection' in achievement. Both are fallacious, since zero does not mean that the student does not know anything, and 100 does not mean that the student knows everything about the subject. This makes comparison of scores difficult from test to test as well as from subject to subject. Moreover, there are chances of

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many types of measurement errors due to intra-examiner's and inter examiner's subjectivity in marking, inadequacy in sampling of content and competencies implied in instructional objectives, poor quality of evaluation tools (question papers), arbitrary time limit and variations in testing situations. Some of these errors are identifiable but others are not. The magnitude of such errors according to research reports varies from 7 to 15%.

The 101 (0-100)

point numerical scale cannot serve to discriminate individuals on the basis of a single score, i.e. 50, 51, 52 etc. If the standard error of measurement is 10, then the true score of 50 is likely to be between 40 and 60 in 2 out of 3 cases. It is therefore difficult to measure precisely an individual on a 101

point scale, when measurement errors are known to exist from 7 to 15%.

However, from Kothari Commission (1964-1966) to National Curriculum

NSOU CC-ED-08 150 Framework (2005) have emphasized on the inadequacies of evaluation system specially the

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lack of full disclosure and transparency in grading and mark reporting.

In any educational process reporting of the results is very important. The symbols and signals of such reporting are usually marks. Preceding the recommendation of NPE, 1986 the marks were replaced by grading system. There are factors responsible for unreliability of traditional absolute scoring systems. 1. Different standards of excellence both among different teachers and the same teacher on different occasions. 2. Psychological factors, such as due to fatigue unable to differentiate between closely allied degrees of merit. 3. Systematic changes. 4. Influence of handwriting. 5. Marks may carry different meanings to different persons in different countries and subjects. Absolute grading is a mode of grading where grades are given based on predetermined cutoff levels. Here, each point value is assigned a letter grade. Most schools adopt this system, where it is possible for all students to receive an A. In the U.S.A, an absolute grading system assigns an A for points 90-100, a B for points 80- 89, a C for 70-79, a D for points 60-69 and an F for points 59 and below. Absolute grading refers to a marking system where instructors pre-specify performance standards. But absolute grading is also inflexible, meaning that if everyone gets below 59 percent, all students in a class fail and a teacher would not make any adjustments to grades. Absolute grading is based around fixed percentage scales that may be constraining for students who all receive a low grade, for instance. Unlike absolute grading, in relative grading students' marks fluctuate depending on how they did in comparison to others in class. Relative grading refers to a system of evaluation that allows educators to convert the outcomes of a student's test, project or assignment and adjust that final grade in relation to grades from other students in the course. Relative grading is similar to bell curving or grading on a curve, and considers the highest score as the baseline (A+), relatively adjusting all others compared to that score. In the recent past there is a shift from traditional absolute scoring to normal scoring in public examinations in India. The concept of normalisation of marks was

NSOU CC-ED-08 151 introduced because the level of difficulty of government examinations conducted in various shifts or boards/councils is different from each other. For example, a student who has appeared in the first session or shift of the examination might have scored low marks. However, the same student would have scored more or even higher marks if he had appeared in any of the latter shifts or other boards of the same examination. To eradicate this discrepancy the examination conducting Governing boards of India have introduced the concept of normalisation of marks in examinations. Normalisation of marks means increasing and or decreasing the marks obtained by students in different timing sessions to a certain number. By that as it may, students who have scored 30 marks in session 1 because of a hard level of test will get 60 marks. Similarly, students who have scored 90 marks will also be marked as 60 marks following the normalisation process as followed by CBSE. The normalised average could also vary if the minimum or maximum marks are increased or decreased. The process and concept of normalisation of marks would also vary depending on the examination board of India. Normalisation as used in the Indian context is a process for ensuring that students are neither advantaged or disadvantaged by the difficulty of examinations that they do for the Boards. This process is used in other countries with similar issues as in India. Normalisation Process requires us to know the following Percentile Score of a Candidate in a Board or JEE (Main) will reflect what Percentage of Candidates have scored below that Candidate in that Board or JEE (Main) Examination. A Percentile score is the value of below which a certain Percent of observations fall. For example, the 20th Percentile is the value (or score) below which 20 Percent of the observations may be found. The Percentile of a Candidate will be calculated as follows $100 \times \frac{\text{no of candidates in the group with aggregate marks less than the candidate}}{\text{total no of candidates in the group}}$

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Most people have different traditions about what grade constitutes an A, B etc. Working to this scale requires an instructor to make many more subjective judgments; every assignment, quiz, or other graded item must be designed beforehand to try to yield the desired level of numeric performance. This is an extremely difficult task, which is why so many instructors wind up applying arcane and often arbitrary "curves" afterwards. Instead one can normalize all scores so that, no matter how easy or hard the assignment, the class's scores get mapped into a comparable range. This is essentially the same technique that is used on the SATs, ACTs, GREs and other national standardized tests. NSOU CC-ED-08 152 There are different techniques for normalizing scores, and the topic of how to do so properly belongs in a class on statistics. The best-known normalization formula used for examinations and other situations where the number of scores above and below the average is likely to be equal, is the "z-score": Where x is the student's score, the class average, and sd is the class standard deviation (a measure of how widely spread the class scores have been).

The score normalization techniques aim, generally, to reduce the scores variabilities in order to facilitate the estimation of a unique speaker-independent threshold during the decision step. In terms of actual score, the impact of normalisation would lead to decrease in the marks of candidates who have scored higher in the examination. However, such candidates should not worry about their scores because they would have cleared their examination. They should just follow the next steps in their selection process. Similarly, students who think they might have scored less, but would have received higher marks should not be amazed. They should understand that their actual result varied because of normalisation of marks and following their next steps to the selection process. Major effects due to Normalisation of marks: It is evident that normalisation of marks would have a drastic effect in government examinations. Here are some of major effects caused due to normalisation of marks: Students who think they have scored the minimum marks in their shift might receive higher scores. Students who think they might have scored high marks would actually get lower normalised marks. Selection of candidates would become a much faster and easier process for all governing boards of India. Students who have appeared in examinations with difficult and easier levels would now be considered on a single platform. There will be no disregard of marks based on different shifts. Conclusively, it can be said that normalisation of marks would have a drastic impact on all the upcoming government examinations.

NSOU CC-ED-08 153 6.4 Online Assessment and Percentile Ranking Online assessment: Assessment can be focused on the individual learner or all individuals together, like the whole class, an institution or specific programme. Formative assessment will give us an overview of students in the very beginning of the instruction. It gives us the opportunity to still have the chance to improve our instruction. While, summative will give us the outcome of the whole instruction. Online assessments are very popular in the 21st century. One of the best blessings of globalization is the use of Information Communication Technology (ICT) in education. Starting from teaching learning to evaluation of the students' online mode is very effective. In very simple terms, an online assessment may be defined as an evaluation of a person's abilities, behaviours and or characteristics when a test is conducted over the Internet by using available web technologies. An online assessment may set out with clear objectives such as: To test the knowledge or learning of a student To select suitable candidates from a huge pool of applicants. To identify the strengths and weaknesses of the student To identify specific personality and character traits To provide clues in educational, vocational or career counseling and identify the suitable training, job or career for the test taker. Need of Online Assessment: Online assessments are becoming quite popular and are being used quite extensively in various sectors including education, government and corporate companies. The educational institute has taken up online assessments with quite a lot of enthusiasm and in a huge way specially. These online tests have some clear benefits over the traditional methods of assessment both for the institution and students. Online assessment tools are scientifically designed to help in testing aptitude, cognitive ability, communication, and many other skills. These tools come with auto- evaluation, report generation, and even grading features that transform a slow assessment process into a fast-paced one. The tests also enable teachers to diagnose the weaknesses and strengths of the students. The test results can also be used by teachers and educational or vocational counselors to provide training required for upskilling or re skilling the ability.

NSOU CC-ED-08 154 An online assessment provides the advantage of speed and accuracy when compared with a traditional assessment method. The robust online tools eliminate any chances of malpractice, streamline hiring, and guarantee a positive candidate experience. Online assessment platforms: There are different types of online assessment. Online assessment is used in different working areas and all of them have their own goal to achieve.

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Educational assessment is the systematic process of documenting and using empirical data on the knowledge, skills, attitudes and beliefs.

By taking the assessment, teachers try to improve student learning. There are more than 20 different types of online assessment tests. A few of the most popular tests cover skill assessment, communication assessment, cognitive assessment, behavioral assessment, etc. The tests are conducted over the internet to measure skills and personality of the students. Compared to pen and paper methods of assessments, online or e-assessment methods are less labour-intensive and more secure. Online assessment platforms contain all the tools required to administer the examination, measure talent, assess domain-specific skills, create comprehensive test reports, and more. Most of the platforms come with a plug and play feature and can be used on multiple devices. The type of questions varies from one assessment to the other depending on the domain and the expertise required of the job role. The questions are presented as MCQs, MAQs, fill in the blanks, true or false, etc. Some tests offer a vast library of tests that feature questions created by subject-matter experts and psychometricians.

Use of Online assessment in education: The educational sector has been able to streamline their test preparation and examination processes with online assessments in following ways:

Entrance examinations: Online assessment is very effective to conduct entrance examinations. Huge number of applicants can go through this test sitting at their home. It will save time, energy, and money both for the institution and the students. Based on the result of online screening selected candidates may appear for counseling or admission.

Semester examinations: Semester examinations can also be conducted with the help of online assessment. It is convenient for both teachers and students. It saves a lot of time, energy. It is also eco friendly as it is almost paperless.

NSOU CC-ED-08 155 Guidance and counseling: At an individual level, an online assessment can be used to assess a student and plan his/her career progression.

Campus recruitment: Companies tend to conduct campus recruitment to hire fresh talent for entry-level positions. An online assessment can help them manage the huge numbers by acting as a first-level screening. At the end of this screening, the recruiters will have a manageable size of candidate pool with the right talent for them to select the job-fit candidates for open positions.

Walk-ins: Similarly, when open positions are notified and a huge number of applicants apply, an online assessment can prove useful in quickly selecting the candidates with the right skill sets.

Advantages of online assessments: The use of online assessments saves institutions a lot of time and money. Often the assessments can be completed in less time, multiple candidates can complete the online assessment at the same time and there is no need for specialized (and expensive) personnel. Also, the test takers are able to take the assessment during class, or at home, using their own devices. They get to see their results and answers and get instant feedback about their chosen topic. That helps us, a researcher, recruiter, teacher or trainer, to learn more about our users and adapt to their needs, strengths and weaknesses.

Disadvantages of online assessments: Not much can be said about the disadvantages of online assessments, since the advantages outweigh them by far. But there might be some, for example, one needs to be computer literate (or able to use a computer well) in order to create and take an assessment. Technology is not always reliable; there might be connection or internet problems, energy breaks and other things like that. Also, there is a cost involved in online assessment software and affordability of data by students especially in countries like India.

Percentile Ranking: A percentile is a measure that tells us what percent of the total frequency scored at or below that measure. In other words, percentile is a point on a rank ordered scale, found by dividing a group of observations into parts in the order of magnitude from lowest to highest. A percentile rank is defined as the proportion of scores in a distribution that a specific score is greater than or equal to. For example, if someone has received 90 on a mathematics test and this score was greater than or equal to the scores of 85 percent students taking the test then the percentile rank of the student would be 85

NSOU CC-ED-08 156 and he or she would be placed in the 85th percentile. Alternatively, percentile rank is sometimes defined as "the proportion of a distribution that a score is greater than". Same grade in two classes does not necessarily mean that one did equally well in both the classes. By the help of Percentile Ranking we can precisely measure the difference. Features of Percentile Ranking: Percentile ranking has the following features: Percentile rank is a number between 0 and 100 indicating the percent of cases falling at or below that score. Percentile ranks are usually written to the nearest whole percent. For example, 70.5%=71%=71st percentile Scores are divided into 100 equally sized groups Scores are arranged in rank order from lowest to highest. There is no 0 percentile rank. The lowest score is the first percentile. There is no 100th percentile as well. The highest score is at the 99th percentile. Methods used to find Percentile Ranking: Linear interpolation method is used to calculate the Percentile rank. The formula is as follows; $PR = [C + fp \times (S - L/i)] \times 100/N$ Where, C = sum of all scores below the classes in which the PR is present. Fp= Frequency in that class in which the percentile rank falls S = The score whose PR has to be determined L = exact lower limit of the class interval upon which PR lies i = Class interval N = total number of scores Illustration: Let us calculate the Percentile rank of a student whose score is 55 in the following distribution scores 90-99 80-89 70-79 60-69 50-59 40-49 f 2 10 15 16 3 4

NSOU CC-ED-08 157 Scores Class limits Frequency (f) Cumulative Frequency (C) 90-99 89.5-99.5 2 50 80-89 79.5-89.5 10 48 70-79 69.5-79.5 15 38 60-69 59.5-69.5 16 23 50-59 49.5-59.5 3 7 40-49 39.5-49.5 4 4 Here, C=4, fp= 3, S=55, L= 49.5, i=10, N=50 $PR = [4 + 3 \times (55 - 49.5/10)] \times 100/50 = [4 + 3 \times 0.55] \times 2 = 11.3 = 11$ Therefore, the PR of the student is 11 whose score is 55. 6.5 Grading, Credit Based Cumulative Grade Point, Averaging and Transcription

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Grading: Grading in education is the process of applying standardized measurements of varying levels of achievement in a course.

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Grades can be assigned as letters (generally A through F), as a range (for example 1 to 6), as a percentage of a total number of questions answered correctly, or as a number out of a possible total (for example out of 20 or 100).

Grading is a means of reporting the result of evaluation. It is a better means than the traditional marking system which is very common in use to report results. We award individual students for their performance by giving marks. But marks do not indicate anything about the quality of the performance, rather it shows only quantity. Grades provide the quality of performance. Grading is done either using symbols (A, B, C, D, E) or using verbal description (very good, good, average, poor, failure). There are different scales which can be employed in the grading system. Five point scale-A, B, C, D and E Seven point scale-O, A, B, C, D, E and F

NSOU CC-ED-08 158 The five point scale provides wide variation within the grade points. Whereas, the seven point scale keeps the evaluation within reasonable limits of accuracy and 'spacing' within a grade point. Objectives of grading: The grading system has the following objectives: To indicate the quality of performance of students in examination To ensure greater uniformity in the assessment of students' performance. To facilitate better comparability of students' performance in various subjects and among various universities. To facilitate the inter university migration of students To enable students to make the correct choice of subjects in accordance with their abilities. To remove the defects of marking system Significance of grading: Grading system is meant to replace the traditional marking system. Grading system is superior due to following reasons: The traditional marking system employs 0-100 scale. Based on the performance of a student the examiner has to place the student on a suitable point in the 0-100. The logic behind placing a student securing 59 in second division or class and just 60 in first division or class is not justified. The grading system reduces 101 (0-100) point scale to a variable short range of five points or seven point scale. The traditional marking system suffers from lack of objectivity, reliability and validity. There lies 50 percent chance of error in marking. Grading helps in removing errors in marking. The lack of reliability clearly indicates that the cut off marks used for award for division or class and for determining pass or fail is completely arbitrary. Yet so much importance is given to the percentage of marks, class or division for the entire academic career of the student. Grading system also solves this problem. There is no uniformity in computing cut off points for declaring students pass or fail or placing them in divisions and classes. Different universities use different cut off points as minimum qualification for entrance examination. NSOU CC-ED-08 159 This creates a lot of complications during migration from one university to others. On the contrary, grading system provides uniformity in terms of the scale adopted by them Marking system creates problems for inter subject comparison. For example a score of 60 is pretty good in literature, but the same score may not be considered very well in Mathematics. Grading system helps us to compare the performance of a student in different subjects.

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of CGPA: In some countries, all grades from all current classes are averaged to create a grade point average (GPA) for the marking period. The GPA is calculated by taking the number of grade points a student earned in a given period of time of middle school through high school. GPAs are also calculated for undergraduate and graduate students in most universities. The GPA can be used by potential employers or educational institutions to assess and compare applicants. A cumulative grade point average (CGPA) is a calculation of the average of all of a student's total earned points divided by the possible number of points. This grading system calculates for all of his or her complete education career.

Grade point averages can be unweighted (where all classes with the same number of credits have equal influence on the GPA) or weighted (where some classes are given more influence than others). Credit Based Cumulative Grade Point: Currently an important concern which is strongly mentioned in recent times by the University Grants Commission (UGC), the National Assessment and Accreditation Council (NAAC), is the need to develop a Choice-Based Credit System (CBCS) in tune with global trends and the adoption of a proper grading system for measuring performance of the learner. The major system engaged in Higher Education in the global scenario is operating a system of credits. The European Credit Transfer System (ECTS), the 'National Qualifications Framework' in Australia, the Pan-Canadian Protocol on the Transferability of University Credits, the Credit Accumulation and Transfer System (CATS) in the UK as well as the systems operating in the US, Japan, etc are already in a system of credit to measure the level of competency. In tune of the above scenario the Indian Universities have adopted a credit-based-grading- system for the purpose of assessment of the students, which will be acceptable to the global universities. Concept of Credit System: The credit system is basically a system for simplifying the process of 'academic book keeping'. The definition of credits in higher education

NSOU CC-ED-08 160 systems may be based on different parameters, such as student workload, learning outcomes and contact hours. A student earns his diploma by accumulating a specified number of academic credits instead of attending for a specified number of years. Thus, a part time student may spread out his studies over several more years than normal, keeping beside his other activities. While a brilliant student may take a heavier load than normal and shorten his education by a semester or so. A university usually prescribes that a certain number of minimum credits must be obtained in the students' main department. The remaining credits may be distributed as unrestricted or may be restricted in accordance with any scheme designed by the university. Credit system has the effect of adding considerably to the flexibility allowed by the semester organization of the academic schedule. The semester credit hour is defined as a unit for expressing quantitatively the content of a course at the level of higher education. The most widely accepted meaning of a credit is that a student earns one credit by attending one period of 50 minutes of lecture class instructions and doing 2 to 3 hours of home study, each week throughout one semester (15 to 18 weeks). Thus the terms credit and semester hours are often used interchangeably. The credit system allows greater flexibility in fitting course time to the particular subject taught. Most semester courses carry 2 to 4 credits each. Credits do not always require a particular number of class periods. Since one hour of theory class is expected to be supplemented by 2 to 3 hours of home study, it is considered equivalent to 3 hours of laboratory practical work. Similarly, 2 to 3 credits per week may be allowed for a thesis that involves no class attendance at all. A full time student making pace at a normal pace will complete 30 to 32 semester credit hours of coursework in an academic year of 9 months. To obtain a Bachelor's degree in a three year college, students must normally accumulate 90 to 94 semester hours. Another important feature of this system is greater reliance on home study. The most important feature is perhaps the flexibility it permits to students intensively as well as extensively to cover a wide range of subjects, coping up with needs and abilities of the individual students. The selection of course is done with utmost care and in consultation with the adviser concerned. It is also ensured that nearly 2/3rds of course credits is from the subject in which the students intend to major (honours) at the end of the first 2 years of general education programme. The students may also allow offering some courses for which no credit may be given. Generally, a student is required to offer not less than 9 credit courses and not more than 16 credit courses in one semester.

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Semester System and Choice Based Credit System: The Indian Higher Education Institutions have been moving from the conventional annual system to semester system

which is much customized in nature.

100% MATCHING BLOCK 218/224

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Currently many of the institutions have already introduced the choice based credit system. The semester system accelerates the teaching- learning process

to enable

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vertical and horizontal mobility in learning. The credit based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

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In assessing the performance of the students in examinations, the usual approach is to award marks based on the examinations conducted at various stages (session, mid-term, end-semester etc..) in a semester. Some of the higher education institutions convert these marks to letter grades based on absolute or relative grading system and award the grades. There is a marked variation across the colleges and universities in the number of grades, grade points, letter grades used, which creates difficulties in comparing students across the institutions. The UGC recommends the following system to be implemented in awarding the grades and CGPA under the credit based semester system. Letter Grades and Grade Points: Two methods

of grading;

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relative grading or absolute grading, have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods. The UGC recommends a 10-point grading system with the following letter grades as given below: Letter Grade Grade Points O (Outstanding) 10 A+(Excellent) 9 A(Very Good) 8 B+(Good) 7 B(Above Average) 6 C(Average) 5 NSOU CC-ED-08 162 P (Pass) 4 F(Fail) 0 Ab (Absent) 0 (

N.B.:

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A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

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The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE etc.)

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Computation of SGPA and CGPA: The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by him or her and the sum of the number of credits of all the courses undergone by a student, i.e. $SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$ where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e. $CGPA = \frac{\sum (C_i \times S_i)}{\sum C_i}$ where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester. The SGPA and CGPA are rounded off to 2 decimal points and reported in the transcripts. Computation of SGPA and CGPA: Illustration for SGPA Course Credit Grade letter Grade point Credit Point (Credit x Grade) Course 1 3 A 8 3x8=24 Course 2 4 B+ 7 7x4=28 Course 3 3 B 6 3x8=18 Course 4 3 O 10 3x10=30 NSOU CC-ED-08 163 Course 5 3 C 5 3x5=15 Course 6 4 B 4 4x4=16 20 130 Thus, $SGPA = \frac{139}{20} = 6.95$ Illustration for CGPA Semester 1 Semester 2 Semester 3 Semester 4 Semester 5 Semester 6 Credit:20 Credit: 22 Credit : 25 Credit:26 Credit: 26 Credit : 25 SGPA:6.9 SGPA:7.8 SGPA: 5.6 SGPA:6.0 SGPA:6.3 SGPA: 8.0 Thus, $CGPA = \frac{20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0}{144} = 6.73$

Advantages of the Credit-Based-Grading-System: The flexibility it permits students to cover a wide range of subjects is perhaps the most important advantage of the credit system in education. Credits do not always require any particular class period. Moreover, it offers more flexibility to the students allowing them to choose inter-disciplinary courses along with major/ Honours courses, which makes education more broad-based. The course can be adjusted keeping in mind the needs and abilities of the individual student. The selection of courses is done with utmost care and in consultation with the advisor who ensures that preparatory courses are taken in the first or second semester. It is beneficial for the part time students who can spread out his studies over several more years than normal according to his convenience. Especially brilliant students also may shorten his education by a semester based on his need and ability. It respects 'Student Autonomy' and individual differences. It represents

84%

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Full Book- Measurement and Evaluation in Educa ...
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a shift in focus from teaching based to learning education since the workload is based on the investment of time in learning.

It records student's workload realistically. It calculates not only the time spent

NSOU CC-ED-08 164 by the students in lectures or seminars but also the time they need for individual learning and the preparation of examinations etc. Students may undertake as many credits as they can cope with without repeating all the courses (papers) in a given semester if they are unsuccessful in one or more courses (papers). It also facilitates students' mobility. Providing opportunity to transfer the credit earned at one institution to another. Provide more transparency and compatibility between different educational structures. Finally, an important advantage associated with the credit system is ample opportunity for home study. This system encourages self-learning.

Averaging: An average test score is the sum of all the scores on an assessment divided by the number of test-takers. For example, if three students took a test and received scores of 69, 87, and 92, these numbers would be added together and then divided by three to get an average of 82.6. Public schools rely on average, below average, or above-average test scores to identify how well a group of students learns. In some cases, students may be compared to their peers in the class, schools, district, county or state. With the rollout of the Common Core State Standards, which established a common set of academic guidelines for states across the country, students may more frequently be compared to their peers nationally. Other times, school officials distinguish average students from others to see who is on grade level or how well an individual child performs in school compared to classmates on nationally normed tests. Averaging is very important in special education, particularly useful in standardized evaluations and in tests designed by teachers. Educators determine the average by adding a set of numbers and dividing the sum by the total number of numerals used in calculating that sum, also known as the mean. Teachers and specialists can use averages to determine the "middle" group of test-takers. Statistically, on a normal curve about 68 percent of any large group of students will score within the low average to high average range on most tests. The other 32 percent will be in either the above average or below average group. Teachers may use averages to monitor the rate at which the class is learning the material. Teachers also use averages to estimate where an individual student's scores place them in relation to the rest of the class. Educators may also use averages to measure how an individual students' abilities rate on tests used to diagnose learning disabilities.

NSOU CC-ED-08 165 Sometimes educators and analysts use other methods to identify an average score. Rather than the mean, they may refer to the median, or the 50th percentile, which represents the score in the exact middle of the list of numbers. If anyone has scored in the 60th percentile, then he or she has performed better than 60 percent of test-takers. Very often mean and median are used interchangeably with the term "average," but mean and median can be very different numbers, so care must be taken when calculating. For example, six students scored 72, 75, 78, 82, 84, and 92 on a test. To calculate the average, the test scores are added together and divided the sum (483) by six. The average score would be 80.5. If we are trying to find the median of the same set of numbers, we would identify the exact middle score. Since there is an even amount of numbers and thus no exact middle, we average the two middle scores (78 and 82) to arrive at a median of 80. In this case, the mean and median are very close, but that is not always the case.

Transcription: In education, a transcript is a certified record (inventory) of a student throughout a course of study having full enrolment history at educational institute including all courses (or subjects) attempted, grades earned and awards conferred. A transcript is sometimes referred to as a marksheet, marklist or report card. In the United States, a transcript is also called Cumulative Record File (CRF), permanent record, or simply record. In the European ECTS system, transcripts are called Transcript of Records (ToR). Therefore, a transcript can be defined as documentation of a student's permanent academic record, which usually means all courses taken, all grades received, all honours received, and degrees conferred to a student. Transcripts can be official and unofficial. Official transcripts often bear a security watermark in the paper on which the transcript is printed and bear the signature of the counselor, principal, or registrar who certifies the document. When employers require an official transcript, it must be requested by the student or alumnus and sent directly from the high school or college or university registrar's office to the Human Resources Office. If an unofficial transcript is requested, it is acceptable to send a photocopy, faxed copy, or a downloaded copy of a transcript as long as the copy is legible and contains the required information.

Transcript evaluation: Since transcript evaluation is an assessment of academic performance, preparing this type of an evaluation requires an understanding of the message conveyed by grades. This information is required regardless of grading scale

NSOU CC-ED-08 166 type, whether letter, number, percentage, description, or any combination thereof. Moving forward, it becomes necessary to identify any perceivable performance categories and matching them with the categories contained in the US A-F scale accordingly. Stratification or categorization of different levels of performance is frequently included on the credentials themselves, while many resources on international education systems contain this information as well as recommendations for conversion to the US grading scale. The final step in the basic principles of credential evaluation is converting a grade point average (GPA). Transferring post-secondary credit from international academic credentials requires the same type of detailed credential evaluation as for an initial admission decision. To be effective, it requires the accurate conversion and quantification of foreign academic coursework to the indigenous system used by the institution. At the post-secondary level, transfer credit is typically granted according to institutional policy for coursework completed at the same level at domestic institutions. The challenge, therefore, becomes consistency across campus in converting foreign credential outcomes to credits and making transfer recommendations. There is no universal recommendation on transfer credit for such programmes. In summary, transferring credit is a complex process. It begins with consistently thorough and accurate credential evaluation, but affects many stakeholders beyond the admissions office including registrars, academic faculty, study-abroad offices, prospective applicants, and current students themselves. As such, one of the most important aspects in the process becomes consistency: consistency in the application of evaluation policies on campus, consistency with transferring credit across university offices, and consistency with peer institutions.

6.6 Summary

The traditional examination system is being replaced by modern evaluation processes. Grading is one of the important methods of replacing the traditional marking system. Grades describe the level of achievement. It addresses the limitations on the marking system. Marks denote a qualification of a performance, while grades denote qualitative banding of clustering of performance. The grading can be done by using five points or seven point scales. In the recent past grading system is normalized to reduce the scores variability in almost all major public examinations in India. A pen-and-paper assessment requires extensive human effort, time and money in order to maintain the reliability, integrity and accuracy of the assessment. An online NSOU CC-ED-08 167 assessment once properly designed can quickly deliver accurate and reliable results with minimum human intervention. Whereas, an online assessment acts as a first-level screening to select the right talent from the pool of applicants. It delivers quick, reliable and credible results, making the whole admission process absolutely convenient for the institution. Therefore an online assessment helps candidates perform their best and saves them from unnecessary travel and expense. Online assessments have some pros and cons. Although some financial investment in online assessment software is needed, the benefits outweigh the costs by far. It is a value for money acquisition and inevitable in the post pandemic era. Online assessments also allow the test takers to take on mobile learning, which means, they are able to take the assessments anywhere, anytime. And they receive their results immediately by email or Google form. They can see their results and download them into an Excel file. A percentile rank is defined as the proportion of scores in a distribution that a specific score is greater than or equal to. Same grade in two classes does not necessarily mean that one did equally well in both the classes. Percentile Ranking can help us in precisely measuring the difference. Grading is an abstract concept which we attempt to quantify. This is done by isolating the few absolute criteria in any type of assessment system - the highest level of achievement and the lowest level of achievement required to 'pass'. A GPA is the mathematical average of all grades received, with consideration for the weighting of each course. Unlike overall grades used in foreign systems, a GPA is purely a mathematical average and does not place any arbitrary weighting on specific subjects or terms of study beyond the weighting indicated by the credit values. This is the standard by which domestic students' academic performance is compared, necessitating a similar calculation for a consistent assessment of international applicants. Semester credit system is another important method of the modern evaluation process. A credit system is a systematic way of describing an educational programme by attaching credits to its components. The semester credit hour is defined as a unit for expressing quantitatively the content of a course at the level of higher education. Averaging is a process of dividing the sum total of scores by the number of test takers. Central tendency measures help us in calculating average. Averaging helps teachers to identify the gifted and problem children in the class. A transcript is basically a marksheet, marklist or report card of a student that contains the full history at educational institution throughout the course.

85% MATCHING BLOCK 222/224

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Based on the recommendations on Letter grades, grade points and SGPA and CGPA, the

higher education institutions may issue the
NSOU CC-ED-08 168

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transcript for each semester and a consolidated transcript indicating the performance in all semesters.

Transcripts are important for transferring credit universally. 6.7 Self Assessment Questions 1. What are the effects of normalization in scoring? 2. Mention the advantages of online assessment. 3. What is the credit system in educational evaluation? 4. What is the need of Percentile Ranking in educational evaluation? 5. State the difference between absolute and relative grading systems? 6. What is letter grading? 7. Elaborate the computation of SGPA and CGPA 8. Discuss the significance of Grading. 9. Mention the uses of online assessment. 10. What is transcript evaluation? 6.8 References Books

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NSOU CC-ED-08 170 Notes

NSOU CC-ED-08 171 Notes

NSOU CC-ED-08 172 Notes

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Submitted text

As student entered the text in the submitted document.

Matching text

As the text appears in the source.

1/224	SUBMITTED TEXT	74 WORDS	95% MATCHING TEXT	74 WORDS
<p>As teachers become more familiar with data-driven instruction, they are making decisions about what and how they teach based on the information gathered from their students. In other words, teachers first find out what their students know and what they do not know, and then determine how best to bridge that gap. During the process of gathering information for effective planning and instruction, the words measurement, assessment and evaluation are often used interchangeably. These words, however, have significantly different meanings.</p>		<p>As teachers become more familiar with data-driven instruction, they are making decisions about what and how they teach based on the information gathered from their students. In other words, teachers first find out what their students know and what they do not know, and then determine how best to bridge that gap. How Are Measurement, Assessment and Evaluation Different? During the process of gathering information for effective planning and instruction, the words measurement, assessment and evaluation are often used interchangeably. These words, however, have significantly different meanings.</p>		
<p>W https://online.stu.edu/articles/education/educational-measurement-assessment-ev</p>				
2/224	SUBMITTED TEXT	20 WORDS	75% MATCHING TEXT	20 WORDS
<p>J.P. Guilford (n.d) "measurement is the assignment of numerals to objects or events according to certain rules". Norman E. Gronlund</p>				
<p>SA EDN-201-Educational Measurement and Evaluation.pdf (D141388331)</p>				
3/224	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>measurement results are some score or numerical value and quantitative descriptions of the pupils".</p>				
<p>SA EDN-201-Educational Measurement and Evaluation.pdf (D141388331)</p>				
4/224	SUBMITTED TEXT	27 WORDS	66% MATCHING TEXT	27 WORDS
<p>In the educational system, measurement is quantitative assessment of performance of the students in a given test. It can be used to compare performance between different students and</p>				
<p>SA EDN-201-Educational Measurement and Evaluation.pdf (D141388331)</p>				

5/224	SUBMITTED TEXT	15 WORDS	70% MATCHING TEXT	15 WORDS
<p>then the difference in their weight is 10kg and the weights are in the ratio 2:3.</p> <p>SA Assessment and Evaluation - KSR -Corrected-1.doc (D26588141)</p>				
6/224	SUBMITTED TEXT	38 WORDS	96% MATCHING TEXT	38 WORDS
<div> <p>Assessment inspires us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?"</p> <p>W https://www.edutopia.org/assessment-guide-importance</p> </div> <div> <p>Assessment inspire us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?"</p> </div>				
7/224	SUBMITTED TEXT	83 WORDS	99% MATCHING TEXT	83 WORDS
<div> <p>Today's students need to know not only the basic reading and arithmetic skills, but also skills that will allow them to face a world that is continually changing. They must be able to think critically, to analyze, and to make inferences. Changes in the skills base and knowledge our students require new learning goals; these new learning goals change the relationship between assessment and instruction. Teachers need to take an active role in making decisions about the purpose of assessment and the content that is being assessed.</p> <p>W https://www.edutopia.org/assessment-guide-importance</p> </div> <div> <p>Today's students need to know not only the basic reading and arithmetic skills, but also skills that will allow them to face a world that is continually changing. They must be able to think critically, to analyze, and to make inferences. Changes in the skills base and knowledge our students need require new learning goals; these new learning goals change the relationship between assessment and instruction. Teachers need to take an active role in making decisions about the purpose of assessment and the content that is being assessed.</p> </div>				
8/224	SUBMITTED TEXT	65 WORDS	100% MATCHING TEXT	65 WORDS
<div> <p>Selection and use of suitable standards (Norms) for analysing the measurement results, (ii) analysis of measurement results on the basis of these standards (Norms), and (iii) prediction, suggestions or guidance on the basis of this analysis. The analysis of results of educational measurement under educational evaluation cannot be done as of the results of physical measurement, because the physical measures are whole measures, and educational measures are relative in nature.</p> <p>W https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL...</p> </div> <div> <p>selection and use of suitable standards (Norms) for analysing the measurement results, (ii) analysis of measurement results on the basis of these standards (Norms), and (iii) prediction, suggestions or guidance on the basis of this analysis. The analysis of results of educational measurement under educational evaluation cannot be done as of the results of physical measurement, because the physical measures are whole measures, and educational measures are relative in nature.</p> </div>				

9/224	SUBMITTED TEXT	44 WORDS	100% MATCHING TEXT	44 WORDS
	would gain skill in constructing several types of tools of measurement and evaluation. The introduction of evaluation in the educational world is comparatively new. In fact, it was introduced in this field in order to get rid of the serious shortcomings of measurement. From the beginning		would gain skill in constructing several types of tools of measurement and evaluation. The introduction of evaluation in the educational world is comparatively new. In fact, it was introduced in this field in order to get rid of the serious shortcomings of measurement. From the beginning	
	<div>W</div> https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL ...			

10/224	SUBMITTED TEXT	204 WORDS	96% MATCHING TEXT	204 WORDS
	Those standards (Norms) on the basis of which the results of measurement are analysed. (6) Those devices (logical, mathematical or statistical) with the use of which such analysis is carried out. NSOU CC-ED-08 18 Subjective and Objective Evaluation We know that in evaluation, the analysis of results obtained from measurement is carried out on the basis of certain social, cultural or scientific standards (Norms). The first thing to keep in mind in this context is that the social and cultural standards (Norms) are not fully clear and definite in themselves; and secondly, the persons take them according to their own views and use them accordingly. It is clear then, that the evaluation based on social and cultural standards (Norms) is subjective. On the other hand, the scientific standards (Norms) are always clear and definite by themselves and as such the evaluation done on their basis is objective. Formative Evaluation Formative evaluation is such evaluation which is conducted before giving final Shape to an educational policy or programme, curriculum, teaching method, teaching aid or evaluation method. For it, the evaluator first of all prepares the preliminary draft of the proposed educational policy, planning or programme, curriculum, teaching method or evaluation method; then he analyses each of its steps and receives approval of the specialists. This approval is received with the help of		Those standards (Norms) on the basis of which the results of measurement are analysed. (6) Those devices (logical, mathematical or statistical) with the use of which such analysis is carried out. Subjective and Objective Evaluation We know that in evaluation, the analysis of results obtained from measurement is carried out on the basis of certain social, cultural or scientific standards (Norms). The first thing to keep in mind in this context is that the social and cultural standards (Norms) are not fully clear and definite in themselves; and secondly, the persons take them according to their own views and use them accordingly. It is clear then, that the evaluation based on social and cultural standards (Norms) is subjective. On the other hand, the scientific standards (Norms) are always clear and definite by themselves and as such the evaluation done on their basis is objective. Educational Measurement and Evaluation 24 Notes LOVELY PROFESSIONAL UNIVERSITY Formative Evaluation Formative evaluation is such evaluation which is conducted before giving final Shape to an educational policy or programme, curriculum, teaching method, teaching aid or evaluation method. For it, the evaluator first of all prepares the preliminary draft of the proposed educational policy, planning or programme, curriculum, teaching method or evaluation method; then he analyses each of its steps and receives approval of the specialists. This approval is received with the help of	
	<div>W</div> https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL ...			

11/224	SUBMITTED TEXT	63 WORDS	94% MATCHING TEXT	63 WORDS
	<p>second phase. 1. Physical health, covering basic understanding about nutrition and health, physical fitness, development of positive attitudes etc. Habits like health habits, study habits and work habits. 2. Interests in artistic, scientific, musical, literary and social service activities. 3. Attitudes towards students, teachers, class-mates, programmes, school property etc. 4. Character-building values like cleanliness, truthfulness, industriousness, cooperation, equality etc. 5. Participation in games, sports, gymnasium, literacy, scientific, cultural, social and community service activities.</p> <p>W https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL ...</p>		<p>second phase. 1. Physical health, covering basic understanding about nutrition and health, physical fitness, development of positive attitudes etc. Educational Measurement and Evaluation 8 Notes LOVELY PROFESSIONAL UNIVERSITY 2. Habits like health habits, study habits and work habits. 3. Interests in artistic, scientific, musical, literary and social service activities. 4. Attitudes towards students, teachers, class-mates, programmes, school property etc. 5. Character-building values like cleanliness, truthfulness, industriousness, cooperation, equality etc. 6. Participation in games, sports, gymnasium, literacy, scientific, cultural, social and community service activities.</p>	

12/224

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372 WORDS

95% MATCHING TEXT

372 WORDS

which indeed is the stumbling block in implementing this scheme. Unless multiple scoring cooperative testing and quality question-banks are developed and used for assessment of scholastic achievement, and illuminative approach reflecting multiple views of participant observers are used in assessing non-cognitive outcomes and personal social qualities, it would not be possible for teachers to make objective assessment, form sound judgements and take right decisions. (f) Unless regular feedback of formative evaluation (which is an integral part of teaching) and functional research support are provided continually for diagnostic purpose and remedial teaching, further improvement in pupils' achievement and instructional strategies would not be possible. Current Trends in Educational Assessment 1. Visualise the context and background of the institution 2. Take cognizance of time frame, students' intake, input resources etc. 3. Study curriculum objectives of the prescribed courses of studies. 4. Formulate clearly subject-wise objectives in achievable and testable terms, covering both cognitive and non-cognitive domains. 5. Specify subject-wise objective in terms of intended learning outcomes, i.e. Essential Learning competencies and Desirable Learning Competencies. 6. Clarify the purpose and objectives of School-based Assessment. NSOU CC-ED-08 25 7. Delineate the areas and components of assessment for each subject. 8. Choose the relevant mode of assessment to be used at different stages of instruction and evaluation of pupils and programmes. 9. Identify relevant techniques and tools of assessment for measuring both scholastic and co scholastic attainments of pupils. 10. Ensure needed validity, reliability and usability while constructing measuring instruments and other assessment devices. 11. Apply relevant tools and techniques to collect needed evidence about pupils' attainments on cognitive and non-cognitive outcomes of learning. 12. Analyse evidence in terms of specified intended learning outcomes. 13. Interpret the evidence in terms of assessment objectives. 14. Form appropriate judgments about pupils' performance in terms of self-referenced, criterion referenced and norm-referenced judgements. 15. Summarise results and other evidence into meaningful individual and group profiles for different areas and aspects. 16. Report meaningfully and regularly to students, parents and other functionaries concerned, for timely feedback and correctives. 17. Take appropriate decisions about further diagnosis (if needed), remedial measures, grading, promoting, certification, programme budgeting and improvement of instructional, evaluation

which indeed is the stumbling block in implementing this scheme. Unless multiple scoring cooperative testing and quality question-banks are developed and used for assessment of scholastic achievement, and illuminative approach reflecting multiple views of participant observers are used in assessing non-cognitive outcomes and personal social qualities, it would not be possible for teachers to make objective assessment, form sound judgments and take right decisions. (f) Unless regular feedback of formative evaluation (which is an integral part of teaching) and functional research support are provided continually for diagnostic purpose and remedial teaching, further improvement in pupils' achievement and instructional strategies would not be possible. What is Readiness test ? 1.8 Current Trends in Educational Assessment 1. Visualise : the context and background of the institution 2. Take : cognizance of time frame, students' intake, input resources etc. 3. Study : curriculum objectives of the prescribed courses of studies. 4. Formulate : clearly subject-wise objectives in achievable and testable terms, covering both cognitive and non-cognitive domains. 5. Specify : subject-wise objective in terms of intended learning outcomes, i.e. Essential Learning competencies and Desirable Learning Competencies. 6. Clarify : the purpose and objectives of School-based Assessment. 7. Delineate : the areas and components of assessment for each subject. 8. Choose : the relevant mode of assessment to be used at different stages of instruction and evaluation of pupils and programmes. 9. Identify : relevant techniques and tools of assessment for measuring both scholastic and co-scholastic attainments of pupils. 10. Ensure : needed validity, reliability and usability while constructing measuring instruments and other assessment devices. 11. Apply : relevant tools and techniques to collect needed evidences about pupils' attainments on cognitive and non-cognitive outcomes of learning. 12. Analyse : evidences in terms of specified intended learning outcomes. 13. Interpret : the evidences in terms of assessment objectives. Educational Measurement and Evaluation 10 Notes LOVELY PROFESSIONAL UNIVERSITY 14. Form : appropriate judgments about pupils' performance in terms of self-referenced, criterion-referenced and norm-referenced judgments. 15. Summarise : results and other evidences into meaningful individual and group profiles for different areas and aspects. 16. Report : meaningfully and regularly to students, parents and other functionaries concerned, for timely feedback and correctives. 17. Take : appropriate

and implementation strategies. 18. Initiate development of institutional question banks for improving the quality of test material and maintain performance standards. 19. Use summative evaluation at school, school complex, block and district levels through cooperative testing and participative strategy for maintaining and comparing performance standards. 20. Undertake annual institutional self-evaluation involving teachers, principals, students, parents, and

decisions about further diagnosis (if needed), remedial measures, grading, promoting, certification, programme budgeting and improvement of instructional, evaluation and implementation strategies. 18. Initiate : development of institutional question banks for improving the quality of test material and maintain performance standards. 19. Use : summative evaluation at school, school complex, block and district levels through cooperative testing and participative strategy for maintaining and comparing performance standards. 20. Undertake : annual institutional self-evaluation involving teachers, principals, students, parents, community and

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[https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL ...](https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL...)

13/224

SUBMITTED TEXT

262 WORDS

96% MATCHING TEXT

262 WORDS

find out the hindrances in the educational progress of the students and remedy them. Scope of Measurement Generally, it is understood that in the field of education only educational achievements of the students are measured, and are expressed in terms of marks. However, in the field of education, in present times, various variables, such as intelligence, interest, aptitude, attitude and personality of the students are also measured. Moreover, the aims of education, usefulness of the curriculum and of the teaching methods, basis of educational policy, the educational activities of the persons concerned such as administrators, teachers, and guardians, are also measured. There is no area in the field of education which is not subject to measurement in present times and the result of which is not expressed in more and more objective terms. Therefore, we can define educational measurement as follows: Educational measurement is that process by which the usefulness of various factors of educational process, the usefulness of various activities of persons concerned, and the intelligence, interest, attitude, aptitude, personality and educational achievements of the students are measured on the basis of definite standards and are expressed in definite words, symbols or units. Measurement is an extensive process which has several tools and devices. The physical aspects of a person, such as height, weight and temperature are measured with the help of scale, weights and thermometer respectively and his interest, aptitude, intelligence, personality and educational achievement are measured with the help of Interest Tests, Aptitude Tests, Intelligence Tests, Personality Tests and Achievement Tests respectively. Evidently, measurement is a process to measure the characteristic of an object, person or activity; and testing is only a device or method of measurement. They are different like

find out the hindrances in the educational progress of the students and remedy them. 2.3 Scope of Measurement Generally, it is understood that in the field of education only educational achievements of the students are measured, and are expressed in terms of marks. However, in the field of education, in present times, various variables, such as intelligence, interest, aptitude, attitude and personality of the students are also measured; the aims of education, usefulness of the curriculum and of the teaching methods are also measured; basis of educational policy is also measured; the educational activities of the persons concerned such as administrators, teachers, and guardians, are also measured. There is no area in the field of education which is not subject to measurement in present times and the result of which is not expressed in more and more objective terms. Therefore, we can define educational measurement as follows : Educational measurement is that process by which the usefulness of various factors of educational process, the usefulness of various activities of persons concerned, and the intelligence, interest, attitude, aptitude, personality and educational achievements of the students are measured on the basis of definite standards and are expressed in definite words, symbols or units. Measurement is an extensive process which has several tools and devices. The physical aspects of a person, such as height, weight and temperature are measured with the help of scale, weights and Educational Measurement and Evaluation 22 Notes LOVELY PROFESSIONAL UNIVERSITY thermometer respectively and his interest, aptitude, intelligence, personality and educational achievement are measured with the help of Interest Tests, Aptitude Tests, Intelligence Tests, Personality Tests and Achievement Tests respectively. Evidently, measurement is a process to measure the characteristic of an object, person or activity; and testing is only a device or method of measurement. They are different like

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https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL...

14/224	SUBMITTED TEXT	15 WORDS	80% MATCHING TEXT	15 WORDS
	Assessment is the process of documentation, usually in measurable terms, knowledge, skills, attitude and beliefs.		assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs.	
	W http://maaaranyacollege.com/wp-content/uploads/2020/04/CC-9-assesment-and-learning.docx			
15/224	SUBMITTED TEXT	20 WORDS	55% MATCHING TEXT	20 WORDS
	has a narrower meaning than evaluation but broader meaning than measurement. Since the word assess means 'to assist the judge'.			
	SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)			

16/224

SUBMITTED TEXT

255 WORDS

94% MATCHING TEXT

255 WORDS

Relationship between Assessment and Measurement: Assessment, measurement, evaluation and research are part of the processes of science and issues related to each topic often overlap. Assessment refers to the collection of data to better understand an issue, while measurement is the process of quantifying assessment data and evaluation refers to the comparison of that data to a standard for the purpose of judging worth or quality. Whereas, research refers to the use of that data for the purpose of describing, predicting, and controlling as a means toward better understanding the phenomena under consideration. Measurement is done with respect to "variables" (phenomena that can take on more than one value or level). The collecting of data (assessment), quantifying those data (measurement) and developing understanding about the data (research) always raise issues of reliability and validity. Reliability attempts to answer concerns about the consistency of the information (data) collected, while validity focuses on accuracy or truth. The relationship between reliability and validity can be confusing because measurements (e.g., scores on tests, recorded statements about classroom behavior) can be reliable (consistent) without being valid (accurate or true). However, the reverse is not true: measurements cannot be valid without being reliable. The same statement applies to findings from research studies. Findings may be reliable (consistent across studies), but not valid (accurate or true statements about relationships among "variables"), but findings may not be valid if they are not reliable. At a minimum, for a measurement to be reliable a consistent set of data must be produced each time it is used; for a research study to be reliable it should produce consistent results each time it is performed. For

relationship between Measurement, Assessment and Evaluation with examples. (250 words) INTRODUCTION : Assessment, measurement, evaluation and research are part of the processes of science and issues related to each topic often overlap. Assessment refers to the collection of data to better understand an issue, measurement is the process of quantifying assessment data, evaluation refers to the comparison of that data to a standard for the purpose of judging worth or quality, and research refers to the use of that data for the purpose of describing, predicting, and controlling as a means toward better understanding the phenomena under consideration. Measurement is done with respect to "variables" (phenomena that can take on more than one value or level). RELATIONSHIP BETWEEN MEASUREMENT, ASSESSMENT AND EVALUATION WITH EXAMPLES. The collecting of data (assessment), quantifying those data (measurement) and developing understanding about the data (research) always raise issues of reliability and validity. Reliability attempts to answer concerns about the consistency of the information (data) collected, while validity focuses on accuracy or truth. The relationship between reliability and validity can be confusing because measurements (e.g., scores on tests, recorded statements about classroom behavior) can be reliable (consistent) without being valid (accurate or true). However, the reverse is not true: measurements cannot be valid without being reliable. The same statement applies to findings from research studies. Findings may be reliable (consistent across studies), but not valid (accurate or true statements about relationships among "variables"), but findings may not be valid if they are not reliable. At a minimum, for a measurement to be reliable a consistent set of data must be produced each time it is used; for a research study to be reliable it should produce consistent results each time it is performed. For

W <http://ignoustudent2010.blogspot.com/p/bed-1st-year-es-333.html#:~:text=Assessment%20refers%20to%...>

17/224

SUBMITTED TEXT

116 WORDS

96% MATCHING TEXT

116 WORDS

example, the variable "gender" has the values or levels of male and female and data could be collected relative to this variable. Data on variables are normally collected by one or more of four methods: paper/pencil, systematic observation, participant observation, and clinical. Three issues are important for classroom assessment (data collection with regards to student learning that is under the control of the teacher.) The first relates to what data teachers will use for making judgements (qualitative or quantitative); a second issue revolves around when they will collect data (formative vs. summative assessment.) A third issue revolves around the reference to be used for making evaluations (criterion- versus norm-referenced); a fourth relates to how teachers will communicate their judgements to others (authentic assessment, portfolios, and grading).

example, the variable "gender" has the values or levels of male and female and data could be collected relative to this variable. Data on variables are normally collected by one or more of four methods: paper/pencil, systematic observation, participant observation, and clinical. CLASSROOM ASSESSMENT Three issues are important for classroom assessment (data collection with regards to student learning that is under the control of the teacher.) The first relates to what data teachers will use for making judgments (qualitative or quantitative); a second issue revolves around when they will collect data (formative vs. summative assessment.) A third issue revolves around the reference to be used for making evaluations (criterion- versus norm-referenced); a fourth relates to how teachers will communicate their judgments to others (authentic assessment, portfolios, and grading).

W [http://ignoustudent2010.blogspot.com/p/bed-1st-year-es-333.html#:~:text=Assessment%20refers%20to% ...](http://ignoustudent2010.blogspot.com/p/bed-1st-year-es-333.html#:~:text=Assessment%20refers%20to%...)

18/224

SUBMITTED TEXT

203 WORDS

98% MATCHING TEXT

203 WORDS

range of procedures and their general nature. This means that the qualitative approaches which result in descriptions of individuals, as contrasted to quantitative approaches which result in numbers, can go hand in hand with the teaching and learning experiences in the class and they can reveal more subtle shades of students' proficiency. This in turn can lead to more illuminating insight about future progress and attainment of goals. However, the options discussed above are not a matter of either-or (traditional vs. alternative assessment) rather the language teacher is free to choose the one alternative (among alternatives in assessment) which best suits the particular moment in his particular class for particular students. Based on the above discussion, grading could be considered a component of assessment, i.e., a formal, summative, final and product-oriented judgment of overall quality of worth of a student's performance or achievement in a particular educational activity, e.g., a course. Generally, grading also employs a comparative standard of measurement and sets up a competitive relationship between those receiving the grades. Most proponents of assessment, however, would argue that grading and assessment are two different things, or at least opposite poles on the evaluation spectrum. For them, assessment measures student growth and progress on an individual basis, emphasizing informal, formative, process-oriented reflective feedback and communication between student and teacher. Ultimately,

range of procedures and their general nature. This means that the qualitative approaches which result in descriptions of individuals, as contrasted to quantitative approaches which result in numbers, can go hand in hand with the teaching and learning experiences in the class and they can reveal more subtle shades of students' proficiency. This in turn can lead to more illuminating insight about future progress and attainment of goals. However, the options discussed above are not a matter of either-or (traditional vs. alternative assessment) rather the language teacher is free to choose the one alternative (among alternatives in assessment) which best suits the particular moment in his particular class for particular students. **CONCLUSION :** Based on the above discussion, grading grading could be considered a component of assessment, i.e., a formal, summative, final and product-oriented judgment of overall quality of worth of a student's performance or achievement in a particular educational activity, e.g., a course. Generally, grading also employs a comparative standard of measurement and sets up a competitive relationship between those receiving the grades. Most proponents of assessment, however, would argue that grading and assessment are two different things, or at least opposite pole on the evaluation spectrum. For them, assessment measures student growth and progress on an individual basis, emphasizing informal, formative, process-oriented reflective feedback and communication between student and teacher. Ultimately,

W <http://ignoustudent2010.blogspot.com/p/bed-1st-year-es-333.html#:~:text=Assessment%20refers%20to%...>

19/224	SUBMITTED TEXT	93 WORDS	98% MATCHING TEXT	93 WORDS
	<p>shows, tests constitute only a small set of options, among a wide range of other options, for a language teacher to make decisions about students. The judgment emanating from a test is not necessarily more valid or reliable from the one deriving from qualitative procedures since both should meet reliability or validity criteria to be considered as informed decisions. The area circumscribed within quantitative decision-making is relatively small and represents a specific choice made by the teacher at a particular time in the course while the vast area outside which covers all non-measurement qualitative assessment procedures representing the wider</p> <p>W http://ignoustudent2010.blogspot.com/p/bed-1st-year-es-333.html#:~:text=Assessment%20refers%20to%...</p>		<p>shows, tests constitute only a small set of options, among a wide range of other options, for a language teacher to make decisions about students. The judgment emanating from a test is not necessarily more valid or reliable from the one deriving from qualitative procedures since both should meet reliability or validity criteria to be considered as informed decisions. The area circumscribed within quantitative decision-making is relatively small and represents a specific choice made by the teacher at a particular time in the course while the vast area outside which covers all non-measurement qualitative assessment procedures represents the wider</p>	
20/224	SUBMITTED TEXT	75 WORDS	97% MATCHING TEXT	75 WORDS
	<p>Assessment and measurement are closely linked concepts in education. Both can be used for a variety of purposes, including: Reporting to students, parents and the public; As a method for supporting students' understanding of educational goals and their own progress; As a means for teachers to understand the effectiveness of their own practice; Strengthening school-wide collaboration; Providing the data necessary to discern whether the system is working equitably for all students.</p> <p>W https://peopleforeducation.ca/mwm-sharing-the-thinking/assessment-measurement-insight/</p>		<p>Assessment and measurement are closely linked concepts in education. Both can be used for a variety of purposes, including: • reporting to students, parents and the public; • as a method for supporting students' understanding of educational goals and their own progress; • as a means for teachers to understand the effectiveness of their own practice; • strengthening school-wide collaboration; • to provide the data necessary to discern whether the system is working equitably for all students.</p>	

21/224	SUBMITTED TEXT	132 WORDS	95% MATCHING TEXT	132 WORDS
	<p>Assessment and measurement play a key role in informing educators' practice in classrooms, students' understanding of their own learning, parents' capacity to support their children's success in school, and policy-makers' decision-making. NSOU CC-ED-08 29 Competencies in creativity, social-emotional learning, citizenship, and health should be assessed for the same reasons that reading, writing, and mathematics are assessed to provide relevant, specific information about student learning in these vital areas. Assessment of these competencies is complex, and we cannot rely on the tools and strategies typically used to assess other skills or knowledge. At the classroom level, a range of assessment strategies can be used to understand students' growth in these areas. It is possible to assess these competencies at a jurisdictional level; however standardized assessments or surveys can only give information of limited quality about complex competencies.</p> <p>W https://peopleforeducation.ca/mwm-sharing-the-thinking/assessment-measurement-insight/</p>		<p>Assessment and measurement play a key role in informing educators' practice in classrooms, students' understanding of their own learning, parents' capacity to support their children's success in school, and policy-makers' decision-making. • Competencies in creativity, social-emotional learning, citizenship, and health should be assessed for the same reasons that reading, writing, and math are assessed – to provide relevant, specific information about student learning in these vital areas. • Assessment of these competencies is complex, and we cannot rely on the tools and strategies typically used to assess other skills or knowledge. • At the classroom level, a range of assessment strategies can be used to understand students' growth in these areas. • It is possible to assess these competencies at a jurisdictional level, however standardized assessments or surveys can only give information of limited quality about complex competencies.</p>	

22/224	SUBMITTED TEXT	48 WORDS	34% MATCHING TEXT	48 WORDS
	<p>Evaluation answers the question 'what value' like Sunanda has scored 50% marks in English and passed second division in the class. Therefore, evaluation is qualitative. 13. Prediction cannot be made meaningfully on the basis of measurement. Evaluation can predict meaningfully. 14. Measurement acquaints with a situation. This is isolated from the entire situation.</p> <p>W https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL...</p>		<p>Evaluation answers the question 'what value'. much', such Sunanda has scored 56 Sunanda has scored 50% marks in marks in mathematics. This is mathematics and passed second division in measurement. the class, this is evaluation. 9. Prediction cannot be made meaningfully 9. Evaluation can predict meaningfully. on the basis of measurement. 10. Measurement acquaints with a situation. 10. Evaluation acquaints about the entire This is isolated from the entire situation.</p>	

23/224

SUBMITTED TEXT

335 WORDS

98% MATCHING TEXT

335 WORDS

The word measurement, as it applies to education, is not substantially different from when it is used in any other field. It simply means determining the attributes or dimensions of an object, skill or knowledge. We use common objects in the physical world to measure, such as tape measures, scales and meters. These measurement tools are held to standards and can be used to obtain reliable results. When used properly, they accurately gather data for educators and administrators. Some standard measurements in education are raw scores, percentile ranks and standard scores. One of the primary measurement tools in education is the assessment. Teachers gather information by giving tests, conducting interviews and monitoring behaviour. The assessment should be carefully prepared and administered to ensure its reliability and validity. In other words, an assessment must provide consistent results and it must measure what it claims to measure. Creating valid and reliable assessments is critical to accurately measuring educational data. Evaluating the information gathered, however, is equally important to the effective use of the information for instruction. In education, evaluation is the process of using the measurements gathered in the assessments. Teachers use this information to judge the relationship between what was intended by the instruction and what was learned. They evaluate the information gathered to determine what students know and understand, how far they have progressed and how fast and how their scores and progress compare to those of other students. According to educator and author, Graham Nuthall, in his book *The Hidden Lives of Learners*, "In most of the classrooms we have studied, each student already knows about 40-50% of what the teacher is teaching." The goal of data-driven instruction is to avoid teaching students what they already know and teach what they do not know in a way the students will best respond to. For the same reason, educators and administrators understand that assessing students and evaluating the results must be ongoing and frequent. Scheduled assessments are important to the process, but teachers must also be prepared to re-assess students, even if informally, when they sense students are either bored with the daily lesson or frustrated by material they are not prepared for.

The word measurement, as it applies to education, is not substantially different from when it is used in any other field. It simply means determining the attributes or dimensions of an object, skill or knowledge. We use common objects in the physical world to measure, such as tape measures, scales and meters. These measurement tools are held to standards and can be used to obtain reliable results. When used properly, they accurately gather data for educators and administrators. Some standard measurements in education are raw scores, percentile ranks and standard scores. Assessment One of the primary measurement tools in education is the assessment. Teachers gather information by giving tests, conducting interviews and monitoring behavior. The assessment should be carefully prepared and administered to ensure its reliability and validity. In other words, an assessment must provide consistent results and it must measure what it claims to measure. Evaluation Creating valid and reliable assessments is critical to accurately measuring educational data. Evaluating the information gathered, however, is equally important to the effective use of the information for instruction. In education, evaluation is the process of using the measurements gathered in the assessments. Teachers use this information to judge the relationship between what was intended by the instruction and what was learned. They evaluate the information gathered to determine what students know and understand, how far they have progressed and how fast, and how their scores and progress compare to those of other students. Why Are Measurement, Assessment and Evaluation Important in Education? According to educator and author, Graham Nuthall, in his book *The Hidden Lives of Learners*, "In most of the classrooms we have studied, each student already knows about 40-50% of what the teacher is teaching." The goal of data-driven instruction is to avoid teaching students what they already know and teach what they do not know in a way the students will best respond to. For the same reason, educators and administrators understand that assessing students and evaluating the results must be ongoing and frequent. Scheduled assessments are important to the process, but teachers must also be prepared to re-assess students, even if informally, when they sense students are either bored with the daily lesson or frustrated by material they are not prepared for.

W <https://online.stu.edu/articles/education/educational-measurement-assessment-ev>

24/224	SUBMITTED TEXT	19 WORDS	86% MATCHING TEXT	19 WORDS
	measurements of these intermittent formative assessments, to meet the needs of their students on a daily and weekly basis. 1.6		measurements of these intermittent formative assessments, teachers can fine-tune instruction to meet the needs of their students on a daily and weekly basis.	
	W https://online.stu.edu/articles/education/educational-measurement-assessment-ev			
25/224	SUBMITTED TEXT	16 WORDS	71% MATCHING TEXT	16 WORDS
	assessment is the process of documentation usually in measurable terms, knowledge, skill, attitude and beliefs. Assessment		assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. Assessment	
	W http://maaaranyacollege.com/wp-content/uploads/2020/04/CC-9-assesment-and-learning.docx			
26/224	SUBMITTED TEXT	12 WORDS	83% MATCHING TEXT	12 WORDS
	attitudes, interests, ideas, way of thinking, work habits, personal and social adaptability. 7.			
	SA Full Book- Measurement and Evaluation in Education.pdf (D112222652)			
27/224	SUBMITTED TEXT	17 WORDS	67% MATCHING TEXT	17 WORDS
	either a numerical scale or a category system. Thus tests may give either qualitative or quantitative information.		either a numerical scale (measurement such as test scores) or a category (qualitative means). tests may give either qualitative or quantitative information.	
	W https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Psychology/Psychology%20Courses'%20...			
28/224	SUBMITTED TEXT	32 WORDS	86% MATCHING TEXT	32 WORDS
	the inherent idea of evaluation. When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make judgement about a given situation.		the terms. Inherent in the idea of evaluation is "value." When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation.	
	W https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Psychology/Psychology%20Courses'%20...			

29/224	SUBMITTED TEXT	18 WORDS	84% MATCHING TEXT	18 WORDS
<p>evaluation is a continuous and comprehensive process which covers every aspect of an individual's achievement in the educational</p> <p>SA Assessment and Evaluation - KSR -Corrected-1.doc (D26588141)</p>				
30/224	SUBMITTED TEXT	15 WORDS	76% MATCHING TEXT	15 WORDS
<p>assessment (CCA) emphasizes on two fold objectives. These are continuity in assessment and assessment of</p> <p>assessment which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of</p> <p>W http://maaaranyacollege.com/wp-content/uploads/2020/04/CC-9-assesment-and-learning.docx</p>				
31/224	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
<p>Singh, A.K. (2002): Tests, Measurements and Research Methods in Behavioural Science, Patna,</p> <p>SA MA 2nd Sem, Paper-2, Block-1.pdf (D165079802)</p>				
32/224	SUBMITTED TEXT	24 WORDS	54% MATCHING TEXT	24 WORDS
<p>spread over the whole academic year. It means regularity of assessment, frequent unit testing; diagnosis of the learning difficulty of the learners, using corrective measures,</p> <p>SA CC-10 Assessment for Learning (Eng).pdf (D125371049)</p>				
33/224	SUBMITTED TEXT	17 WORDS	80% MATCHING TEXT	17 WORDS
<p>Gronlund defined an achievement test as "system procedure for determining the amount a student has learned through instruction".</p> <p>SA Book-Assessment for Learning.docx (D158480135)</p>				

34/224	SUBMITTED TEXT	21 WORDS	100%	MATCHING TEXT	21 WORDS
<p>Achievement test scores are often used in an educational system to determine what level of instruction for which a student is prepared.</p> <p>SA Pradip Kr MochaharyBlock-2.doc (D144505377)</p>					
35/224	SUBMITTED TEXT	11 WORDS	100%	MATCHING TEXT	11 WORDS
<p>the extent and degree of students' progress with reference to</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>					
36/224	SUBMITTED TEXT	17 WORDS	63%	MATCHING TEXT	17 WORDS
<div> <p>a purposeful collection of students' work that exhibits the students' efforts, progress, or achievement in a given area.</p> <p>W http://maaaranyacollege.com/wp-content/uploads/2020/04/CC-9-assesment-and-learning.docx</p> </div> <div> <p>a purposeful collection of student work that tells the story of a student's efforts, progress, or achievement in a given area</p> </div>					
37/224	SUBMITTED TEXT	10 WORDS	100%	MATCHING TEXT	10 WORDS
<div> <p>the integration and application of thinking and problem solving skills</p> <p>W https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Psychology/Psychology%20Courses'%20...</p> </div> <div> <p>the integration and application of thinking and problem solving skills •</p> </div>					
38/224	SUBMITTED TEXT	30 WORDS	95%	MATCHING TEXT	30 WORDS
<p>tests are designed in such a way that the questions, conditions for administering, scoring procedures and interpretations are consistent and are administered and scored in a predetermined standard manner.</p> <p>Psychological test:</p> <p>SA Assessment for Learning - Book-KSR.docx (D110721227)</p>					

39/224	SUBMITTED TEXT	16 WORDS	81% MATCHING TEXT	16 WORDS
<p>used to assess skills in organising and summarising the information and explaining the events of places.</p> <p>SA Pradip Kr MochaharyBlock-2.doc (D144505377)</p>				
40/224	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>Except for the problem solving outcomes measured in Mathematics and Science, the</p> <p>SA Unit-9 Dr. Kaushal Kishore Chaudhary.docx (D31065396)</p>				
41/224	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>used almost exclusively to measure the recall of memorized information.</p> <p>SA Unit-9 Dr. Kaushal Kishore Chaudhary.docx (D31065396)</p>				
42/224	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>type items are suitable for measuring a wide variety of relatively simple learning outcomes.</p> <p>SA Unit-9 Dr. Kaushal Kishore Chaudhary.docx (D31065396)</p>				
43/224	SUBMITTED TEXT	18 WORDS	83% MATCHING TEXT	18 WORDS
<p>The oral examination, also called oral test or viva voce, is a practice in many schools and disciplines</p> <p>The oral exam (also oral test or viva voce) is a practice in many schools and disciplines,</p> <p>W https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Psychology/Psychology%20Courses%20...</p>				
44/224	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>an examiner poses questions to the student in spoken form.</p> <p>an examiner poses questions to the student in spoken form.</p> <p>W https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Psychology/Psychology%20Courses%20...</p>				

45/224	SUBMITTED TEXT	22 WORDS	95% MATCHING TEXT	22 WORDS
<p>The student has to answer the question in such a way as to demonstrate sufficient knowledge of the subject to pass the</p> <p>W https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Psychology/Psychology%20Courses%20...</p>		<p>The student has to answer the question in such a way as to demonstrate sufficient knowledge of the subject in order to pass the</p>		
46/224	SUBMITTED TEXT	11 WORDS	95% MATCHING TEXT	11 WORDS
<p>are easy to construct, easy to administer and easy to score.</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				
47/224	SUBMITTED TEXT	137 WORDS	93% MATCHING TEXT	137 WORDS
<p>Group Discussion "Group" is a collection of individuals who have regular contact and frequent interaction and who work together to achieve a common set of goals. "Discussion" is the process whereby two or more people exchange information or ideas in a face-to-face situation to achieve a goal. The goal, or end product, may be increased knowledge, agreement leading to action, disagreement leading to competition or resolution or perhaps only a clearing of the air or a continuation of the status-quo. "Group Discussion", popularly labeled as GD, is a popular methodology used by educational institutes and many organizations (company, institute, business school, etc.) these days to gauge whether the candidate has certain personality traits such as interpersonal communication skills, confidence in public speaking, team spirit, leadership abilities, social behaviour and problem-solving skills. GDs form an important part of the short-listing process for recruitment or admission in a company or institution.</p> <p>W https://gdpi.hitbullseye.com/Group-Discussion.php</p>		<p>Group Discussion? "Group" is a collection of individuals who have regular contact and frequent interaction and who work together to achieve a common set of goals. "Discussion" is the process whereby two or more people exchange information or ideas in a face-to-face situation to achieve a goal. The goal, or end product, maybe increased knowledge, agreement leading to action, disagreement leading to competition or resolution or perhaps only a clearing of the air or a continuation of the status-quo. Who holds a Group Discussion? "Group Discussion", popularly labeled as GD, is a popular methodology used by an many organizations (company, institute, business school, etc.) these days to gauge whether the candidate has certain personality traits such as interpersonal communication skills, confidence in public speaking, team spirit, leadership abilities, social behaviour and problem-solving skills. GDs form an important part of the short-listing process for recruitment or admission in a company or institution.</p>		

48/224	SUBMITTED TEXT	39 WORDS	98% MATCHING TEXT	39 WORDS
<p>GD is based on teamwork, incorporating views of different team members to reach a common goal. So, a group discussion refers to a communicative situation that allows its participants to share their views and opinions with other participants. It is</p> <p>W https://gdpi.hitbullseye.com/Group-Discussion.php</p>		<p>GD is also based on teamwork, incorporating views of different team members to reach a common goal. So, a group discussion refers to a communicative situation that allows its participants to share their views and opinions with other participants. It is</p>		
49/224	SUBMITTED TEXT	97 WORDS	92% MATCHING TEXT	97 WORDS
<p>a systematic exchange of information, views and opinions about a topic, problem, issue or situation among the members of a group who share some common objectives. Over the recent years, Group Discussion became a popular method of assessing students' soft skills. The contenders who are shortlisted on basis of written examination have qualified with their intelligence quotient, i.e., aptitude and knowledge. However, since the significance of emotional quotient arose, new tools such as GD were devised to gauge candidates' social and interpersonal skills. Organizations conduct GDs to find out whether you possess the critical qualities or skills to contribute effectively to the goal accomplishment process.</p> <p>W https://gdpi.hitbullseye.com/Group-Discussion.php</p>		<p>a systematic exchange of information, views and opinions about a topic, problem, issue or situation among the members of a group who share some common objectives. Why is a "GD" conducted? Over the recent years, Group Discussion became a popular method of assessing a candidate's soft skills. The contenders who are shortlisted on basis of written exams have qualified with their intelligence quotient, i.e., aptitude and knowledge. However, since the significance of emotional quotient arose, new tools such as GD were devised to gauge candidates' social and interpersonal skills. Organizations conduct GDs to find out whether you possess the critical qualities/ skills to contribute effectively to the goal accomplishment process.</p>		
50/224	SUBMITTED TEXT	69 WORDS	95% MATCHING TEXT	69 WORDS
<p>assess how a participant performs under different situations in a group. It helps to judge how one conceptualizes and establishes his ideas through the discussion. It helps in analysing the students' attitude towards fellow members through one's communication and interpersonal skills, listening ability, humility and tolerance to others ideas. It helps in shedding light on candidate's leadership and managerial skills, problem-solving aptitude, creative thinking and knowledge on diverse topics.</p> <p>W https://gdpi.hitbullseye.com/Group-Discussion.php</p>		<p>assess how a participant performs under different situations in a group. • It helps to judge how one conceptualizes and manoeuvres his ideas through the discussion. • It helps in analysing the candidate's attitude towards fellow members through one's communication and interpersonal skills, listening ability, humility and tolerance to others ideas. • It helps in shedding light on candidate's leadership and managerial skills, problem-solving aptitude, creative thinking and knowledge on diverse topics.</p>		

51/224	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>It is basically a situation test wherein a sample of a candidate's group worthiness and potential as a worker comes out quite explicitly.</p> <p>W https://gdpi.hitbullseye.com/Group-Discussion.php</p>		<p>It is basically a situation test wherein a sample of a candidate's group worthiness and potential as a worker comes out quite explicitly.</p>		
52/224	SUBMITTED TEXT	13 WORDS	95% MATCHING TEXT	13 WORDS
<p>goals. The examiner can evaluate both the personality and group skills of</p> <p>W https://gdpi.hitbullseye.com/Group-Discussion.php</p>		<p>goals. The examiner can evaluate both the personality traits and group skills of</p>		
53/224	SUBMITTED TEXT	92 WORDS	88% MATCHING TEXT	92 WORDS
<p>In this methodology, there are usually 7-12 participants in a group. The group of candidates is given a topic or a situation which could be either factual, abstract or case based, and typically given some time to think and make notes about the same. After this, the group of candidates is asked to discuss the topic among them for a specific duration ranging between 10- 40 minutes. While the group discusses the pertaining issue at hand, the Moderators or Panelists silently observe each candidate on various predetermined parameters. The Panelists assign scores to every candidate based on his</p> <p>W https://gdpi.hitbullseye.com/Group-Discussion.php</p>		<p>In this methodology, there are usually 7-12 participants in a group. The the group of candidates is given a topic or a situation which could be either factual, abstract or case based, and typically given some time to think and make notes about the same. After this, the group of candidates is, and then asked to discuss it the topic among themselves for a specific duration ranging between 10-40 minutes (which may vary from one organization to another). While the group discusses the pertaining issue at hand, the Moderators/ Panelists silently observe each candidate on various pre-determined parameters. The Panelists assign scores to every candidate based on his/</p>		
54/224	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>her individual performance as well as how he performed within the group.</p> <p>W https://gdpi.hitbullseye.com/Group-Discussion.php</p>		<p>her individual performance as well as how he performed within the group.</p>		
55/224	SUBMITTED TEXT	14 WORDS	92% MATCHING TEXT	14 WORDS
<p>tests may be of different types; essay type, short answer type and objective type.</p> <p>SA MA 2nd Sem, Paper-2, Block-1.pdf (D165079802)</p>				

56/224	SUBMITTED TEXT	13 WORDS	100%	MATCHING TEXT	13 WORDS
<p>essay test refers to any written test that requires an examinee to write</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>					
57/224	SUBMITTED TEXT	12 WORDS	87%	MATCHING TEXT	12 WORDS
<p>Singh, A.K. (2002): Tests, Measurements and Research Methods in Behavioural Science, Patna,</p> <p>SA MA 2nd Sem, Paper-2, Block-1.pdf (D165079802)</p>					
58/224	SUBMITTED TEXT	13 WORDS	100%	MATCHING TEXT	13 WORDS
<p>trait by means of a sample of verbal or non verbal behaviour.</p> <p>SA MA 2nd Sem, Paper-2, Block-1.pdf (D165079802)</p>					
59/224	SUBMITTED TEXT	14 WORDS	96%	MATCHING TEXT	14 WORDS
<p>Items of a test are placed in increasing order of difficulty and its procedure</p> <p>SA EDN-201-Educational Measurement and Evaluation.pdf (D141388331)</p>					
60/224	SUBMITTED TEXT	13 WORDS	88%	MATCHING TEXT	13 WORDS
<p>the degree to which a test measures what it claims to measure. Validity</p> <p>SA MA 2nd Sem, Paper-2, Block-1.pdf (D165079802)</p>					
61/224	SUBMITTED TEXT	16 WORDS	100%	MATCHING TEXT	16 WORDS
<p>the validity of a test concerns what the test measures and how well it does so."</p> <p>SA EDN-201-Educational Measurement and Evaluation.pdf (D141388331)</p>					

62/224	SUBMITTED TEXT	31 WORDS	85% MATCHING TEXT	31 WORDS
<p>the accuracy with which it measures that which is intended to measure or as the degree to which it approaches infallibility NSOU CC-ED-08 70 in measuring what it purports to measure."</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				
63/224	SUBMITTED TEXT	123 WORDS	97% MATCHING TEXT	123 WORDS
<div> <p>and psychometrics is the overall consistency of a measure. A measure is said to have a high reliability if it produces similar results under consistent conditions. It is the characteristic of a set of test scores that relates to the amount of random error from the measurement process that might be embedded in the scores. Scores that are highly reliable are accurate, reproducible, and consistent from one testing occasion to another. That is, if the testing processes were repeated with a group of test takers, essentially the same results would be obtained. Various kinds of reliability coefficients, with values ranging between 0.00 (much error) and 1.00 (no error), are usually used to indicate the amount of error in the scores. For example, measurements of people's height and weight are often extremely reliable.</p> <p>W https://en.wikipedia.org/wiki/Reliability_(statistics)</p> </div> <div> <p>and psychometrics, reliability is the overall consistency of a measure.[1] A measure is said to have a high reliability if it produces similar results under consistent conditions: "It is the characteristic of a set of test scores that relates to the amount of random error from the measurement process that might be embedded in the scores. Scores that are highly reliable are precise, reproducible, and consistent from one testing occasion to another. That is, if the testing process were repeated with a group of test takers, essentially the same results would be obtained. Various kinds of reliability coefficients, with values ranging between 0.00 (much error) and 1.00 (no error), are usually used to indicate the amount of error in the scores."[2] For example, measurements of people's height and weight are often extremely reliable.[3][4]</p> </div>				
64/224	SUBMITTED TEXT	89 WORDS	100% MATCHING TEXT	89 WORDS
<div> <p>Test-retest reliability assesses the degree to which test scores are consistent from one test administration to the next. Measurements are gathered from a single rater who uses the same methods or instruments and the same testing conditions. This includes intra-rater reliability. Inter-method reliability assesses the degree to which test scores are consistent when there is a variation in the methods or instruments used. This allows inter-rater reliability to be ruled out. When dealing with forms, it may be termed parallel-forms reliability. Internal consistency reliability assesses the consistency of results across items within a test.</p> <p>W https://en.wikipedia.org/wiki/Reliability_(statistics)</p> </div> <div> <p>Test-retest reliability assesses the degree to which test scores are consistent from one test administration to the next. Measurements are gathered from a single rater who uses the same methods or instruments and the same testing conditions.[4] This includes intra-rater reliability. • Inter-method reliability assesses the degree to which test scores are consistent when there is a variation in the methods or instruments used. This allows inter-rater reliability to be ruled out. When dealing with forms, it may be termed parallel-forms reliability.[6] • Internal consistency reliability, assesses the consistency of results across items within a test.[6]</p> </div>				

65/224	SUBMITTED TEXT	32 WORDS	92% MATCHING TEXT	32 WORDS
<p>Anastasi (1968) reliability refers to the "consistency of scores obtained by the same individuals when re-examined with test on different occasions or with different sets of equivalent items, or under other variable examining conditions".</p> <p>SA Full Book- Measurement and Evaluation in Education.pdf (D112222652)</p>				
66/224	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
<p>There are several general classes of reliability estimates: Inter-rater reliability assesses the degree of agreement between two or more raters in their appraisals.</p> <p>W https://en.wikipedia.org/wiki/Reliability_(statistics)</p> <p>There are several general classes of reliability estimates: • Inter-rater reliability assesses the degree of agreement between two or more raters in their appraisals.</p>				
67/224	SUBMITTED TEXT	20 WORDS	85% MATCHING TEXT	20 WORDS
<p>a test is said to be consistent over a considerable period of time when all the examinees retain their same</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				
68/224	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>refers to the results obtained with an evaluation instrument and not to the instrument itself.</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				
69/224	SUBMITTED TEXT	23 WORDS	54% MATCHING TEXT	23 WORDS
<p>the reliability of the test. These are as follows: a. Length of the test: The length of the test or size of the</p> <p>SA Full Book- Measurement and Evaluation in Education.pdf (D112222652)</p>				
70/224	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>as the average performance on a particular test made by a standardization sample.</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				

71/224	SUBMITTED TEXT	22 WORDS	77% MATCHING TEXT	22 WORDS
<p>It is a statistical procedure to minimise the interpretive error in a test score. It is a device of transforming raw scores</p> <p>SA John Bennet Raj, D. English, Reg.No.9025 Chap 5.docx (D37396357)</p>				
72/224	SUBMITTED TEXT	19 WORDS	79% MATCHING TEXT	19 WORDS
<p>to determine the position of its score Norms are average score or values determined by actual measurement</p> <p>SA John Bennet Raj, D. English, Reg.No.9025 Chap 5.docx (D37396357)</p>				
73/224	SUBMITTED TEXT	13 WORDS	95% MATCHING TEXT	13 WORDS
<p>a group of persons who are representative of a specified population. Norms</p> <p>SA John Bennet Raj, D. English, Reg.No.9025 Chap 5.docx (D37396357)</p>				
74/224	SUBMITTED TEXT	25 WORDS	73% MATCHING TEXT	25 WORDS
<p>reflects development under condition that may be or often less than optimal Norm is the standard level against which the value of certain activity</p> <p>SA John Bennet Raj, D. English, Reg.No.9025 Chap 5.docx (D37396357)</p>				
75/224	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>The performance or score of an individual is compared against</p> <p>SA John Bennet Raj, D. English, Reg.No.9025 Chap 5.docx (D37396357)</p>				

76/224	SUBMITTED TEXT	61 WORDS	87% MATCHING TEXT	61 WORDS
<p>The percentile rank of a score is the percentage of scores in its frequency NSOU CC-ED-08 78 distribution that are equal to or lower than it. For example, a test score that is greater than or equal to 75% of the scores of people taking the test can be said to be at the 75th percentile, where 75 is the percentile rank.</p> <p>SA Assessment for Learning - Book-KSR.docx (D110721227)</p>				
77/224	SUBMITTED TEXT	48 WORDS	65% MATCHING TEXT	48 WORDS
<p>above the mean have positive standard scores, while values below the mean have negative standard scores. The standard score is a dimensionless quantity obtained by subtracting the population mean from an individual raw score and then dividing the difference by the population standard deviation. This conversion process is called standardizing or normalizing.</p> <p>W https://en.wikipedia.org/wiki/Standard_score</p> <p>above the mean have positive standard scores, while those below the mean have negative standard scores. It is calculated by subtracting the population mean from an individual raw score and then dividing the difference by the population standard deviation. This process of converting a raw score into a standard score is called standardizing or normalizing (</p>				
78/224	SUBMITTED TEXT	20 WORDS	90% MATCHING TEXT	20 WORDS
<p>Computing a z-score requires knowing the mean and standard deviation of the complete population to which a data point belongs.</p> <p>W https://en.wikipedia.org/wiki/Standard_score</p> <p>Computing a z-score requires knowledge of the mean and standard deviation of the complete population to which a data point belongs;</p>				
79/224	SUBMITTED TEXT	50 WORDS	94% MATCHING TEXT	50 WORDS
<p>Where: μ is the mean of the population. σ is the standard deviation of the population. The absolute value of z represents the distance between the raw score and the population mean in units of the standard deviation. z is negative when the raw score is below the mean, positive when above. 3.4</p> <p>W https://en.wikipedia.org/wiki/Standard_score</p> <p>where: μ is the mean of the population, σ is the standard deviation of the population. The absolute value of z represents the distance between that raw score x and the population mean in units of the standard deviation. z is negative when the raw score is below the mean, positive when above.</p>				

80/224	SUBMITTED TEXT	203 WORDS	94% MATCHING TEXT	203 WORDS
	<p>Meaning of Teacher Made Test: Carefully constructed teacher-made tests and NSOU CC-ED-08 79 standardised tests are similar in many ways. Both are constructed on the basis of a carefully planned table of specifications, both have the same type of test items, and both provide clear directions to the students. Still the two differ. They differ in the quality of test items, the reliability of test measures, the procedures for administering and scoring and the interpretation of scores. No doubt, standardised tests are good and better in quality, more reliable and valid. But a classroom teacher cannot always depend on standardised tests. These may not suit his local needs, may not be readily available, may be costly, and may have different objectives. In order to fulfill the immediate requirements, the teacher has to prepare his own tests which are usually objective in nature. Teacher-made tests are normally prepared and administered for testing classroom achievement of students, evaluating the method of teaching adopted by the teacher and other curricular programmes of the school. Teacher-made test is one of the most valuable instruments in the hands of the teacher to solve his purpose. It is designed to solve the problem or requirements of the class for which it is prepared. It is prepared to measure the outcomes and content of</p> <p>W https://www.yourarticlelibrary.com/statistics-2/teacher-made-test-meaning-features-and-uses-</p>		<p>Meaning of Teacher Made Test: Carefully constructed teacher-made tests and standardised tests are similar in many ways. Both are constructed on the basis of carefully planned table of specifications, both have the same type of test items, and both provide clear directions to the students. Still the two differ. They differ in the quality of test items, the reliability of test measures, the procedures for administering and scoring and the interpretation of scores. No doubt, standardised tests are good and better in quality, more reliable and valid. ADVERTISEMENTS: But a classroom teacher cannot always depend on standardised tests. These may not suit to his local needs, may not be readily available, may be costly, may have different objectives. In order to fulfill the immediate requirements, the teacher has to prepare his own tests which are usually objective type in nature. Teacher-made tests are normally prepared and administered for testing classroom achievement of students, evaluating the method of teaching adopted by the teacher and other curricular programmes of the school. Teacher-made test is one of the most valuable instrument in the hands of the teacher to solve his purpose. It is designed to solve the problem or requirements of the class for which it is prepared. It is prepared to measure the outcomes and content of</p>	
81/224	SUBMITTED TEXT	73 WORDS	98% MATCHING TEXT	73 WORDS
	<p>prognosis and diagnosis purposes. 3. The test covers the whole content area and includes a large number of items. 4. The preparation of the items conforms to the blueprint. 5. Test construction is not a single man's business; rather it is a co-operative endeavour. 6. A teacher-made test does not cover all the steps of a standardised test. 7. Teacher-made tests may also be employed as a tool for formative evaluation. 8. Preparation and administration of these tests are economical.</p> <p>W https://www.yourarticlelibrary.com/statistics-2/teacher-made-test-meaning-features-and-uses-</p>		<p>prognosis and diagnosis purposes. 3. The test covers the whole content area and includes a large number of items. ADVERTISEMENTS: 4. The preparation of the items conforms to the blueprint. 5. Test construction is not a single man's business, rather it is a co-operative endeavour. 6. A teacher-made test does not cover all the steps of a standardised test. 7. Teacher-made tests may also be employed as a tool for formative evaluation. ADVERTISEMENTS: 8. Preparation and administration of these tests are economical. 9.</p>	

82/224	SUBMITTED TEXT	38 WORDS	100% MATCHING TEXT	38 WORDS
<p>The test is developed by the teacher to ascertain the student's achievement and proficiency in a given subject. 10. Teacher-made tests are least used for research purposes. 11. They do not have norms whereas providing norms is quite essential for standardised tests.</p> <p>W https://www.yourarticlelibrary.com/statistics-2/teacher-made-test-meaning-features-and-uses-</p>		<p>The test is developed by the teacher to ascertain the student's achievement and proficiency in a given subject. 10. Teacher-made tests are least used for research purposes. 11. They do not have norms whereas providing norms is quite essential for standardised tests.</p>		
83/224	SUBMITTED TEXT	69 WORDS	96% MATCHING TEXT	69 WORDS
<p>local curriculum. It is very much flexible so that it can be adapted to any procedure and material. It does not require any sophisticated technique for preparation. Taylor has highly recommended the use of these teacher-made objective type tests, which do not require all the four steps of standardised tests nor need the rigorous processes of standardisation. Only the first two steps planning and preparation are sufficient for their construction. Features of Teacher-Made Tests</p> <p>W https://www.yourarticlelibrary.com/statistics-2/teacher-made-test-meaning-features-and-uses-</p>		<p>local curriculum. It is very much flexible so that, it can be adopted to any procedure and material. It does not require any sophisticated technique for preparation. ADVERTISEMENTS: Taylor has highly recommended for the use of these teacher-made objective type tests, which do not require all the four steps of standardised tests nor need the rigorous processes of standardisation. Only the first two steps planning and preparation are sufficient for their construction. Features of Teacher-Made Tests: 1.</p>		
84/224	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>The items of the tests are arranged in order of difficulty. 2. These are prepared by the teachers which can be used for</p> <p>W https://www.yourarticlelibrary.com/statistics-2/teacher-made-test-meaning-features-and-uses-</p>		<p>The items of the tests are arranged in order of difficulty. 2. These are prepared by the teachers which can be used for</p>		
85/224	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>developed usually by one teacher with little or no outside help</p> <p>W http://maaaranyacollege.com/wp-content/uploads/2020/04/CC-9-assesment-and-learning.docx</p>		<p>Developed usually by one teacher with little or no outside help</p>		
86/224	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>limited usually to the class or a single school as a reference group,</p> <p>W http://maaaranyacollege.com/wp-content/uploads/2020/04/CC-9-assesment-and-learning.docx</p>		<p>Limited usually to the class or a single school as a reference group.</p>		

87/224	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>provide norms for various groups that are broadly representative of performance throughout the country. 15.</p> <p>W http://maaaranyacollege.com/wp-content/uploads/2020/04/CC-9-assesment-and-learning.docx</p>		<p>Provide norms for various groups that are broadly representative of performance throughout the country</p>		
88/224	SUBMITTED TEXT	14 WORDS	96% MATCHING TEXT	14 WORDS
<p>of content: Teacher-Made Tests Designed to Measure Achievement of a Particular Unit of Work,</p> <p>W https://www.sagepub.com/sites/default/files/upm-binaries/11695_G06.pdf</p>		<p>of Content Area. – Teacher-Made Tests Designed to Measure Achievement of a Particular Unit of Work.</p>		
89/224	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>has a great significance in all types of instructional progress of the individual.</p> <p>SA Book-Assessment for Learning.docx (D158480135)</p>				
90/224	SUBMITTED TEXT	31 WORDS	87% MATCHING TEXT	31 WORDS
<p>teacher depends upon the achievement test for measuring the progress of his students in his subject area. Several educational and vocational decisions about students are taken on their performances in the achievement</p> <p>SA Book-Assessment for Learning.docx (D158480135)</p>				
91/224	SUBMITTED TEXT	25 WORDS	93% MATCHING TEXT	25 WORDS
<p>reviewing the items after they have been set aside for a few days. (b) Asking a fellow teacher to review and criticize the items.</p> <p>W https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Psychology/Psychology%20Courses'%20...</p>		<p>reviewing the items after they have been set aside for a few days, and - asking a fellow teacher to review and criticize the items</p>		

92/224	SUBMITTED TEXT	14 WORDS	66% MATCHING TEXT	14 WORDS
	test results. Scoring is nothing but a matter of comparing the columns of answers on		test. The scoring procedure is then simply a matter of comparing the columns of answers on	
	W https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Psychology/Psychology%20Courses%20 ...			
93/224	SUBMITTED TEXT	21 WORDS	54% MATCHING TEXT	21 WORDS
	on the test paper itself we need a scoring key by making the correct answer on a blank copy of the		on the test paper itself, a scoring key is usually obtained by marking the correct answer on a blank copy of the	
	W https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Psychology/Psychology%20Courses%20 ...			
94/224	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
	All pupils must be given a fair chance to demonstrate their achievement of the learning outcomes		all pupils must be given a fair chance to demonstrate their achievement of the learning outcomes	
	W https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Psychology/Psychology%20Courses%20 ...			
95/224	SUBMITTED TEXT	20 WORDS	60% MATCHING TEXT	20 WORDS
	the test. This can be done with the help of the scoring key. NSOU CC-ED-08 87 D. Evaluating the test:		the test, the scoring can be done with the help of the scoring key and scheme. test	
	W http://maaaranyacollege.com/wp-content/uploads/2020/04/CC-9-assesment-and-learning.docx			
96/224	SUBMITTED TEXT	16 WORDS	67% MATCHING TEXT	16 WORDS
	either a numerical scale or a category system. Thus tests may give either qualitative or quantitative information.		either a numerical scale (measurement such as test scores) or a category (qualitative means). tests may give either qualitative or quantitative information.	
	W https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Psychology/Psychology%20Courses%20 ...			

97/224	SUBMITTED TEXT	36 WORDS	89% MATCHING TEXT	36 WORDS
<p>The type of ability test that describes what a person has learned to do is called achievement test". Gronlund (1977) defines an achievement test as "a systematic procedure for determining the amount of student has learned through instruction". The</p> <p>SA Book-Assessment for Learning.docx (D158480135)</p>				
98/224	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>test construction remains largely an art rather than a science</p> <p>SA Development of a scholastic achievement test in geography for madhyamik students of ... etc.pdf (D35728002)</p>				
99/224	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
<p>test performance of the standardized group or sample selected from a specific population.</p> <p>SA John Bennet Raj, D. English, Reg.No.9025 Chap 5.docx (D37396357)</p>				
100/224	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
<p>Singh, A.K. (2002): Tests, Measurements and Research Methods in Behavioural Science, Patna,</p> <p>SA MA 2nd Sem, Paper-2, Block-1.pdf (D165079802)</p>				

101/224	SUBMITTED TEXT	108 WORDS	77% MATCHING TEXT	108 WORDS
<p>is a systematic determination of a subject's merit, worth and significance, using criteria that are governed by a set of standards. It can assist an organisation, programme, project or any other intervention or initiative to assess any aim, realisable concept or NSOU CC-ED-08 93 proposal, or any alternative, to help in decision making or to ascertain the degree of achievement or value with respect to the aims and objectives and results of any such action that has been completed. The primary purpose of evaluation is to enable reflection and assist in the identification of future change. Evaluation is often used to characterise and apprise subjects of interest in a wide range of human enterprises.</p>		<p>is a systematic determination and assessment of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization, program, design, project or any other intervention or initiative to assess any aim, realisable concept/ proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed.[1] The primary purpose of evaluation, in addition to gaining insight into prior or existing initiatives, is to enable reflection and assist in the identification of future change.[2] Evaluation is often used to characterize and appraise subjects of interest in a wide range of human enterprises,</p>		
<p>W https://en.wikipedia.org/wiki/Evaluation#Methods_and_techniques</p>				
102/224	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>It is long term and done at the end of a period of time.</p>		<p>It is long term and done at the end of a period of time.</p>		
<p>W https://en.wikipedia.org/wiki/Evaluation#Methods_and_techniques</p>				
103/224	SUBMITTED TEXT	35 WORDS	100% MATCHING TEXT	35 WORDS
<p>Evaluation is inherently a theoretically informed approach (whether explicitly or not), and consequently any particular definition of evaluation would have been tailored to its context - the theory, needs, purpose, and methodology of the evaluation process itself.</p>		<p>Evaluation is inherently a theoretically informed approach (whether explicitly or not), and consequently any particular definition of evaluation would have been tailored to its context – the theory, needs, purpose, and methodology of the evaluation process itself.</p>		
<p>W https://en.wikipedia.org/wiki/Evaluation#Methods_and_techniques</p>				
104/224	SUBMITTED TEXT	34 WORDS	70% MATCHING TEXT	34 WORDS
<p>Evaluation is a continuous process. It is concerned with more than the academic achievement of students. It tends to develop the individual in terms of desirable behavioural changes in relation to feeling, thinking and action.</p>				
<p>SA Assessment and Evaluation - KSR -Corrected-1.doc (D26588141)</p>				

105/224	SUBMITTED TEXT	41 WORDS	90% MATCHING TEXT	41 WORDS
<p>this, evaluation has been defined as: A systematic, rigorous, and meticulous application of scientific methods to assess the design, implementation, improvement, or outcomes of a programme. It is a resource-intensive process, frequently requiring resources, such as, evaluates expertise, labour, time, and a sizable budget.</p> <p>W https://en.wikipedia.org/wiki/Evaluation#Methods_and_techniques</p>		<p>this, evaluation has been defined as: • A systematic, rigorous, and meticulous application of scientific methods to assess the design, implementation, improvement, or outcomes of a program. It is a resource-intensive process, frequently requiring resources, such as, evaluate expertise, labor, time, and a sizable budget[4] • "</p>		
106/224	SUBMITTED TEXT	40 WORDS	88% MATCHING TEXT	40 WORDS
<p>The critical assessment, in as objective a manner as possible, of the degree to which a service or its component parts fulfils stated goals". The focus of this definition is on attaining objective knowledge, and scientifically or quantitatively measuring predetermined and external concepts.</p> <p>W https://en.wikipedia.org/wiki/Evaluation#Methods_and_techniques</p>		<p>The critical assessment, in as objective a manner as possible, of the degree to which a service or its component parts fulfills stated goals" (St Leger and Wordsworth-Bell).[5][failed verification] The focus of this definition is on attaining objective knowledge, and scientifically or quantitatively measuring predetermined and external concepts. • "</p>		
107/224	SUBMITTED TEXT	32 WORDS	91% MATCHING TEXT	32 WORDS
<p>A study designed to assist some audience to assess an object's merit and worth". In this definition the focus is on facts as well as value laden judgements of the programs outcomes and worth.</p> <p>W https://en.wikipedia.org/wiki/Evaluation#Methods_and_techniques</p>		<p>A study designed to assist some audience to assess an object's merit and worth" (Stufflebeam).[5][failed verification] In this definition the focus is on facts as well as value laden judgments of the programs outcomes and worth.</p>		
108/224	SUBMITTED TEXT	56 WORDS	100% MATCHING TEXT	56 WORDS
<p>So evaluation can be formative that is taking place during the development of a concept or proposal, project or organization, with the intention of improving the value or effectiveness of the proposal, project, or organisation. It can also be summative, drawing lessons from a completed action or project or an organisation at a later point in time or circumstance.</p> <p>W https://en.wikipedia.org/wiki/Evaluation#Methods_and_techniques</p>		<p>So evaluation can be formative, that is taking place during the development of a concept or proposal, project or organization, with the intention of improving the value or effectiveness of the proposal, project, or organisation. It can also be summative, drawing lessons from a completed action or project or an organisation at a later point in time or circumstance.[3]</p>		

109/224	SUBMITTED TEXT	14 WORDS	87% MATCHING TEXT	14 WORDS
Educational evaluation is the evaluation process of characterizing and appraising some aspects of an educational process.		Educational evaluation is the evaluation process of characterizing and appraising some aspect/s of an educational process.		
W https://en.wikipedia.org/wiki/Educational_evaluation				
110/224	SUBMITTED TEXT	32 WORDS	86% MATCHING TEXT	32 WORDS
According to A.J.Nitko (1983) "formative evaluation is concerned with judgement made during the design and or development of a programme which are directed towards modifying, forming or otherwise improving the programme before it is completed."				
SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)				
111/224	SUBMITTED TEXT	50 WORDS	92% MATCHING TEXT	50 WORDS
formative evaluation is used to monitor learning progress during instruction and to provide continuous feedback to both pupil and teacher concerning learning successes and failures. Feedback to pupils reinforces successful learning and identifies the learning errors that need correction. Feedback to the teacher provides information for modifying instruction and prescribing group and individual remedial work".				
SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)				
112/224	SUBMITTED TEXT	24 WORDS	83% MATCHING TEXT	24 WORDS
R.L. Ebel and D.A. Frisbie (1986) opined that "formative evaluation is conducted to monitor the instructional process, to determine whether learning is taking place as planned."				
SA Full Book- Measurement and Evaluation in Education.pdf (D112222652)				

113/224	SUBMITTED TEXT	17 WORDS	90% MATCHING TEXT	17 WORDS
<p>evaluations serve a monitoring function rather than focusing solely on measurable programme outcomes or evaluation findings</p> <p>W https://en.wikipedia.org/wiki/Evaluation#Methods_and_techniques</p>		<p>evaluations serve a monitoring function rather than focusing solely on measurable program outcomes or evaluation findings</p>		
114/224	SUBMITTED TEXT	42 WORDS	93% MATCHING TEXT	42 WORDS
<p>formative evaluation takes place during instruction by letting the teacher or evaluator know if students are meeting instructional objectives, if the programme is on time and if there are ways that the programme might be improved. Formative evaluation helps current students to learn more effectively"</p> <p>SA Full Book- Measurement and Evaluation in Education.pdf (D112222652)</p>				
115/224	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>formative evaluation occurs over a period of time and monitors</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				
116/224	SUBMITTED TEXT	13 WORDS	80% MATCHING TEXT	13 WORDS
<p>the purpose of formative evaluation is to provide feedback to the teacher and</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				
117/224	SUBMITTED TEXT	15 WORDS	82% MATCHING TEXT	15 WORDS
<p>According to A.J.Nitko (1983) "summative evaluation describes judgments about the merits of an already completed programme."</p> <p>W http://tcthankseducation.blogspot.com/2013/06/evaluation-in-education-dr.html</p>		<p>According to A.J. Summative evaluation describes judgements about the merits of an already completed programme,</p>		

118/224	SUBMITTED TEXT	10 WORDS	100%	MATCHING TEXT	10 WORDS
<p>summative evaluation typically comes at the end of a course</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>					
119/224	SUBMITTED TEXT	31 WORDS	100%	MATCHING TEXT	31 WORDS
<p>of instruction. It is designed to determine the extent to which the instructional objectives have been achieved and is used primarily for assigning course grades or certifying pupil mastery of the intended learning outcomes."</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>					
120/224	SUBMITTED TEXT	27 WORDS	100%	MATCHING TEXT	27 WORDS
<p>summative evaluation is conducted at the end of an instructional segment to determine if learning is sufficiently complete to warrant moving the learner to the next segment of instruction."</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>					
121/224	SUBMITTED TEXT	20 WORDS	100%	MATCHING TEXT	20 WORDS
<p>Summative Evaluations provide information of short-term effectiveness or long-term impact to deciding the adoption of a product or process.</p> <p>W https://en.wikipedia.org/wiki/Evaluation#Methods_and_techniques</p>					
122/224	SUBMITTED TEXT	32 WORDS	98%	MATCHING TEXT	32 WORDS
<p>a summative evaluation can provide evidence that the programme is satisfactory and should be continued for next year students or that student learning and learning attitudes are so negative that a new programme is needed."</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>					

123/224	SUBMITTED TEXT	18 WORDS	97% MATCHING TEXT	18 WORDS
<p>summative evaluation is done at the conclusion of instruction and measures the extent to which students have attained desired outcomes".</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				
124/224	SUBMITTED TEXT	12 WORDS	83% MATCHING TEXT	12 WORDS
<p>is conducted after completion of a programme or a course of study.</p> <p>SA 1-3 CHAPTER.pdf (D133020716)</p>				
125/224	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>for the benefit of some external audience or decision maker</p> <p>SA 1-3 CHAPTER.pdf (D133020716)</p>				
126/224	SUBMITTED TEXT	24 WORDS	78% MATCHING TEXT	24 WORDS
<p>at the end of the instruction, whereas formative evaluation is the assessment made during the instructional phase to inform the teacher about progress in learning</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				

127/224

SUBMITTED TEXT

255 WORDS

92% MATCHING TEXT

255 WORDS

Longer time for collecting assessment information: To obtain accurate and reliable assessment data on a pupil, the assessments are spread over a longer time, allowing the pupil to take tests and other assignments at different times throughout the course. The average of the scores for the various assessments is a more reliable indicator of the pupil's performance in the subject than the score the pupil obtains in a one-shot examination. 4. Use of different testing tools and techniques: By extending the time span for collecting assessment information throughout the duration of a course, different forms of testing and different assessment situations including acquisition and demonstration of practical skills can be introduced in this process. Practical skills such as the skills and competencies involved in conducting interviews, writing and presenting reports, presenting and analyzing data in graphical forms, and production of three-dimensional objects in a variety of subjects could be encouraged in schools to provide a more comprehensive and more valid assessment of pupil's ability. 5. Inclusion of high complex thinking skills in the testing programme: By extending the period for collecting assessment data, forms of knowledge and competencies that cannot be easily assessed under strictly timed conditions can also be assessed. High level thinking skills involving analytical thinking and problem solving skills and other competencies that require extended time for learning and for test response can then be added to the continuous assessment programme. The addition has the effect of helping pupils to acquire the habit of using high level thinking skills in a variety of situations rather than using pure memorization and other low level thinking processes. 6. Teacher assistance and guidance: Another feature of the continuous

Longer time for collecting assessment information To obtain accurate and reliable assessment data on a pupil, the assessments could be spread over a longer time, allowing the pupil to take tests and other assignments at different times Educational Measurement and Evaluation 252 Notes LOVELY PROFESSIONAL UNIVERSITY throughout the course. The average of the scores for the various assessments is a more reliable indicator of the pupil's performance in the subject than the score the pupil obtains in a one-shot examination. 2. Use of different test forms and different test situations By extending the time span for collecting assessment information throughout the duration of a course, different forms of testing and different assessment situations including acquisition and demonstration of practical skills can be introduced in the continuous assessment process. Practical skills such as the skills and competencies involved in conducting interviews, writing and presenting reports, presenting and analyzing data in graphical forms, and production of three-dimensional objects in a variety of subjects could be encouraged in schools to provide a more comprehensive and more valid assessment of pupil's ability. 3. Inclusion of more complex thinking skills in the testing programme By extending the period for collecting assessment data, forms of knowledge and competencies that cannot be easily assessed under strictly timed conditions can also be assessed. High level thinking skills involving analytical thinking and problem solving skills and other competencies that require extended time for learning and for test response can then be added to the continuous assessment programme. The addition has the effect of helping pupils to acquire the habit of using high level thinking skills in a variety of situations rather than using pure memorization and other low level thinking processes. 4. Teacher assistance and remediation A further purpose of the continuous

W

[https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL ...](https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL...)

128/224	SUBMITTED TEXT	46 WORDS	100% MATCHING TEXT	46 WORDS
	<p>is more likely to be formative, process- oriented, informal, internal, learner involved, and/or self- referenced in nature. It can take the form of daily work (e.g. essays, quizzes, presentation and participation in class), projects/term papers and practical work (e.g. laboratory work, fieldwork, clinical procedures, drawing practice). Daily work:</p> <p>W https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL ...</p>		<p>is more likely to be formative, process-oriented, informal, internal, learner- involved, and/or self- referenced in nature. It can take the form of daily work (e.g. essays, quizzes, presentation and participation in class), projects/term papers and practical work (e.g. laboratory work, fieldwork, clinical procedures, drawing practice). Daily work •</p>	
129/224	SUBMITTED TEXT	63 WORDS	94% MATCHING TEXT	63 WORDS
	<p>Too much emphasis may be given to the written report without sufficient consideration to the actual process and performance. To avoid this, instructors should scrutinise practical work closely and question students about their organisation of the work and their findings. The theoretical and practical aspects of the course may not be sufficiently linked. Obviously, it is important to communicate frequently with those involved in managing different parts of the course.</p> <p>W https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL ...</p>		<p>Too much emphasis may be given to the written report without sufficient consideration to the actual process and performance. To avoid this, instructors should scrutinise practical work closely and question students about their organisation of the work and their findings. Educational Measurement and Evaluation 254 Notes LOVELY PROFESSIONAL UNIVERSITY • The theoretical and practical aspects of the course may not be sufficiently linked. Obviously, it is important to communicate frequently with those involved in managing different parts of the course.</p>	

130/224	SUBMITTED TEXT	178 WORDS	98% MATCHING TEXT	178 WORDS
	<p>encourages more teacher participation in the overall assessment or grading of his/her learners. Teachers must be given opportunities to select and review assessments so that they become involved and knowledgeable in the process. Through this approach, teachers would be able to integrate assessment and assessment results into instructional practice. Teachers will be expected to incorporate assessment into the larger learning framework and possibly to provide evidence regarding how assessment information is used to inform and guide instruction for individual learners. According to Lewis (1997), with continuous assessment teachers must embed the assessment in their instructions, score the assessments and discuss standards for good learners' work with colleagues, parents and learners. One of the important aspects of continuous comprehensive evaluation is the availability of valid and reliable tests which could be used in all schools. There is a need to construct these tests following established procedures and practices. To make the results comparable across all the schools, teachers need to be equipped with skills of test construction and administration. This could be done through teacher training institutions so that teachers are equipped with such skills as part of their training and certification.</p> <p>W https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL ...</p>		<p>encourages more teacher participation in the overall assessment or grading of his/her learners. Teachers must be given opportunities to select and review assessments so that they become involved and knowledgeable in the process. Through this approach, teachers would be able to integrate assessment and assessment results into instructional practice. Teachers will be expected to incorporate assessment into the larger learning framework and possibly to provide evidence regarding how assessment information is used to inform and guide instruction for individual learners. According to Lewis (1997), with continuous assessment teachers must embed the assessment in their instructions, score the assessments and discuss standards for good learners' work with colleagues, parents and learners. One of the important aspects of continuous assessment is the availability of valid and reliable tests which could be used in all schools. There is a need to construct these tests following established procedures and practices. To make the results comparable across all the schools, teachers need to be equipped with skills of test construction and administration. This could be done through teacher training institutions so that teachers are equipped with such skills as part of their training and certification.</p>	
131/224	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	<p>evaluation is an integral part of the teaching learning process.</p> <p>SA Assessment and Evaluation - KSR -Corrected-1.doc (D26588141)</p>			

132/224	SUBMITTED TEXT	84 WORDS	90% MATCHING TEXT	84 WORDS
<p>When most people think of evaluation, they think of something that happens at the end of a project that looks at the project after it is over and decides whether it was effective or not. But evaluation actually needs to be an integral part of any project from the beginning. Participatory evaluation involves all the stakeholders in a project that are directly affected by it or by carrying it out in contributing to the understanding of it, and in applying that understanding to the improvement of the work.</p>		<p>When most people think of evaluation, they think of something that happens at the end of a project - that looks at the project after it's over and decides whether it was any good or not. Evaluation actually needs to be an integral part of any project from the beginning. Participatory evaluation involves all the stakeholders in a project - those directly affected by it or by carrying it out - in contributing to the understanding of it, and in applying that understanding to the improvement of the work.</p>		
<p>W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main</p>				
133/224	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>making sure that their real needs and those of the community are recognized and addressed.</p>		<p>making sure that their real needs and those of the community are recognized and addressed.</p>		
<p>W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main</p>				
134/224	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>professional evaluators, project staff, project beneficiaries or participants, and other community members all become</p>		<p>Professional evaluators, project staff, project beneficiaries or participants, and other community members all become</p>		
<p>W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main</p>				
135/224	SUBMITTED TEXT	38 WORDS	92% MATCHING TEXT	38 WORDS
<p>This approach to planning and evaluation is not possible without mutual trust and respect. These have to develop over time, but that development is made more probable by starting out with an understanding of the local culture and customs.</p>		<p>This approach to planning and evaluation isn't possible without mutual trust and respect. These have to develop over time, but that development is made more probable by starting out with an understanding of the local culture and customs -</p>		
<p>W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main</p>				

136/224	SUBMITTED TEXT	38 WORDS	77% MATCHING TEXT	38 WORDS
Respecting students and the knowledge and skills they have will go a long way towards promoting long-term trust and involvement. The other necessary aspect of any participatory process is appropriate training for everyone involved. Peer group members should be aware that		Respecting individuals and the knowledge and skills they have will go a long way toward promoting long-term trust and involvement. The other necessary aspect of any participatory process is appropriate training for everyone involved. Some stakeholders may not even be aware that		
W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main				
137/224	SUBMITTED TEXT	24 WORDS	93% MATCHING TEXT	24 WORDS
The real purpose of an evaluation is not just to find out what happened, but to use the information to make the evaluation better.		The real purpose of an evaluation is not just to find out what happened, but to use the information to make the project better.		
W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main				
138/224	SUBMITTED TEXT	35 WORDS	78% MATCHING TEXT	35 WORDS
evaluation: It gives us a better perspective on both the initial needs of the students' evaluation, and on its ultimate effects. If students are involved from the beginning in determining what needs to be evaluated and why		evaluation: • It gives you a better perspective on both the initial needs of the project's beneficiaries, and on its ultimate effects. If stakeholders, including project beneficiaries, are involved from the beginning in determining what needs to be evaluated and why -		
W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main				
139/224	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
much more likely to aim their work in the right direction, to correctly determine whether		much more likely to aim your work in the right direction, to correctly determine whether		
W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main				
140/224	SUBMITTED TEXT	38 WORDS	46% MATCHING TEXT	38 WORDS
is effective or not, and to understand how to change it to make it more so. Generates reliable information: It can find out information one would not get otherwise. When evaluation depends, at least in part, on information from		is effective or not, and to understand how to change it to make it moreso. • It can get you information you wouldn't get otherwise. When project direction and evaluation depend, at least in part, on information from		
W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main				

141/224	SUBMITTED TEXT	27 WORDS	75% MATCHING TEXT	27 WORDS
that information will often be more forthcoming if it is asked for by someone familiar. Peer group members interviewing their friends may get information that an outside person		that information will often be more forthcoming if it's asked for by someone familiar. Community people interviewing their friends and neighbors may get information that an outside person		
W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main				
142/224	SUBMITTED TEXT	46 WORDS	75% MATCHING TEXT	46 WORDS
It tells us what worked and what did not from the perspective of those most directly involved. Those implementing the evaluation and those who are directly affected by it are most capable of sorting out the effective from the ineffective. It also points out why something does or		It tells you what worked and what didn't from the perspective of those most directly involved - beneficiaries and staff. Those implementing the project and those who are directly affected by it are most capable of sorting out the effective from the ineffective. • It can tell you why something does or		
W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main				
143/224	SUBMITTED TEXT	40 WORDS	91% MATCHING TEXT	40 WORDS
much more apt to start out in the right direction, and to know when they need to change direction. The consequence is a project that addresses the appropriate issues in the appropriate way, and accomplishes what it sets out to do.		much more apt to start out in the right direction, and to know when you need to change direction if you haven't. The consequence is a project that addresses the appropriate issues in the appropriate way, and accomplishes what it sets out to do. •		
W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main				
144/224	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
the chance to be full partners in determining the direction and effectiveness of a		the chance to be full partners in determining the direction and effectiveness of a		
W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main				
145/224	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
It can provide a voice for those who are often not heard.		It can provide a voice for those who are often not heard.		
W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main				

146/224	SUBMITTED TEXT	46 WORDS	89% MATCHING TEXT	46 WORDS
<p>who seldom have and often do not think they have a right to the chance to speak for themselves, by involving them from the beginning in evaluation, teachers assure that their voices are heard, and they learn that they have the ability and the right to speak for</p>		<p>who seldom have - and often don't think they have a right to - the chance to speak for themselves. By involving them from the beginning in project evaluation, you assure that their voices are heard, and they learn that they have the ability and the right to speak for</p>		
<p>W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main</p>				
147/224	SUBMITTED TEXT	34 WORDS	100% MATCHING TEXT	34 WORDS
<p>It teaches skills that can be used in employment and other areas of life. In addition to the development of basic skills and specific research capabilities, participatory evaluation encourages critical thinking, collaboration, problem-solving, independent action; meeting deadlines</p>		<p>It teaches skills that can be used in employment and other areas of life. In addition to the development of basic skills and specific research capabilities, participatory evaluation encourages critical thinking, collaboration, problem-solving, independent action, meeting deadlines...</p>		
<p>W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main</p>				
148/224	SUBMITTED TEXT	18 WORDS	91% MATCHING TEXT	18 WORDS
<p>all other skills valued by employers, and useful in family life, education, civic participation, and other areas.</p>		<p>all skills valued by employers, and useful in family life, education, civic participation, and other areas. •</p>		
<p>W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main</p>				
149/224	SUBMITTED TEXT	73 WORDS	93% MATCHING TEXT	73 WORDS
<p>It bolsters self-confidence and self-esteem in those who may have little of either. This category can include those students who may, because of circumstance, have been given little reason to believe in their own competence or value to society. The opportunity to engage in a meaningful and challenging activity, and to be treated as a colleague by professionals, can make a huge difference for folks who are seldom granted respect or given a chance to prove themselves.</p>		<p>It bolsters self-confidence and self-esteem in those who may have little of either. This category can include not only project beneficiaries, but also others who may, because of circumstance, have been given little reason to believe in their own competence or value to society. The opportunity to engage in a meaningful and challenging activity, and to be treated as a colleague by professionals, can make a huge difference for folks who are seldom granted respect or given a chance to prove themselves. •</p>		
<p>W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main</p>				

150/224	SUBMITTED TEXT	48 WORDS	88% MATCHING TEXT	48 WORDS
<p>It demonstrates to people ways in which they can take more control of their lives. Working with professionals and others to complete a complex task with real-world consequences can show people how they can take action to influence people and events. Enhances leadership: It encourages students' leadership of the</p>		<p>It demonstrates to people ways in which they can take more control of their lives. Working with professionals and others to complete a complex task with real-world consequences can show people how they can take action to influence people and events. • It encourages stakeholder ownership of the</p>		
<p>W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main</p>				
151/224	SUBMITTED TEXT	37 WORDS	95% MATCHING TEXT	37 WORDS
<p>If those involved feel the project is theirs, rather than something imposed on them by others, they will work hard both in implementing it, and in conducting a thorough and informative evaluation in order to improve it.</p>		<p>If those involved feel the project is theirs, rather than something imposed on them by others, they'll work hard both in implementing it, and in conducting a thorough and informative evaluation in order to improve it. •</p>		
<p>W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main</p>				
152/224	SUBMITTED TEXT	76 WORDS	98% MATCHING TEXT	76 WORDS
<p>It can spark creativity in everyone involved. For those who have never been involved in anything similar, a participatory evaluation can be a revelation, opening doors to a whole new way of thinking and looking at the world. To those who have taken part in evaluation before, the opportunity to exchange ideas with people who may have new ways of looking at the familiar can lead to a fresh perspective on what may have seemed to be a settled issue.</p>		<p>It can spark creativity in everyone involved. For those who've never been involved in anything similar, a participatory evaluation can be a revelation, opening doors to a whole new way of thinking and looking at the world. To those who have taken part in evaluation before, the opportunity to exchange ideas with people who may have new ways of looking at the familiar can lead to a fresh perspective on what may have seemed to be a settled issue. •</p>		
<p>W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main</p>				

153/224	SUBMITTED TEXT	79 WORDS	92% MATCHING TEXT	79 WORDS
<p>It encourages working collaboratively. For participatory evaluation to work well, it has to be viewed by everyone involved as collaboration, where each participant brings specific tools and skills to the effort, and everyone is valued for what he or she can contribute. Collaboration of this sort not only leads to many of the advantages described above, but also fosters a more collaborative spirit for the future as well, leading to other successful community projects. Community involvement: It fits into a larger participatory effort.</p> <p>W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main</p>		<p>It encourages working collaboratively. For participatory evaluation to work well, it has to be viewed by everyone involved as a collaboration, where each participant brings specific tools and skills to the effort, and everyone is valued for what she can contribute. Collaboration of this sort not only leads to many of the advantages described above, but also fosters a more collaborative spirit for the future as well, leading to other successful community projects. • It fits into a larger participatory effort.</p>		
154/224	SUBMITTED TEXT	34 WORDS	86% MATCHING TEXT	34 WORDS
<p>In order to conduct a good evaluation, its planning should be part of the overall planning of the evaluation project. Furthermore, the participatory process generally matches well with the philosophy of community-based or grassroots groups or organizations</p> <p>W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main</p>		<p>In order to conduct a good evaluation, its planning should be part of the overall planning of the project. Furthermore, participatory process generally matches well with the philosophy of community-based or grass roots groups or organizations.</p>		
155/224	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>the whole nature of a project from something done for a group of people or a community to a partnership between the beneficiaries and the project implementers.</p> <p>W https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main</p>		<p>the whole nature of a project from something done for a group of people or a community to a partnership between the beneficiaries and the project implementers.</p>		

156/224	SUBMITTED TEXT	66 WORDS	98% MATCHING TEXT	66 WORDS
<p>There are two common purposes in educational evaluation which are, at times, in conflict with one another. Educational institutions usually require evaluation data to demonstrate effectiveness to funders and other stakeholders, and to provide a measure of performance for marketing purposes. Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavoring to facilitate. Educational evaluation</p> <p>W https://en.wikipedia.org/wiki/Educational_evaluation</p>		<p>There are two common purposes in educational evaluation which are, at times, in conflict with one another. Educational institutions usually require evaluation data to demonstrate effectiveness to funders and other stakeholders, and to provide a measure of performance for marketing purposes. Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavoring to facilitate. Purpose for educational evaluation[</p>		
157/224	SUBMITTED TEXT	16 WORDS	87% MATCHING TEXT	16 WORDS
<p>Evaluation is a continuous process that is concerned with more than the academic achievement of students.</p> <p>SA Assessment and Evaluation - KSR -Corrected-1.doc (D26588141)</p>				
158/224	SUBMITTED TEXT	13 WORDS	80% MATCHING TEXT	13 WORDS
<p>the purpose of formative evaluation is to provide feedback to the teacher and</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				

159/224	SUBMITTED TEXT	111 WORDS	72% MATCHING TEXT	111 WORDS
<p>Unlike traditional closed book examinations where students are required to rely solely on their recall of topics, open book tests allow students to consult reference materials (notes, textbook, etc.) in the course of completing the examination. But it is not any easier just because the test is an open book or any less challenging, than a closed book examination. In fact, the opposite is often true. While closed book tests place emphasis NSOU CC-ED-08 121 on rote memorisation and recall, open book tests place focus on higher level learning and typically require students to evaluate, analyze, or synthesize information, rather than simply remember it. The strategies outlined below will help improve students' performance on open book tests</p> <p>W https://www.educationcorner.com/openbook-tests.html,</p>		<p>Unlike traditional closed book exams where students are required to rely solely on their recall of exam topics, open book exams allow students to consult reference materials (notes, textbook, etc.) in the course of completing the exam. But don't be deceived. Just because an exam is an open book doesn't mean it will be easier, or any less challenging, than a closed book exam. In fact, the opposite is often true. While closed book exams place emphasis on memorization and recall, open book exams place focus on higher level learning and typically require students to evaluate, analyze, or synthesize information, rather than simply remember it. The strategies outlined below will help improve your performance on open book tests.</p>		
160/224	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>A test designed to provide a measure of performance that is interpretable in terms of an individual's relative standing in some known group</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				
161/224	SUBMITTED TEXT	23 WORDS	93% MATCHING TEXT	23 WORDS
<p>a test designed to provide a measure of performance that is interpretable in terms of a clearly defined and delineated domain of learning</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				
162/224	SUBMITTED TEXT	20 WORDS	87% MATCHING TEXT	20 WORDS
<p>One may think of two kinds of open book examinations; the restricted type and the unrestricted type. I. Restricted Open Book</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				

163/224	SUBMITTED TEXT	99 WORDS	65% MATCHING TEXT	99 WORDS
<p>Open Book Testing. Preparation is important: Open book testing focuses on "higher level learning". It means that focus is shifted from rote memorization or recall to understanding and application. The purpose of the open book testing is to test students' understanding of a subject matter. Students will be asked to formulate, compare, analyze, evaluate, or synthesize information, rather than just recall it. Consequently, open book examinations are often more challenging than NSOU CC-ED-08 125 other types of tests even with a plethora of reference materials at fingertips. Since open book tests can be more challenging than other types of test, students must adequately prepare.</p>		<p>open book tests. Preparation is key Open book exams focus on "higher level learning". What does this mean? It means that you don't focus on rote memorization or recall. The purpose of the open book exam is to test your understanding of a subject matter. You'll be asked to formulate, compare, analyze, evaluate, or synthesize information, rather than just recall it. Consequently, open book exams are often more challenging than other types of tests – even with a plethora of reference materials at your fingertips. Since open book tests can be more challenging than other types of tests, you must adequately prepare.</p>		
<p>W https://www.educationcorner.com/openbook-tests.html,</p>				
164/224	SUBMITTED TEXT	42 WORDS	65% MATCHING TEXT	42 WORDS
<p>During an open book test, especially a timed examination, extensive notes, text books and other reference materials can quickly become a liability rather than an asset. Students do not have time to review notes, re-read text books, or discover new information during an open book</p>		<p>During an open book exam, especially a timed exam, extensive notes, textbooks and other reference materials can quickly become a crutch rather than an asset. Don't expect to have time to review your notes, re-read your textbook, or discover new information during an open book</p>		
<p>W https://www.educationcorner.com/openbook-tests.html,</p>				
165/224	SUBMITTED TEXT	24 WORDS	50% MATCHING TEXT	24 WORDS
<p>All reference materials brought to the examination centre should be carefully organized and that one should know ahead of time exactly where all information is</p>		<p>all reference materials you bring to the exam are organized and that you know ahead of time exactly where all information is</p>		
<p>W https://www.educationcorner.com/openbook-tests.html,</p>				
166/224	SUBMITTED TEXT	24 WORDS	69% MATCHING TEXT	24 WORDS
<p>In the case of open book mathematics and science tests, important data and formulas are listed separately for easy access during the test.</p>		<p>In the case of open book math and science exams, list out important data and formulas separately for easy access during the test.</p>		
<p>W https://www.educationcorner.com/openbook-tests.html,</p>				

167/224	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>In the restricted type of open book examinations, students are permitted to bring into the examination room one or more specific documents approved by the course instructor.</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				
168/224	SUBMITTED TEXT	47 WORDS	82% MATCHING TEXT	47 WORDS
<p>Open book tests usually cover more information and take longer to complete than traditional tests. Students will likely run out of time if they rely on books for every answer. Books and notes should only be used as reference resources for difficult questions or questions that require specific information.</p> <p>W https://www.educationcorner.com/openbook-tests.html,</p>				
169/224	SUBMITTED TEXT	47 WORDS	83% MATCHING TEXT	47 WORDS
<p>copy information directly from the book and write answers on an open book test. Teachers are concerned with what their students have learned, not whether they can locate information in a book. It is permissible to use quotes from the book, or lecture notes, to support viewpoint or analysis, but</p> <p>W https://www.educationcorner.com/openbook-tests.html,</p>				
170/224	SUBMITTED TEXT	26 WORDS	94% MATCHING TEXT	26 WORDS
<p>time management: The same time management rules that apply to general test taking also apply to taking open book tests. First, at the offset of the test</p> <p>W https://www.educationcorner.com/openbook-tests.html,</p>				
171/224	SUBMITTED TEXT	20 WORDS	85% MATCHING TEXT	20 WORDS
<p>review how many questions there are and determine how much time one can spend on each question. Then questions are</p> <p>W https://www.educationcorner.com/openbook-tests.html,</p>				

172/224	SUBMITTED TEXT	16 WORDS	100%	MATCHING TEXT	16 WORDS
<p>In the unrestricted type of open book examinations, students are free to bring whatever they like.</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>					
173/224	SUBMITTED TEXT	75 WORDS	84%	MATCHING TEXT	75 WORDS
<p>An "open book examination" NSOU CC-ED-08 126 is one in which examinees are allowed to consult their class notes, textbooks, and other approved material while answering questions. This practice is common in law examinations, but in other subjects, it is mostly unheard of till date. Although the idea may sound puzzling to those who are used to conventional examinations, it is ideally suited to teaching programmes that especially aim at developing the skills of critical and creative thinking.</p> <p>SA Book-Assessment for Learning.docx (D158480135)</p>					
174/224	SUBMITTED TEXT	56 WORDS	100%	MATCHING TEXT	56 WORDS
<div> <p>Cheating becomes an appealing option when the response to a question is one that can be easily Googled. A student need not read a single chapter or attend any classes, if they know their smartphone will come to their rescue. An open- book test, with challenging application questions that relate directly to the course material, can help minimize the problem</p> <p>W https://www.facultyfocus.com/articles/educational-assessment/why-open-book-tests-d</p> </div> <div> <p>Cheating becomes an appealing option when the response to a question is one that can be easily Googled. A student need not read a single chapter or attend any classes, if they know their smartphone will come to their rescue. An open-book test, with challenging application questions that relate directly to the course material, can help minimize the problem.</p> </div>					
175/224	SUBMITTED TEXT	32 WORDS	100%	MATCHING TEXT	32 WORDS
<div> <p>be able to blindly scavenge the course notes for the answer. They will recognize the need to prepare and have some familiarity with the material or they will simply run out of time.</p> <p>W https://www.facultyfocus.com/articles/educational-assessment/why-open-book-tests-d</p> </div> <div> <p>be able to blindly scavenge the course notes for the answer. They will recognize the need to prepare and have some familiarity with the material or they will simply run out of time. •</p> </div>					

176/224	SUBMITTED TEXT	16 WORDS	87% MATCHING TEXT	16 WORDS
<p>Raw scores are expressed in terms of different units, such as number of trials taken within</p> <p>SA John Bennet Raj, D. English, Reg.No.9025 Chap 5.docx (D37396357)</p>				
177/224	SUBMITTED TEXT	16 WORDS	61% MATCHING TEXT	16 WORDS
<p>an examinee's test score with the core of a specific score of examinees on that test</p> <p>SA John Bennet Raj, D. English, Reg.No.9025 Chap 5.docx (D37396357)</p>				
178/224	SUBMITTED TEXT	36 WORDS	44% MATCHING TEXT	36 WORDS
<p>the average performance on a particular test made by a standardization sample. A standardization sample is the true representative of the population. It takes the test to provide data for comparison and subsequent interpretation of the test scores.</p> <p>SA John Bennet Raj, D. English, Reg.No.9025 Chap 5.docx (D37396357)</p>				
179/224	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>based on relative achievements (e.g., selection, grouping, grading) can be made with greater confidence".</p> <p>W http://tcthankseducation.blogspot.com/2013/06/evaluation-in-education-dr.html</p>				
180/224	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
<p>tests are "designed to rank students in order of achievement, from high to low, so that decisions</p> <p>W http://assessmentvasu.blogspot.com/2018/10/concept-of-assessment.html</p>				

181/224	SUBMITTED TEXT	60 WORDS	82% MATCHING TEXT	60 WORDS
<p>these published tests: Percentile Rank: A number telling the percentage of examinees in a defined group scoring lower than the particular raw score. Linear standard score: A number indicating the location of a particular raw score in relation to the mean and standard deviation of a defined group. Normalized Standard Score: A number showing the location of the particular</p>		<p>these published tests. a) Percentile Rank: A number telling the percentage of examinee in a defined group scoring lower than the particular raw score. b) Linear Standard Score: A number telling the location of the particular score in relation to the mean and standard deviation of a defined group. c) Normalized Standardized Score: A number telling the location of the particular</p>		
<p>W http://assessmentvasu.blogspot.com/2018/10/concept-of-assessment.html</p>				
182/224	SUBMITTED TEXT	22 WORDS	97% MATCHING TEXT	22 WORDS
<p>is designed "to measure the growth in a student's attainment and to compare his level of attainment with levels reached by other students</p>				
<p>SA Full Book- Measurement and Evaluation in Education.pdf (D112222652)</p>				
183/224	SUBMITTED TEXT	35 WORDS	98% MATCHING TEXT	35 WORDS
<p>score in relation to a normal distribution defined in terms of a particular group. Grade Equivalent Score: A number telling the grade placement for which the particular raw score is the average for a defined group.</p>		<p>score in relation to a normal distribution defined in terms of a particular group. d) Grade Equivalent Score: A number telling the grade placement for which the particular raw score is the average for a defined group.</p>		
<p>W http://assessmentvasu.blogspot.com/2018/10/concept-of-assessment.html</p>				
184/224	SUBMITTED TEXT	16 WORDS	87% MATCHING TEXT	16 WORDS
<p>it is reported in the Percentile Rank, Linear standard score, Normalized Standard Score, Grade Equivalent Score.</p>		<p>It is generally reported in the form of Percentile Rank, Linear Standard Score, Normalized Standard Score and Grade Equivalent Score.</p>		
<p>W http://assessmentvasu.blogspot.com/2018/10/concept-of-assessment.html</p>				

185/224	SUBMITTED TEXT	55 WORDS	81% MATCHING TEXT	55 WORDS
<p>This test is primarily used for comparing achievement of an examinee to that of a large representative group of examinees at the same grade level. The representative group is known as the 'norm group'. Norm group may comprise of examinees at the local, district, state or national level. Since the development of NRT is expensive and time consuming</p>		<p>This test is used primarily for comparing achievement of an examinee to that of a large representative group of examinees at the same grade level. The representative group is known as the 'Norm'. Norm group may be made up of examinees at the local, district, state or national level. Since the development of norm referenced test is expensive and time consuming</p>		
<p>W http://assessmentvasu.blogspot.com/2018/10/concept-of-assessment.html</p>				
186/224	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>for a particular grade level. 13. It is administered after instruction. 14. It is used</p>		<p>for a particular grade level. It is administered after instruction. It is used</p>		
<p>W http://assessmentvasu.blogspot.com/2018/10/concept-of-assessment.html</p>				
187/224	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>heterogeneous class groups. 15. It classifies achievement as above average, average</p>		<p>heterogeneous class groups. It classifies achievement as above average, average</p>		
<p>W http://assessmentvasu.blogspot.com/2018/10/concept-of-assessment.html</p>				
188/224	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
<p>In aptitude testing for making differential prediction. 2. To get a reliable rank ordering of the pupils with respect to the achievement</p>		<p>in aptitude testing for making differential prediction. 2. To get a reliable rank ordering of the pupils with respect to the achievement</p>		
<p>W http://assessmentvasu.blogspot.com/2018/10/concept-of-assessment.html</p>				
189/224	SUBMITTED TEXT	29 WORDS	100% MATCHING TEXT	29 WORDS
<p>To identify the pupils who have mastered the essentials of the course more than others. 4. To select the best of the applicants for a particular programme. 5. To find out</p>		<p>To identify the pupils who have mastered the essentials of the course more than others. 4. To select the best of the applicants for a particular programme. 5. To find out</p>		
<p>W http://assessmentvasu.blogspot.com/2018/10/concept-of-assessment.html</p>				

190/224	SUBMITTED TEXT	25 WORDS	94% MATCHING TEXT	25 WORDS
<p>Norm-Referenced Tests (NRTs) compare a person's score against the scores of a group of people who have already taken the same test, called the "norming group."</p> <p>SA EDN-201-Educational Measurement and Evaluation.pdf (D141388331)</p>				
191/224	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>a test designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks.</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				
192/224	SUBMITTED TEXT	33 WORDS	63% MATCHING TEXT	33 WORDS
<p>second method of interpreting a test score is to establish an external standard or criterion and compare the examinee's test score with it this process is known as Criterion Referencing. In this test there is</p> <p>SA John Bennet Raj, D. English, Reg.No.9025 Chap 5.docx (D37396357)</p>				
193/224	SUBMITTED TEXT	26 WORDS	90% MATCHING TEXT	26 WORDS
<p>an examinee passes some predetermined number of items or answers them correctly, it is said that it is capable of the total performance demanded by the test.</p> <p>SA John Bennet Raj, D. English, Reg.No.9025 Chap 5.docx (D37396357)</p>				
194/224	SUBMITTED TEXT	29 WORDS	95% MATCHING TEXT	29 WORDS
<div> <div> <p>A Criterion Referenced Test is a style of test which uses test scores to generate a statement about the behaviour that can be expected of a person with that score.</p> <p>W https://answerown.com/what-is-nrt-and-crt/</p> </div> <div> <p>A criterion-referenced test is a style of test which uses test scores to generate a statement about the behavior that can be expected of a person with that score.</p> </div> </div>				

195/224	SUBMITTED TEXT	13 WORDS	96% MATCHING TEXT	13 WORDS
<p>the objective is simply to see whether the student has learned the material.</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				
196/224	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<p>a "test designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks.</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				
197/224	SUBMITTED TEXT	18 WORDS	92% MATCHING TEXT	18 WORDS
<p>is one that is deliberately constructed to yield measurements that are directly interpretable in terms of special performance standards".</p> <p>SA Full Book- Measurement and Evaluation in Education.pdf (D112222652)</p>				
198/224	SUBMITTED TEXT	105 WORDS	100% MATCHING TEXT	105 WORDS
<div> <p>content-referenced interpretations and this means that the content domains to which scores are referenced must be very clearly defined. 3. Each type of test can serve the other main purpose (norm-referenced versus criterion-referenced interpretations), but this secondary use will never be optimal. For example, since criterion-referenced tests are not constructed to maximize score variability, their use in comparing candidates may be far from optimal if the test scores that are produced from the test administration are relatively similar. Because the purpose of a criterion-referenced test is quite different from that of a norm referenced test, it should not be surprising to find that the approaches used for reliability and validity assessment are different too. 4.</p> <p>W https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL...</p> </div> <div> <p>content-referenced interpretations and this means that the content domains to which scores are referenced must be very clearly defined. Each type of test can serve the other main purpose (norm-referenced versus criterion-referenced interpretations), but this secondary use will never be optimal. For example, since criterion-referenced tests are not constructed to maximize score variability, their use in comparing candidates may be far from optimal if the test scores that are produced from the test administration are relatively similar. Because the purpose of a criterion-referenced test is quite different from that of a norm- referenced test, it should not be surprising to find that the approaches used for reliability and validity assessment are different too. (</p> </div>				

199/224	SUBMITTED TEXT	29 WORDS	77% MATCHING TEXT	29 WORDS
can be administered before and after instruction 12. It is normally reported in terms of minimum scores for partial and total mastery of main skill areas, number of correct items,		Can be administered before and after instruction. · Is generally reported in the form of minimum scores for partial and total mastery of main skill areas, number of correct items,		
W http://assessmentvasu.blogspot.com/2018/10/concept-of-assessment.html				
200/224	SUBMITTED TEXT	24 WORDS	82% MATCHING TEXT	24 WORDS
inadequacies in learners are learned and assist the weaker section of learners to reach the level of other students through a regular programme of remedial		inadequacies in learner's and assist the weaker section of learners to reach the level of other students through a regular programme of remedial		
W http://assessmentvasu.blogspot.com/2018/10/concept-of-assessment.html				
201/224	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
To find out the level of attainment of various objectives of instruction		To find out the level of attainment of various objectives of instruction.		
W http://tcthankseducation.blogspot.com/2013/06/evaluation-in-education-dr.html				
202/224	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
To find out the level at which a particular concept has been learnt.		To find out the level at which a particular concept has been learnt. 4)		
W http://tcthankseducation.blogspot.com/2013/06/evaluation-in-education-dr.html				
203/224	SUBMITTED TEXT	47 WORDS	68% MATCHING TEXT	47 WORDS
the student. Scores for an individual student are also independent of how other students perform. In addition, test results can be quickly obtained to give students effective feedback on their performance. Although NRTs are most suitable for developing normative data across large groups, CRTs can produce some local norms. Limitations of		the deficiencies. Scores for an individual student are independent of how other students perform. In addition, test results can be quickly obtained to give students effective feedback on their performance. Although norm-referenced tests are most suitable for developing normative data across large groups, criterion-referenced tests can produce some local norms. 14.4 Disadvantages of		
W https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL ...				

204/224	SUBMITTED TEXT	33 WORDS	95% MATCHING TEXT	33 WORDS
<p>is meant to measure the achievement of an examinee on a certain domain to find out his level of achievement in that domain. It has nothing to do with the achievement level of other examinees.</p> <p>SA JSNR_SSOU_MBA_EA_Educational Evaluation.pdf (D28924038)</p>				
205/224	SUBMITTED TEXT	2 WORDS	76% MATCHING TEXT	2 WORDS
<p>educational-assessment/why-open-book-tests-deserve-a-place-in-your-courses/, Educational Assessment Why Open-book Tests Deserve a Place in Your Courses •</p> <p>W https://www.facultyfocus.com/articles/educational-assessment/why-open-book-tests-d</p>				
206/224	SUBMITTED TEXT	60 WORDS	98% MATCHING TEXT	60 WORDS
<p>many types of measurement errors due to intra-examiner's and inter examiner's subjectivity in marking, inadequacy in sampling of content and competencies implied in instructional objectives, poor quality of evaluation tools (question papers), arbitrary time limit and variations in testing situations. Some of these errors are identifiable but others are not. The magnitude of such errors according to research reports varies from 7 to 15%.</p> <p>W https://soe.unipune.ac.in/studymaterial/karanBhiseOnline/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVAL ...</p>				
207/224	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
<p>Singh, A.K. (2002): Tests, Measurements and Research Methods in Behavioural Science, Patna,</p> <p>SA MA 2nd Sem, Paper-2, Block-1.pdf (D165079802)</p>				
208/224	SUBMITTED TEXT	12 WORDS	95% MATCHING TEXT	12 WORDS
<p>lack of full disclosure and transparency in grading and mark reporting.</p> <p>SA Assessment for Learning - Book-KSR.docx (D110721227)</p>				

209/224	SUBMITTED TEXT	179 WORDS	86% MATCHING TEXT	179 WORDS
<p>Most people have different traditions about what grade constitutes an A, B etc. Working to this scale requires an instructor to make many more subjective judgments; every assignment, quiz, or other graded item must be designed beforehand to try to yield the desired level of numeric performance. This is an extremely difficult task, which is why so many instructors wind up applying arcane and often arbitrary "curves" afterwards. Instead one can normalize all scores so that, no matter how easy or hard the assignment, the class's scores get mapped into a comparable range. This is essentially the same technique that is used on the SATs, ACTs, GREs and other national standardized tests. NSOU CC-ED-08 152 There are different techniques for normalizing scores, and the topic of how to do so properly belongs in a class on statistics. The best-known normalization formula used for examinations and other situations where the number of scores above and below the average is likely to be equal, is the "z-score": Where x is the student's score, the class average, and sd is the class standard deviation (a measure of how widely spread the class scores have been).</p>			<p>most people have different traditions about what grade constitutes an A, a B etc. Working to this scale requires an instructor to make many more subjective judgements - every assignment, quiz, or other graded item must be designed beforehand to try to yield the desired level of numeric performance. That's an extremely difficult task, which is why so many instructors wind up applying arcane and often arbitrary "curves" afterwards. Instead I normalize all scores so that, no matter how easy/ hard the assignment or how picky/lax the grading, the class's scores get mapped into a compatable range. This is essentially the same technquie that is used on the SATs, ACTs, GREs and other national standardized tests. There are different techniques for normalizing scores, and the topic of how to do so properly belongs in a class on statistics. The best-known normalization formula, and the one I use for exams and other situations where the number of scores above and below the average are likely to be equal, is the "z-score": $(x - \text{avg}) / \text{sd}$ where x is the student's score, avg the class average, and sd is the class standard deviation (a measure of how widely spread the class scores have been).</p>	
<p>W https://www.cs.odu.edu/~zeil/cs333/f13/Public/grading/grading-htmlse1.html</p>				
210/224	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>Grading: Grading in education is the process of applying standardized measurements of varying levels of achievement in a course.</p>			<p>GRADING Grading in education is the process of applying standardized measurements of varying levels of achievement in a course.</p>	
<p>W http://maaaranyacollege.com/wp-content/uploads/2020/04/CC-9-assesment-and-learning.docx</p>				
211/224	SUBMITTED TEXT	43 WORDS	100% MATCHING TEXT	43 WORDS
<p>Grades can be assigned as letters (generally A through F), as a range (for example 1 to 6), as a percentage of a total number of questions answered correctly, or as a number out of a possible total (for example out of 20 or 100).</p>			<p>Grades can be assigned as letters (generally A through F), as a range (for example 1 to 6), as a percentage of a total number of questions answered correctly, or as a number out of a possible total (for example out of 20 or 100).</p>	
<p>W http://assessmentvasu.blogspot.com/2018/10/concept-of-assessment.html</p>				

212/224	SUBMITTED TEXT	111 WORDS	96% MATCHING TEXT	111 WORDS
<p>of CGPA: In some countries, all grades from all current classes are averaged to create a grade point average (GPA) for the marking period. The GPA is calculated by taking the number of grade points a student earned in a given period of time of middle school through high school. GPAs are also calculated for undergraduate and graduate students in most universities. The GPA can be used by potential employers or educational institutions to assess and compare applicants. A cumulative grade point average (CGPA) is a calculation of the average of all of a student's total earned points divided by the possible number of points. This grading system calculates for all of his or her complete education career.</p>		<p>of 20 or 100). In some countries, all grades from all current classes are averaged to create a Grade Point Average (GPA) for the marking period. The GPA is calculated by taking the number of grade points a student earned in a given period of time of middle school through high school.[1] GPAs are also calculated for undergraduate and graduate students in most universities. The GPA can be used by potential employers or educational institutions to assess and compare applicants. A cumulative grade point average is a calculation of the average of all of a student's total earned points divided by the possible amount of points. This grading system calculates for all of his or her complete education career.</p>		
<p>W http://maaaranyacollege.com/wp-content/uploads/2020/04/CC-9-assesment-and-learning.docx</p>				
213/224	SUBMITTED TEXT	19 WORDS	92% MATCHING TEXT	19 WORDS
<p>Educational assessment is the systematic process of documenting and using empirical data on the knowledge, skills, attitudes and beliefs.</p>				
<p>SA CC-10 Assessment for Learning (Eng).pdf (D125371049)</p>				
214/224	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<p>Semester System and Choice Based Credit System: The Indian Higher Education Institutions have been moving from the conventional annual system to semester system</p>		<p>Semester System and Choice Based Credit System The Indian Higher Education Institutions have been moving from the conventional annual system to semester system.</p>		
<p>W https://vikaspedia.in/education/policies-and-schemes/choice-based-credit-system-cbcs</p>				

215/224	SUBMITTED TEXT	103 WORDS	94% MATCHING TEXT	103 WORDS
<p>In assessing the performance of the students in examinations, the usual approach is to award marks based on the examinations conducted at various stages (session, mid-term, end-semester etc..) in a semester. Some of the higher education institutions convert these marks to letter grades based on absolute or relative grading system and award the grades. There is a marked variation across the colleges and universities in the number of grades, grade points, letter grades used, which creates difficulties in comparing students across the institutions. The UGC recommends the following system to be implemented in awarding the grades and CGPA under the credit based semester system. Letter Grades and Grade Points: Two methods</p> <p>W https://vikaspedia.in/education/policies-and-schemes/choice-based-credit-system-cbcs</p>		<p>In assessing the performance of the students in examinations, the usual approach is to award marks based on the examinations conducted at various stages (sessional, mid-term, end-semester etc..) in a semester. Some of the HEIs convert these marks to letter grades based on absolute or relative grading system and award the grades. There is a marked variation across the colleges and universities in the number of grades, grade points, letter grades used, which creates difficulties in comparing students across the institutions. The UGC recommends the following system to be implemented in awarding the grades and CGPA under the credit based semester system. Letter Grades and Grade Points • Two methods -</p>		
216/224	SUBMITTED TEXT	110 WORDS	93% MATCHING TEXT	110 WORDS
<p>relative grading or absolute grading, have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods. The UGC recommends a 10-point grading system with the following letter grades as given below: Letter Grade Grade Points O (Outstanding) 10 A+(Excellent) 9 A(Very Good) 8 B+(Good) 7 B(Above Average) 6 C(Average) 5 NSOU CC-ED-08 162 P (Pass) 4 F(Fail) 0 Ab (Absent) 0 (</p> <p>W https://vikaspedia.in/education/policies-and-schemes/choice-based-credit-system-cbcs</p>		<p>relative grading or absolute grading– have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods. • The UGC recommends a 10-point grading system with the following letter grades as given Grades and Grade Letter Grade Letter Grade O (Outstanding) 10 A+(Excellent) 9 A(Very Good) 8 B+(Good) 7 B(Above Average) 6 C(Average) 5 P (Pass) 4 F(Fail) 0 Ab (Absent) 0 •</p>		
217/224	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
<p>A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.</p> <p>W https://vikaspedia.in/education/policies-and-schemes/choice-based-credit-system-cbcs</p>		<p>A student obtaining Grade F shall be considered failed and will be required to reappear in the examination. •</p>		

218/224	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
	Currently many of the institutions have already introduced the choice based credit system. The semester system accelerates the teaching- learning process		Currently many of the institutions have already introduced the choice based credit system. The semester system accelerates the teaching-learning process	
	W https://vikaspedia.in/education/policies-and-schemes/choice-based-credit-system-cbcs			

219/224	SUBMITTED TEXT	41 WORDS	100% MATCHING TEXT	41 WORDS
	The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE etc.)		The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE etc., •	
	W https://vikaspedia.in/education/policies-and-schemes/choice-based-credit-system-cbcs			

220/224

SUBMITTED TEXT

276 WORDS

80% MATCHING TEXT

276 WORDS

Computation of SGPA and CGPA: The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by him or her and the sum of the number of credits of all the courses undergone by a student, i.e $SGPA (Si) = \sum (Ci \times Gi) / \sum Ci$ where Ci is the number of credits of the i th course and Gi is the grade point scored by the student in the i th course. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e. $CGPA = \sum (Ci \times Si) / \sum Ci$ where Si is the SGPA of the i th semester and Ci is the total number of credits in that semester. The SGPA and CGPA are rounded off to 2 decimal points and reported in the transcripts. Computation of SGPA and CGPA: Illustration for SGPA Course Credit Grade letter Grade point Credit Point (Credit x Grade) Course 1 3 A 8 3x8=24 Course 2 4 B+ 7 7x4=28 Course 3 3 B 6 3x8=18 Course 4 3 O 10 3x10=30 NSOU CC-ED-08 163 Course 5 3 C 5 3x5=15 Course 6 4 B 4 4x4=16 20 130 Thus, SGPA = $139/20 = 6.95$ Illustration for CGPA Semester 1 Semester 2 Semester 3 Semester 4 Semester 5 Semester 6 Credit:20 Credit: 22 Credit : 25 Credit:26 Credit: 26 Credit : 25 SGPA:6.9 SGPA:7.8 SGPA: 5.6 SGPA:6.0 SGPA:6.3 SGPA: 8.0 Thus, CGPA = $20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0 / 144 = 6.73$

Computation of SGPA and CGPA The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA): • The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e $SGPA (Si) = \sum (Ci \times Gi) / \sum Ci$ where Ci is the number of credits of the i th course and Gi is the grade point scored by the student in the i th course. • The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e. $CGPA = \sum (Ci \times Si) / \sum Ci$ where Si is the SGPA of the i th semester and Ci is the total number of credits in that semester. • The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. Illustration of Computation of SGPA and CGPA and Format for Transcripts • Computation of SGPA and CGPA Illustration for SGPA Course Credit Grade letter Grade point Credit Point(Credit x Grade) Course 1 3 A 8 3x8=24 Course 2 4 B+ 7 7x4=28 Course 3 3 B 6 3x8=18 Course 4 3 O 10 3x10=30 Course 5 3 C 5 3x5=15 Course 6 4 B 4 4x4=16 20 130 Thus, SGPA = $139/20 = 6.95$ Illustration for CGPA Semester 1 Semester 2 Semester 3 Semester 4 Semester 5 Semester 6 Credit : 20 SGPA:6.9 Credit : 22 SGPA:7.8 Credit : 25 SGPA: 5.6 Credit : 26 SGPA:6.0 Credit : 26 SGPA:6.3 Credit : 25 SGPA: 8.0 Thus, CGPA = $20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0 / 144 = 6.73$ •

W <https://vikaspedia.in/education/policies-and-schemes/choice-based-credit-system-cbcs>

221/224

SUBMITTED TEXT

66 WORDS

100% MATCHING TEXT

66 WORDS

vertical and horizontal mobility in learning. The credit based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

vertical and horizontal mobility in learning. The credit based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

W <https://vikaspedia.in/education/policies-and-schemes/choice-based-credit-system-cbcs>

222/224	SUBMITTED TEXT	14 WORDS	85% MATCHING TEXT	14 WORDS
Based on the recommendations on Letter grades, grade points and SGPA and CGPA, the		Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the		
W https://vikaspedia.in/education/policies-and-schemes/choice-based-credit-system-cbcs				





















223/224	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
transcript for each semester and a consolidated transcript indicating the performance in all semesters.		transcript for each semester and a consolidated transcript indicating the performance in all semesters.		
W https://vikaspedia.in/education/policies-and-schemes/choice-based-credit-system-cbcs				







224/224	SUBMITTED TEXT	22 WORDS	84% MATCHING TEXT	22 WORDS
a shift in focus from teaching based to learning education since the workload is based on the investment of time in learning.				
SA Full Book- Measurement and Evaluation in Education.pdf (D112222652)				

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Entire Document

PREFACE In a bid to standardize higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses viz. core, generic, discipline specific, elective, ability and skill enhancement for graduate students of all programmes at Honours level. This brings in the semester pattern which finds efficacy in sync with credit system, credit transfer, comprehensive continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry their acquired credits. I am happy to note that the university has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade "A". UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 have mandated compliance with CBCS for U.G. programmes for all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme. Self Learning Material (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English / Bengali. Eventually, the English version SLMs will be translated into Bengali too, for the benefit of learners. As always, all of our teaching faculties contributed in this process. In addition to this we have also requisitioned the services of best academics in each domain in preparation of the new SLMs. I am sure they will be of commendable academic support. We look forward to proactive feedback from all stakeholders who will participate in the teaching-learning based on these study materials. It has been a very challenging task well executed, and I congratulate all concerned in the preparation of these SLMs. I wish the venture a grand success.

Professor (Dr.) Ranjan Chakrabarti Vice-Chancellor

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Dr. Atindranath Dey Director, SoE, NSOU Chairman (BoS) Dr. Sibaprasad De Professor SoE, NSOU Dr. K. N. Chattopadhyay Professor, Dept. of Education University of Calcutta Dr. Abhijit Kr. Pal Professor, Dept. of Education West Bengal State University Dr. Dibyendu Bhattacharyya Professor, Dept. of Education University of Kalyani Board of Studies Members Netaji Subhas Open University Under Graduate Degree Programme Choice Based Credit System (CBCS)
Subject : Honours in Education (HED) Course : Guidance and Counseling in Education Course Code: CC-ED-10
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MODULE - 1 : Stress, Mental Health & Education Unit 1 ? Mental Health and Education 9 - 25 Unit 2 ? Adjustment & Maladjustment 26 - 38 Unit 3 ? Stress Coping Strategies 39 - 48 MODULE - 2 : Mental Health & Role of Teacher Unit 4 ? Mental Health Assessment 51 - 66 Unit 5 ? Guidance & Counseling 67 - 78 Unit 6 ? Mental Health & Education 79 - 86
Course : Guidance and Counseling in Education Code : CC-ED-10 NETAJI SUBHAS OPEN UNIVERSITY Honours in Education (HED)

MODULE - 1 Stress, Mental Health & Education

Unit 1 ? Mental Health and Education Structures 1.1 Objective 1.2 Introduction 1.3 The Self : Psycho-Social View 1.4 Guidance : Concept, Types and Scope 1.5 Counselling : Concept, Types and Scope 1.6 Summary 1.7 Self-Assessment Questions 1.8 Reference 1.1 Objective After completion of the unit, students will be able to- i. Define Self,

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Guidance and Counselling ii. Understand the concept of Guidance and Counselling iii. Name the types of guidance and counselling iv. State the scope of Guidance and Counselling 1.2

Introduction Teaching is not about imparting information, even not about cognitive development only. Holistic development of the student has always been that desired goal teacher perused from the very beginning. Only difference in modern education is that here teacher is made aware of the tools and skills needed to achieve that goal. That is exactly why "Guidance and Counselling" became so important in the realm of education. Here in this chapter we will define all the actions and tools and techniques of Guidance and Counselling so that a teacher is aware of the variety of needs of students and guide accordingly. ESSENTIAL PRIOR KNOWLEDGE REQUIRED TO LEARN Guidance and counselling is an essential area of knowledge for any teacher or person working in development of another person. It is needless to say that Guidance and counselling

10 NSOU ? CC-ED-10 is a specialized area hence there are some prior requisite to understand and execute its demands and implement it properly. Below is a diagram which shows the areas involved in Guidance and Counselling and are mandatory to have as an entry level behaviour. Concept of Ethics Conflict Empathy Personality Guidance and Counselling Individual Difference Coping Mental Hygiene Developmental Theory As the table shows student must acquaint themselves with specific concept of psychology and philosophy before embarking into this quest and practicing Guidance and Counselling. 1.3 The Self : Psycho-Social View The very basis of all human interaction is "the self". Primarily self seems to be our sense of identity, who we are and how we are different from the rest. Self is the fundamental part of every human being, the construct which holds the unique identity of consciousness much like any ID card for physical identity. So, What is "Self"? Online Oxford Dictionary would describe "Self" as "a person's essential being that distinguishes them from others, especially considered as the object of introspection or reflexive action." American Psychological Association addresses self as "the totality of the individual, consisting of all characteristic attributes, conscious and unconscious, mental and physical. Apart from its basic reference to personal identity, being, and experience, the term's use in psychology is wide-ranging. According to William James, self can refer either to the person as the target of appraisal (i.e., one introspectively evaluates how one is doing) or to the person as the source of agency (i.e. one attributes the source of regulation of perception, thought, and behaviour to one's body or mind). Carl Jung maintained that the self gradually develops by a process of individuation, which is not complete until late maturity is reached." In modern days Heinz Kohut's idea of self to denote the sense of a coherent, stable yet dynamic, experience of one's individuality, continuity in time and space, autonomy, efficacy, motivation, values, and desires; he believed that this sense emerges through healthy narcissistic development empathically supported in early life.

NSOU ? CC-ED-10 11 Psychosocial view of Self – As Bertocci explains in his write up "The psychological self, the ego, and personality" that the The psychological self may be conceived of as an enduring, unique, complex unity of knowing-wanting activities. This serves to unify diverse descriptions of the ego and to clarify the function of the ego in personality-organization." James, almost 130 years ago distinguished between two concepts "I" and "Me" where I is the subjective term and later is more of a object of experience. From then on to current concept of cognitive psychology and concept of self has travelled a lot and changed many forms. It must be stated that the concept of self is in the domain of consciousness which includes both arguments as "objective or "subjective" experience. James's distinction perseveres in the interest that self-theorists accord to how people acquire self-knowledge and how this knowledge is manifested in behavior. The major topics related to self- functioning that social and personality psychologists address concern the ways in which people understand and define their characteristics (self-knowledge), how people use task and social feedback to monitor their goal progress (self-regulation), the influence of personal standards, expectations, and values on perception of others (self in social judgment), and how people maintain desired self-images. For any value related education / development, self-exploration becomes the only tool available to human being. In philosophical understanding, as referred in e-handbook of "Value education" in AICTE "Universal value education", self can be explained with following activities – Activities of the Self The activities of the Self can be seen in terms of desire, thought and expectation. Desire is the name given to the activity of imaging. You are making an image in the Self. Desire is in the form of an image which you have created within. Thought is the power for the activity of analysing based on comparing various possibilities to fulfil your desire. Expectation is the power for the activity of selecting based on tasting. Activities of the Self are Continuous. These powers of desire, thought and expectation are inexhaustible, and the activities are continuous. The activities of imaging, analyzing-comparing and selecting-tasting are always going on, whether we are aware of them or not. These Activities Together Constitute Imagination. These activities are together called imagination. We may not immediately be able to observe our desire, thought and expectation distinctly, but it may be easier to see that something is going on within. One imagination or the other is going on in us all the time.

12 NSOU ? CC-ED-10 Happiness and unhappiness depend on the state of imagination. If your imagination is in harmony with your natural acceptance, you are in a state of happiness. When it is in contradiction with your natural acceptance, you are in a state of unhappiness. Imagination is expressed to the world outside, in terms of behaviour with human being and work with the rest of nature. We have also referred to imagination as "what I am" and the natural acceptance as "what I really want to be". State of Imagination: Once you start looking at your imagination, you will be able to find out the state of your imagination. Your imagination could be well organised, in harmony or it could be a random mixture of harmony and contradiction. Possible Sources of Imagination: There are three possible sources of motivation for imagination: 1. Preconditioning, 2. Sensation and 3. Natural Acceptance A dominant source of imagination is preconditioning. Preconditioning means the beliefs, notions, norms, ideas, views, dictums, goals, etc. prevailing in the family, in the society which we have assumed without knowing. They may influence our imagination. Another major source of our desire, our imagination is the sensation. Sensation is the information we get from the Body through the five sense organs – of sound, touch, sight, taste and smell. The third source of imagination is our natural acceptance. It can also be referred to as the inner voice or conscience. Self-verification on the basis of our natural acceptance can be the third possible source. It may or may not be the predominant source of motivation currently, but it can be the real source for deciding our desire, our imagination. Consequences of Imagination from the three Sources – Self-organisation or Enslavement? If your imagination is motivated by preconditioning or sensation, you may or may not be in harmony with the natural acceptance. Therefore, you may be in a state of happiness within or unhappiness within. Your happiness is dependent or enslaved by your preconditioning and sensation. The Way Ahead – Ensuring Harmony in the Self by way of Self-exploration

NSOU ? CC-ED-10 13 To achieve this harmony in the Self, we need to start self-exploration. In the process, we need to: ? Know our natural acceptance ? Be aware of our imagination ? Find out the source of imagination ? Work out a way to sort out our imagination till it is fully in line with our natural acceptance When the imagination is in harmony with the natural acceptance, there is harmony in the Self. This harmony is happiness This is why concept of self is important to Guidance and Counselling. Especially in counselling, in professional term,

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counselling is the scientific process of helping the individual to understand him/herself better in relation to his/her environment so that he/she becomes self-dependent, self-directed and self-sufficient and is able to lead a better and meaningful life. Counselling is aimed at helping the individual in solving problems that are already present, preventing the occurrence of problems in future and also enhancing personal, social, emotional, educational and vocational development.

All these are very much involved with the concept of self. 1.4 Guidance : Concept, Types and Scope Guidance literally means "to direct", "to point out", "to show the path"

etc. In Online Oxford English Dictionary "Guidance" is described as "help or advice that is given to somebody, especially by somebody older or with more experience". Definition – According to C.V.

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Good "Guidance is a process of dynamic interpersonal relationship designed to influence the attitude and subsequent behaviour of the person".

In education, that person is ofcourse the learner and the part played by teachers are considered to be of a guide. That idea was always present in education. But in modern education guidance became well defined with specific nature and principles mainly aimed at helping students to be what the can in an optimum productive way. Arthur Jones stated "guidance is a personal help that is designed to assist a person to go somewhere and do something". According to Crow and Crow, "

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guidance counselling ww..pdf (D49275517)

Guidance is the assistance made available by competent Counsellors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions, carry his own burdens". Shertzer and Stone defined guidance as "a process of helping

individuals to understand themselves and their world".

14

NSOU ? CC-ED-10

According to

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Ruth Strang, "Guidance is a process of helping every individual, through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness."

According to

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MATCHING BLOCK 10/64

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John Brewer, "Guidance is a process through which an individual is able to solve his problems and pursue a path suited to his abilities and aspirations."

According to

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MATCHING BLOCK 7/64

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Woodworth, "Guidance helps an individual to develop his personality and enables him to serve the society to the best of his capabilities and talents."

According to

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Kitson, "Guidance is 'individualised education'. Each student is to be helped to develop himself to the maximum possible degree in all respects."

According to

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V.M. Proctor, "Guidance is a process through which an individual or groups of individuals are helped to make necessary adjustment to the environment – inside or outside the school."

The idea of a teacher and the process of teaching was never excluded of the idea of guidance. Even in traditional form of education teachers are always looked as " Friend , Philosopher and Guide". It is only through time that process of teaching became more well defined and so is the idea of "Guidance". The provision for a teacher to be able to perform like a professional guidance practitioner is modern in its application. Accepting that premise immediately opened up certain possibilities and actions to take. Such as training , practice , ethics , limitation etc. therefore the concept of guidance in educational process is consciously incorporated with systematic development and modification. Hollis and Hollis proposed that guidance programme is based on eight principles 1.

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II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)

The dignity of the individual is supreme. 2. Individuals differ. 3. The primary concern of guidance in the individual in his social setting. 4. The attitudes and personal perceptions of the individual are the bases on which he acts 5. Individual generally acts to enhance his perceived self. 6. The individual has the innate ability to learn and can be helped to make choice that will lead to self direction consistent with social

improvement. 7.

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guidance counselling ww..pdf (D49275517)

The individual needs a continuous guidance process from early childhood through adulthood 8. Each individual may

at times need the information and personal assistance best given by competent professional person. (NIOS . Guidance and Counselling)

NSOU ? CC-ED-10 15 In Mudaliar commission (1952-53) certain policies for guidance in education. (i)

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Educational guidance should receive much greater attention on the part of educational authorities. (ii) Guidance service should be the work of various personnel's like parents, teachers, headmasters/headmistress, and principals. (iii) In order to broaden the pupil's understanding of the nature, scope and significance of the occupation or industries, film should be prepared to show the conditions of industrial, technical, agricultural or vocational aspects and this should be supplemented by actual visits. (iv) The services of trained guidance officers and career masters should be made available gradually and in an increasing measure to all educational institutions. (v) There should be opening up training centres in different regions for training of guidance officers and career masters to which each state may send a number of teachers and other suitable persons for training. (vi) A Central Research organisation may be established for carrying out research in educational guidance and for the preparation of tests with particular reference to Indian conditions and the needs of pupils. (vii) In every state there should be a Bureau of educational and vocational guidance to plan and co-ordinate various activities which have been recommended as above.

Overall the characteristics of Guidance are – 1. it is a continuous process 2. It is an assisting process rather than a directing process 3. This service is meant for all and includes generalized and specialised services 4. This is mostly a pre-planned , well organized service and not incidental 5. Guidance has its roots in education and centered around the needs and aspirations of students. Scope: Scope of guidance as a whole and in education are both wide and complex. It has broader meaning and wider connotation. Scope of guidance covers functionally all aspects of life. ? Guidance is meant for personal needs ? Guidance needs may vary from vocational, educational and personal ? Guidance is for holistic individual development and not a partial approach ? Guidance is for adjustment of individual through socialized, curricular, co-curricular activities, group life, vocational opportunities

16 NSOU ? CC-ED-10 ? Counselling services or technique ? Devices for collecting data through testing and non-testing devices like achievement test, intelligence, attitude scale, interview schedule etc. It must be added that scope of guidance increases immensely with the variety of types of guidance one is familiar with so that insightful knowledge increases. This is particularly useful for the area of education. Types : There are different types of guidance based on different criteria. According to the nature or form of guidance there are two types of guidance, namely – a) Informal guidance b) Formal guidance Informal guidance: It is a discontinuous process which can occur unexpectedly without any plan. It mainly occurs between two persons who have an established relationship. It is not an organized or systematic guidance. In informal guidance any responsible person who have little or no training can guide, advice or help to another person in a situation. Talk, chat, discussion, conversation, debate etc. are the techniques of informal guidance. Formal guidance: In formal guidance a trained professional person guides or helps another person to take decision in personal or educational or vocational areas. This process is more systematic and organized. According to the strategies of guidance there are two types of guidance, namely – a) Individual guidance b) Group guidance Individual guidance: It is a process of providing advice to a particular person to help him/ her to solve a problem.

There are several strategies for individual guidance. Spheres of influence strategy highlights the strengths and weaknesses of a person.

Immediacy strategy helps to aware a person about the current situation which helps him/her to do better. Proxemics strategy helps to study the body language of a person. Congruence strategy helps to provide feedback for finding possible ways to solve the problem. Hierarchy of needs helps to identify an individual's need to improve the situation. Group guidance: It is a process of providing advice to a group of people to help them to solve a common problem of that group. This process is very effective in educational plan, job finding and adjustment. There are several strategies for group guidance. Lecture or talk

is the primary way to solve a common group problem.

Demonstrations and role-plays are more engaging strategies and it takes less time. Orientation class is an effective strategy to guide a group in a new environment or to perform a specific task.

NSOU ? CC-ED-10 17 According to the area of guidance there are three types of guidance namely a) Vocational b) Educational and c) Personal In modern days students are presented with not only educational but all kind of challenges and expectations are mounting high too. Therefore all the three kind of guidance are relevant for a student and needed in an educational process. Let us briefly discuss concepts of all three guidance areas. Vocational : Inducting students in modern ideas of vocation and train is a mandatory part of education. But without a skilled guide the means to achieve the end result won't be fulfilled, hence the requirement of

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SA Arti kaushik (j_vision).docx (D110736592)

vocational guidance in education. Vocational guidance is a process of assisting the individual to choose an occupation, prepare for it,

and

enter upon it and progress in it.

It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career.

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SA report file full.docx (D110690450)

According to John D. Crites, "Vocational guidance is a facilitative process, a service rendered to the individual to aid him in choosing and adjusting to an occupation."

According to Dale Yoder, "Vocational guidance refers to the inevitable direction given to the care of new employees in the selection process and in their assignment to particular types of work."

The purpose behind assisting the youth to choose, prepare, enter and progress in a vocation is the optimum growth of the individual. Some of the aims and objectives of vocational guidance are: ? Assisting pupil to discover his/her own abilities and skills

so that they get ready for the

general requirements of the occupation under consideration. ?

Helping the individual to develop an attitude towards work that will dignify whatever type

of occupation s/he may wish to enter. ?

Assisting the individual to think critically about various types of occupations and to learn a technique for analyzing information about vocations. ? Assisting

pupils

to secure relevant information about the facilities offered by various educational institutions engaging in vocational training ?

At the elementary stage, although no formal guidance programmes are needed, the orientation to vocation can be initiated at this stage. At this stage some qualities and skills which have grater vocational significance viz. (i)love and respect for manual

18

NSOU ? CC-ED-10

work (ii) training in use of hands (iii) spirit of cooperative work (iii) sharing (vi) appreciation for all works (vii) good interpersonal relationship are to be developed

Educational :

Educational guidance is related to every aspect of education school / colleges, the curriculum, the methods of instruction, other curricular activities, disciplines etc. Educational guidance is the assistance given to the individual (i) to understand his/her potentialities (ii) have a clear cut idea of the different educational opportunities and their requirements (iii) to make wise choices as regards to school, colleges, the course.

According to Brewer, "Educational Guidance is a conscious effort to assist in the intellectual growth of an individual- anything that has to do with instruction or with learning may come under the term of guidance."

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According to Myers, "Educational guidance is a process concerned with bringing about, between an individual

pupil

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with his distinctive characteristics on the one hand, and differing groups of opportunities and requirements on the other, a favourable setting for the individual's development or education."

Some of the aims and objectives of educational guidance are: ? To assist the pupil to understand him/herself i.e. to understand his/her potentialities, strength and limitations. ? To help the child make educational plans consist with his/her abilities, interests and goals. ? To enable the student to know detail about the subject and courses offered. ? To assist the student in making satisfactory progress in various school/ college subjects. ? To help the child to adjust with the schools, its rules, regulations, social life connected with it. To help the child in developing good study habits. ? To help the child to participate in out of class educational activities in which he can develop leadership and other social qualities.

Personal: One kind of guidance we need all through our lives is personal guidance where issues with personal growth and development are dealt with and guided at. Especially for students in a constant change in developmental process be it in personality or emotional space or academic or purely physical, guidance on personal issues are of constant importance.

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According to Hopkins, "Personal guidance is that guidance which is concerned with the problems of health, emotional adjustments and social adjustment of an individual. It also includes his recreation and leisure-time problems."

NSOU ? CC-ED-10 19 According to Ruth Strang, "

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Personal guidance is the assistance given to an individual to solve his personal problems,

such as emotional and social adjustment, economic and social relationship and problems connected with his physical as well as mental health." According to Crow and Crow, "

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II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)

Personal Guidance refers to help given an individual toward a better adjustment in the development of attitudes and behaviour in all areas of life."

The aims and objectives of personal guidance are: ? To assist the individual in understanding himself/herself. ? To assist the individual involving the personal problems. ? To assist the individual in taking independent decisions and judgments. ? To assist the individual to view the world and the social environment in right perspective. ? To assist the individual in making sound adjustments to different problems confronted in life. 1.5

Counselling : Concept, Types and Scope When have you heard of a counsellor? Not in your regular life when all is going good and normally right? Counselling is a process in which clients learn how to make decisions and formulate new ways of thoughts and behaviour. It is a goal based action where clients explore their personal focus and ways to achieve that goal. Thus counselling involves both choice and change, evolving through distinct stages such as exploration, goal setting and action (Brammer, 1993) . Therefore counselling can be defined

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Unit 16-BPCG 175-Swati.pdf (D107418869)

as relatively short-term, interpersonal, theory based process of helping people who are

in a developmental or situational psychology based problem. Areas of counselling can be personal, vocational, social, educational etc. Characteristics: 1. It is a professional activity. Not anyone or everyone can try their hand in counselling unless they have developed that skill. 2. It is a process which require interactive sessions and therefore inter personal skills from the experts end. 3. This is based on one to one relation as it occurs between counselee and counsellor. 4. It is concerned with decision making skills and problem solving.

20 NSOU ? CC-ED-10 5. This is a process of helping a person with a problem. It could be about helping a regular person handling usual daily life problems , opportunities or choices to make According to

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II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)

Rogers (1952) "Counselling is a process by which the structure of the self is relaxed in safety of the client's relationship with the therapist and previously denied experiences perceived and then integrated into an altered self.

Krumboltz (1966) defined counseling as "An effort to help the client engage in those types of behavior which will lead to a resolution of the client's problems". According to Burks & Stefflre (1979), "

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Counselling denotes a professional relationship between a trained Counsellor and a client. Relationship is usually person-to-person,

and is designed to help clients to

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II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)

understand and clarify their views of their lifespaces, and to learn to reach their self-determined goals through meaningful, well-informed choices and through resolution

of

problem". Shoben (1953) defined counselling as a "warm, permissive, safe, understanding, but limited social relationship within which therapist and patient discuss the affective behavior of the latter, including the ways of dealing with his emotionally toned needs and the situations that give rise to them". Who is a Counsellor ? Ofcourse counsellor is the person who would be counselling. S/he is a

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II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)

professionally competent person in relevant psychological skill and knowledge, seeks to assist the client by methods appropriate to the counselee's (

client's) need. In practice the counsellor does the following jobs - ? Understands the feeling of the client and treat it as fact ? Keep confidentiality ? Builds self-esteem of the client ? Shows patience ? Avoid behaving like and expert / do not intimidate ? Solicits clients feelings ? Reassures the client where necessary ? Works as a facilitator Types of Counselling : Counselling can be of various types according to the need and area of counselling. As for example there can be the following types of counselling as far the variety of aim in counselling goes ? Guidance and career counselling NSOU ? CC-ED-10 21 ? Marriage and family counselling ? Mental Health and wellbeing related counselling ? Educational Counselling Other than that counselling can be viewed as following types on the basis of process used A comparative account of the above three types of processes are given below – A. DIRECTIVE B. NON-DIRECTIVE C. ECLECTIC A. Directive : Directive Counseling was given by E.G. Williamson – Counsellor centered Counseling i.e. Counsellor plays a major role he direct the counselee to think by informing, explaining, interpreting and advising B. Non -Directive : Carl Roger's gave non directive counseling client centered counseling – with the help of Counsellor, he understands the nature and cause of his problem, become independent. The duty

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II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)

of the Counsellor is not only to make the client understand himself but also to create an atmosphere in which the client can work out his own understanding.

C. Eclectic : F.C. Throne gave eclectic counseling the Counsellor can alternate between directive and non directive methods Counsellor study the personality of the client needs, situation, etc. selects suitable method start with directive counseling then change to non directive counseling use reassurance, giving, information, testing, etc. It is economical and effective technique. Areas Directive Non-Directive Eclectic Meaning Counselling controlled Counselling controlled Both counsellor and by counsellor by client counselee cooperate Cost Economic Costly Moderate Focus On Problem Emotional aspect of Personality and needs client of counselee Relationship Counsellor centric Counselee centric Both are active Time Economical on time Time consuming Moderately time consuming Merit Direct involvement of Freedom to the client Better insight into counsellor weakness and strength Demerit Lack of direction Not suitable for Sometime vague and from counselee immature person opportunistic

22 NSOU ? CC-ED-10 Scope : According to American Psychological Association "Counseling psychology is a general practice and health service provider specialty in professional psychology. It focuses on how people function both personally and in their relationships at all ages. Counseling psychology addresses the emotional, social, work, school and physical health concerns people may have at different stages in their lives, focusing on typical life stresses and more severe issues with which people may struggle as individuals and as a part of families, groups and organizations. Counseling psychologists help people with physical, emotional and mental health issues improve their sense of well being, alleviate feelings of distress and resolve crises." Therefore scopes of counselling includes ? Sometime vague and School and career/work adjustment concerns. ? Making decisions about career and work, and dealing with school work retirement transitions. ? Relationship difficulties including marital and family difficulties. ? Learning and skill deficits. ? Stress management and coping with negative life events. ? Organizational problems. ? Dealing with and adjusting to physical disabilities, disease or injury. ? Personal/social adjustment. ? The development of one's identity. ? Persistent difficulties with relating to other people in general. ? Mental disorders. (APA) In general we can state that the following are the scopes of Educational Counselling : 1. Enhancing coping skills – Students attain adulthood while they were pursuing education and preparing for the future. Being adult means you have to own up to the difficulties of life and that doesn't mean hiding all the emotions. How to do that is what coping mechanism teaches us and which is a major area of counselling process. Especially for students counselling helps them to learn new coping methods which lets them grow up in a healthy way. 2. Improving relationships – student life consists of many challenging phases of development in human. One part which counselling helps immensely is relationship in this termolting times. Through counselling they can know themselves better, also knowing others better. Typical relationship related issues can be seen in families and in peer group NSOU ? CC-ED-10 23 which when not resolved may go on to do permanent damage in inter personal relationship and also relationship with self. 3. Facilitating student's potential – counselling makes students more in control of their environment. Student's through counselling sessions realizes their true abilities and skills with less interference of outside judgment or influence and act accordingly. 4. Helping behaviour change – learning is positive change in behaviour and counselling helps to resolve issues with behaviour.

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According to Roger behaviour change is a necessary result of the counselling process,

even though specific behaviour receive little or no emphasis during the process. 5. Promoting decision making – Higher aim of education is to make student's ready for real life problem solving and decision making is most important part of that aim. Counselling process helps students to understand their strength and weaknesses and through that they learn to make decision , a vital quality for future living. 1.6 Summary – Self as "a person's essential being that distinguishes them from others, especially considered as the object of introspection or reflexive action – Ensuring Harmony in the Self by way of Self-exploration – To achieve this harmony in the Self, we need to start self-exploration. In the process, we need to: ? Know our natural acceptance ? Be aware of our imagination ? Find out the source of imagination ? Work out a way to sort out our imagination till it is fully in line with our natural acceptance When the imagination about self is in harmony with the natural acceptance, there is harmony in the Self. This harmony is happiness Self is the fundamental part of every human being, the construct which holds the unique identity of consciousness. Self is very important in Guidance and Counselling. It helps

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the individual to understand him/herself better in relation to his/her environment so that he/she becomes self-dependent, self-directed and self-sufficient and is able to lead a better and meaningful life. 24

NSOU ? CC-ED-10 Guidance is a process of dynamic interpersonal relationship which is designed to assist a person to discover and develop his potentialities to solve his/her problems or to make necessary adjustment to the environment. It is pre-planned, organised, continuous, assisting process which provides generalized and specialised services. There are several scopes of guidance. It helps to meet personal, educational, vocational needs towards holistic development. There are different types of guidance such as informal and formal guidance, individual and group guidance, vocational, educational and personal guidance. Informal guidance is not an organized or systematic guidance, but formal guidance is systematic and organized. Individual guidance provides advice to a particular person, where group guidance assists a group of people to solve their common problem. Vocational guidance assists the

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MODULE 4- GUIDANCE AND COUNSELLING NOTES.docx (D119172404)

individual to choose an occupation, prepare for it, and enter upon it and

progress in it. Educational guidance assists the individual to understand his/her potentialities, educational opportunities, requirements and to choice school, colleges, the course. Personal guidance assists the individual to solve personal problems, take independent decisions and judgments, and make sound adjustments. Counselling is

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a professional relationship between a trained Counsellor and a client

or counselee. It is a professional activity which requires interactive sessions for helping an individual to decide upon a course of action or to understand or change patterns of behaviour which distress, disturb or affect his social behaviour in a friendly and trustworthy environment. Professionally competent person for counselling is called counsellor. There are different types of counselling such as career counselling, marriage and family counselling, mental health and wellbeing related counselling, educational counselling etc. Three types of counselling process are there which are directive, non-directive and eclectic. Directive counselling is counsellor centered, where non-directive counselling is client centered. In eclectic counseling the counsellor can alternate between directive and non directive methods. There are several scopes of counselling in different areas such as making decisions about career and work, relationship difficulties, learning and skill deficits, stress management and coping with negative life events, personal/social adjustment, behaviour modification etc. 1.7 Self-Assessment Questions 1. Define self. 2. What is the psycho-social view of self?

NSOU ? CC-ED-10 25 3. Name some activities of self 4. Define guidance. 5. State two scope of guidance in education. 6. Write two merits of non-directive counselling . 7. Why eclectic counselling is important ? 8. Write two scopes of counselling . 9. Who is a counsellor in educational counselling ? 10. Write two demerits of directive counselling. 1.8 Reference 1. Bertocci,P.A.(1945).The psychological self, the ego, and personality. Psychological Review, 52 (2), 91–99. <https://doi.org/10.1037/h0058140> 2. Binet, A., Simon, T., & Town, C. H. (1915). A method of measuring the development of the intelligence of young children (3rd ed.) Chicago, IL: Chicago Medical Book. 3. Brammer, L. M., Abrego, P. J., & Shostrom, E. L. (1993). Therapeutic counseling and psychotherapy (6th ed.). Prentice-Hall, Inc. e-handbook on Universal Human Values.AICTE.2022 4. Psychology Discussion. Retrieved on 20 th April, 2022 from [www.Psychologydiscussion.net/psychology-notes/educationalpsychology/counseling- definition and characterstics](http://www.Psychologydiscussion.net/psychology-notes/educationalpsychology/counseling-definition-and-characterstics). 5.

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Unit 2 ? Adjustment & Maladjustment Structure 2.1 Objective 2.2 Introduction 2.3 Development, Maturity, Crisis of Life and Role of Education 2.4 Interpersonal Relationships: Basis, Friendship, Love, Communication, Relationship and Social Perception 2.5 Gender, Gender Identity and Gender Role Development 2.6 Summary 2.7 Self-Assessment Questions 2.8 Reference 2.1 Objectives After completion of the unit students will be able to i. understand role of education in crisis of life ii. follow the basis of interpersonal relationship iii. comprehend the importance of gender issues in general iv. understand her/his role as an educator to deal with issues mentioned above 2.2 Introduction Issues like development , maturity, crisis of life, interpersonal relationship, gender issues were always an important part in educational process. But only in recent time , in course structure of formal education these are included with an intention to give its due place in human life. No development will be effective if we fail to conduct ourselves worthy of that knowledge. That conduct is shaped with the process of maturity, how to face crisis in life, understanding place of love, friendship, how to communicate well etc. clearly these issues are not only important for an individual life but society too. Social perception plays both the role of influencer and

NSOU ? CC-ED-10 27 2.3 Development, Maturity, Crisis of Life and Role of Education Dictionary meaning of development is “an event constituting a new stage in a changing situation”. In human psychology development is “a process of qualitative improvement of human beings’ cognitive, emotional, intellectual, and social capabilities and functioning over the course of a normal life span, from infancy through old age. According to APA development is “the progressive series of changes in structure, function, and behavior patterns that occur over

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the lifespan of a human being or other organism.” Development is progressive acquisition of various skills (abilities) such as head support, speaking, learning, expressing the feelings and relating with other people.

Good nutrition, emotional support, play and language training etc. promote development.

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There are eight basic needs for a healthy emotional development of a child which are love, security, acceptance, self-respect

or self-esteem, achievement, recognition, independence and authority. Development refers to both qualitative and quantitative changes. There are three domains of development – a) Physical Development or motor development b) Cognitive Development c) Psycho-social Development Physical Development includes development of fine motor skills and gross motor skills. Development of fine motor skills is the development and control of smaller muscles of the hands, fingers and feet so that a child can do more delicate tasks e.g. drawing, fastening buttons and threading beads. Development of gross motor skills is the development and control of the whole body and the larger muscles. Children need this control to be able to balance, walk and climb. Cognitive development is how a person perceives, thinks, and gains understanding of their world through the relations of genetic and learning factors. Piaget proposed four stages of cognitive development i.e., the sensorimotor, preoperational, concrete operational and formal operational period. The relationship between mental and emotional wellbeing and the environment was first commonly applied by Erik Erikson in his description of the stages of psychosocial development. According to Erikson's theory the results from each stage, whether positive or negative, influences the results of succeeding stages. Erikson was originally influenced by Sigmund Freud's psychosexual stages of development. Erikson's stage theory characterizes an individual advancing through the eight life stages as a function of negotiating their biological and sociocultural forces. The two conflicting forces each have a psychosocial crisis which characterizes the eight stages. On the other hand maturity is defined in APA as "a state of completed growth or development, as in adulthood." To compare maturity with development it can be said that 28 NSOU ? CC-ED-10 development has three major component namely growth, maturation and learning. Growth is the physical part of development and has a time bound factor to it whereas maturation is physical, mental, emotional etc. Maturation is often not quantifiable, and it too is mostly influenced by genetics. While growth is physical, maturation is physical, intellectual, or emotional. Often, maturation involves two or even all three. As the person's brain physically develops or grows they are able to understand intellectually what others are going through and how they might feel and that allows them to emotionally feel empathy for others. Maturation is an automatic, inherent and universal process. This biological process is not a lifelong process, but it continued to a certain age. According to Baldwin, "Maturation is an increase in competency and adoptability." Gates and Jersild defined described "Maturation is growth that proceeds regularly within a wide range of environmental conditions, or that takes place without special conditions of stimulation, such as training and practice." According to Garry and Kingsley, "Maturation is the process whereby behaviour is modified as a result of growth and development of physical structures." Crisis of life: in general , crisis of life includes any kind of crisis faced by a living human being. But in this case we particularly refer crisis which comes normally in the path of development and maturation. A disruption or breakdown in a person's or family's normal or usual pattern of functioning is known as crisis. A crisis cannot be resolved by a person's customary problem-solving resources/skills. No human is excluded from that. APA defined life crisis as "a period of distress and major adjustment associated with a significant life experience, such as divorce or death of a family member. In studies relating health to life crises, individuals experiencing recent major stress-producing experiences are more likely than others to show significant alterations in mental and physical health status." Sometime life crisis consist such events in life which are stressful to the extent that normal coping mechanism seems insufficient. In these cases guidance and counselling provide appropriate resources to overcome crisis. In a life of student, crisis can be of different types namely – Aberrant behaviour, abuse of any kind, anxiety, delusional behaviour, depression, willful disobedience, disruptive behaviour, harassment, misconduct, unstable performance, post traumatic disorder, rape, substance abuse, suicide potential, passive behaviour, violence in nature etc. there Are other few triggers which make a life crisis more severe that is denial and panic. Denial refers to the act of refusing to acknowledge either imminent harm or harm that has already occurred. Denial occurs for a variety of reasons. On the other hand panic is lack of crisis management. It is the counter reaction to lack of stability. **ROLE OF EDUCATION:** in developmental psychology how these issues are related with stages of human life is clearly explained. As for example in Erickson's Psycho-social development one of the life crisis, mid – life crisis is explained in the stage of 45 to 65 years of human life. What is the way to hand crisis in life?

NSOU ? CC-ED-10 29 The answer is to take an educational journey with specialized knowledge. One needs to know to unfurl crisis. This education is lifelong in nature and inclusive in philosophy. A truly educated person won't shy away from the challenges of life or deny the existence of crisis in life. But education is the best therapy to know self and guide through self in these times of crisis. There are three basic elements of a crisis – a) a stressful situation b) difficulty in coping and c) timing of intervention. Steps to be taken : 1. Quick inventory of the situation 2. Identify the type of crisis 3. Take action 4. Attempt to not repeat the situation with further care for the person in crisis (community support) Role of education is to guide and counsel a person in crisis. Some basic features of that are a) Focus on what's Important b) Find support c) Processing the emotional part of crisis d) Focus on self-care (with the understanding of self) e) Developing coping skill It must be stated that person in crisis needs information about their current condition and the steps they may follow to minimize the damage. A different stream of counselling has emerged from this which is called crisis counselling. Crisis Counselling : Crisis counseling involves providing support and guidance to an individual or a group of people such as a family or community during a crisis. The purpose of crisis counseling is to decrease emotional pain, provide emotional support, make sure that the person in crisis is safe, and help develop a plan for coping with the situation. Sometimes it also involves connecting a person to other community or health services that can provide long-term support. Crisis counseling can be linked to health education if it is used to increase knowledge of how to avoid or cope with a crisis in the future. It can also be used to change people's attitudes and beliefs about people in crisis, and to provide people with information about help available in their community. Crisis counseling is also related to health promotion. People can be taught useful skills that will help them to anticipate and cope with a crisis. Skills, information, and support services gained through crisis counseling can also help a person or a group of people to improve their health and quality of life. Crisis counseling

30 NSOU ? CC-ED-10 can also be tied to health promotion through the development of health-related public policy and supportive environments. 2.4 Interpersonal Relationships: Basis, Friendship, Love, Communication, Relationship and Social Perception The value or role of a human being is its participation in the larger order. E.g. my role in living with the other human being is to ensure the feeling of respect in the relationship. Interestingly, I feel happy in fulfilling my role; and it is fulfilling for the other as well. Hence, to understand human values, we need to study the human reality along with all that is there in the entire nature/existence which constitutes the larger order. We need to explore and understand things as they are; so that we are able to recognise and fulfil our participation with them. For the human being physical facility is important but relationship is also necessary. We can begin to classify key relationships we have by distinguishing between our personal and our social relationships (Van Lear, Koerner, & Allen, 2006). Personal relationships meet emotional, relational, and instrumental needs, as they are intimate, close, and interdependent relationships such as those we have with best friends, partners, or immediate family. Social relationships are relationships that occasionally meet our needs and lack the closeness and interdependence of personal relationships. Examples of social relationships include coworkers, distant relatives, and acquaintances. Another distinction useful for categorizing relationships is whether or not they are voluntary. For example, some personal relationships are voluntary, like those with romantic partners, and some are involuntary, like those with close siblings. To understand interpersonal relationship we have to explore the four important aspects of relationship: a. Relationship is – between one Self and another Self b. There are feelings in relationship – in one Self for the other Self c. These feelings can be recognised – they are definite d. The fulfilment of these feelings and their right evaluation lead to mutual happiness a. Relationship is – between one Self and another Self Relationship is already there. We do not have to construct or create relationship. All we need to do is to understand relationship and fulfil it. Relationship is between one Self and the other Self. It is the Self which is recognizing the relationship, and not the Body. It is the Self which relates to the other, and not the Body.

NSOU ? CC-ED-10 31 b. There are feelings in relationship – in one Self for the other Self The important issue in human relationship is that of the feelings. We can see that feelings are in the Self, not in the Body. It is the Self which has the feelings and which recognises the feelings. To understand relationship, one has to understand the Self and the naturally acceptable feelings in the Self. c. These feelings can be recognised – they are definite These feelings can be recognised, they are definite. There are nine feelings in relationship. These are the feelings which we can understand, which we can ensure within ourselves, which we can share with others and thus ensure mutual fulfilment in relationship. These are the feelings which are naturally acceptable to us in the relationship with the other human being. Feelings (values) in relationship: 1. Trust (foundation value) 2. Respect 3. Affection 4. Care 5. Guidance 6. Reverence 7. Glory 8. Gratitude 9. Love (complete value) d. Fulfilment of feelings in relationship and their evaluation leads to mutual happiness. When we have these naturally acceptable feelings in the Self, we share them with the other and when we are both able to evaluate the feelings rightly, it leads to mutual happiness, i.e. the happiness of oneself as well as the happiness of the other.

Friendship: Friendships are voluntary interpersonal relationships between two people who are usually equals and who mutually influence one another. Friendships, like most relationships, have a life span ranging from formation to maintenance to deterioration/dissolution. Friendships have various turning points that affect their trajectory. While there are developmental stages in friendships, they may not be experienced linearly, as friends can cycle through formation, maintenance, and deterioration/dissolution together or separately

32 NSOU ? CC-ED-10 and may experience stages multiple times. Friendships are also diverse, in that not all friendships develop the same level of closeness, and the level of closeness can fluctuate over the course of a friendship. Changes in closeness can be an expected and accepted part of the cycle of friendships, and less closeness doesn't necessarily lead to less satisfaction (Johnson et al., 2003). Love: Love is the feeling of being related to everyone, to all. It starts from affection, which we have already explored. If this feeling expands to many and ultimately to all, it is the feeling of love. So, we begin with the feeling of affection, and complete it with the feeling of love. That is why, Love is called complete value. Love is the feeling of being related to all. Love is expressed in the form of compassion. The feeling of love is for all and it is expressed to whosoever comes in contact. Distinguishing Between Love and Infatuation: The feeling of love is not something which is based on sensation. If there is a feeling on the basis of sensation, this is the case of infatuation where the sensual pleasure becomes the major goal. Infatuation is conditional – it may last only as long as you are able to get the sensation or you have hope of getting happiness through sensation. It is very temporary; it does not last for long. Once the effect wears off, then the long-term issues of feelings become prominent. Communication Communication is a complex process, and it is difficult to determine where or with whom a communication encounter starts and ends. Models of communication simplify the process by providing a visual representation of the various aspects of a communication encounter. Some models explain communication in more detail than others, but even the most complex model still doesn't recreate what we experience in even a moment of a communication encounter. In communication models, the participants are the senders and/or receivers of messages in a communication encounter. The message is the verbal or nonverbal content being conveyed from sender to receiver. For example, when you say "Hello!" to your friend, you are sending a message of greeting that will be received by your friend. The internal cognitive process that allows participants to send, receive, and understand messages is the encoding and decoding process. Encoding is the process of turning thoughts into communication. As we will learn later, the level of conscious thought that goes into encoding messages varies. Decoding is the process of turning communication into thoughts. Relationship and social perception Perception is the process of selecting, organizing, and interpreting information. This process

NSOU ? CC-ED-10 33 affects our communication because we respond to stimuli differently, whether they are objects or persons, based on how we perceive them. Given the massive amounts of stimuli taken in by our senses, we only select a portion of the incoming information to organize and interpret. We select information based on salience. We tend to find salient things that are visually or aurally stimulating and things that meet our needs and interests. Expectations also influence what information we select. We organize information that we select into patterns based on proximity, similarity, and difference. We interpret information using schemata, which allow us to assign meaning to information based on accumulated knowledge and previous experience. Social perception on relationship is no different than the above.

"David Kenny's interpersonal perception: a social relations analysis" is an ambitious work that presents a comprehensive review and analysis of existing work to date using the social relations model. SRM is one of the most innovative and useful accomplishments in the area of social perception it has addressed major long standing issues in the field of social perception such as social perceptual assimilation, consensus, reciprocity, various types of accuracy, reflected appraisals, assumed similarity etc. Social Relation Model David Kenny described his model on Social relation as follows- The Social Relations Model is a model for dyadic data. Data from two-person interactions and rating or sociometric studies can be used. The level of measurement should be interval (e.g., seven-point scales) and not categorical (e.g., yes or no). Generally the data are collected from people but the dyadic units can be animals, groups, organizations, cities, or countries. There are three major types of effects in the Social Relations Model: actor, partner, and relationship effects. The actor effect represents a person's average level of a given behaviour in the presence of a variety of partners. For example, Rana's actor effect on the variable of trust measures the extent to which he tends to trust others in general. The partner effect represents the average level of a response which a person elicits from a variety of partners. Rana's partner effect measures the extent to which other people tend to trust him. The relationship effect represents a person's behaviour toward another individual in particular, above and beyond their actor and partner effects. For example, Rana's relationship effect toward Soma on the variable of trust measures the extent to which he trusts her controlling for his general tendency toward trusting others and her general tendency to be trusted by others. Relationship effects are directional or asymmetric, such that Rana may trust Soma more, less, or the same as she trusts him. To differentiate relationship from error variance, multiple indicators of the construct, either across time or with different measures, are necessary.

34 NSOU ? CC-ED-10 Actor and partner are generic terms. In social perception data, actor might be more appropriately called perceiver and partner might be called target. In nonverbal communication, the actor might be called a receiver and the partner a sender. In studies of liking, the actor effect measures how much the person likes others, and the partner effect measures how much a person is liked, i.e., popularity. The focus in Social Relations modelling is not on estimating the effects for specific persons and relationships but in estimating the variance due to effects. So there is a study of how intelligent people see each other, the interest is in whether there is actor, partner, and relationship variance. Actor variance would assess if people saw others as similar in terms of intelligence, partner variance would assess whether people agree with each other in their ratings of intelligence, and relationship variance would assess the degree to which perceptions of intelligence are unique. It is safe to say that relationship on interpersonal basis has a complex character and recently with the development of research tool and technique new light is shed on the dynamics. But there is no denying that to understand "Self" interpersonal relationship is vital and so can be said vice-versa.

2.5 Gender, Gender Identity and Gender Role Development Gender: The concept of gender is inherently related with the idea of identity. When you are born how you are identified? even if you are not in a position to identify it by yourself ! you are Human, Indian/other, Bengali/other, boy/girl is central to who we are in the eyes of others around us. But the question stays as we continue to grow up – who am I? Gender is a social construction. Social constructions are groups of related ideas that the societies create to describe, understand and regulate behaviour and changes in societies. What it represents to be a man or to be a woman is an identity that impacts our future. Similarly, we have our regional, linguistic, community and national identities. Accordingly, our normative behaviour, our social and interpersonal interactions and our decisions change. Secondly, because our identities relate to social structures, it's norms and rules, our identity puts constraints and enables/facilitates certain process of growing up, developing of certain thoughts, emotions, actions and behaviour. The interesting question is, when certain identities and socialization processes contradict each other or create dissonance, how does the person react or respond? Gender Identity: Various definitions of Gender Identity have ranged from recognition of one's biological sex to an individual's sense of masculinity or femininity. Fleishman's (1983) psychodynamic definition provides an example of one end of this continuum: "Gender

NSOU ? CC-ED-10 35 identity refers to an individual's belief that he or she is either male or female". Representative of a definition falling more toward the middle of the continuum is (O'Heron, C. & Orlofsky, J. L., 1990) the definition of gender identity as that which "refers not only to an individual's sense of self as a man or a woman but also to his or her global sense of masculinity or femininity". Thus, although most definitions do fall somewhere between these two, discussions of gender identity may directly encompass biological sex, conformity to social stereotypes, sexual preference, political ideology and activism explicitly or implicitly. Therefore, in order to understand gender as an identity, we distinguish between our biological given sex and gender as a social construction. We are assigned a biological given sex based on the primary sexual characteristics we are born with. If we are born with a penis and testicles, then we are assigned a biological sex of a man/boy. If we are born with a vagina and a womb, we are assigned a sex of a girl/woman. However, it is the social construction of 'Gender' that defines, describes, makes us understand and regulates our interpersonal and social performance as a boy or a girl. GENDER ROLE DEVELOPMENT: In the famous words of Simone de Beauvoir, "Women are not born, they are made." The same is true of men. The making of a man or a woman is a never-ending process that begins before birth – from the moment someone begins to wonder if the pending child will be a boy or a girl. And the dichotomy of male and female continues with a process of learning to be a boy or a girl. All the symbols and nuances of life helps a person build that and human being starts playing the gender role. The language plays a huge role in this built up. As explained in the Stanford book of "Language and Gender" - "If gender flowed naturally from sex, one might expect the world to sit back and simply allow the baby to become male or female. But in fact, sex determination sets the stage for a lifelong process of gendering, as the child becomes, and learns how to be, male or female. Names and clothing are just a small part of the symbolic resources used to support a consistent ongoing gender attribution even when children are clothed. That we can speak of a child growing up as a girl or as a boy suggests that initial sex attribution is far more than just a simple observation of a physical characteristic. Being a girl or being a boy is not a stable state but an ongoing accomplishment, something that is actively done both by the individual so categorized and by those who interact with it in the various communities to which it belongs." It can safely be said that the force of gender categories in society makes it impossible for us to move through our lives in a nongendered way, and impossible not to behave in a way that brings out gendered behavior in others. At the same time, the maintenance of gender categories depends on reinforcement in day-to-day behavior. Male and female could not

36 NSOU ? CC-ED-10 persist as structurally important social categories if we did not perform enough gendered and gendering behaviour. Because structure and practice are in this dynamic relationship, there will always be room for change. Every time a girl picks up a doll or a boy goes to outdoor sports may seem conforming the social perception of gender, but there will always be that part where a girl would love her truck and boy would like dressing up. Life and daily living are about change – about things happening, about creativity and intelligence at work in the space left open by the incomplete hold of ideologies and institutions. 2.6 Summary ? development is "an event constituting a new stage in a changing situation". ? maturity is defined in APA as "a state of completed growth or development, as in adulthood." ? crisis of life includes any kind of crisis faced by a living human being. But in this case we particularly refer crisis which comes normally in the path of development and maturation ? One needs to know to unfurl crisis. This education is lifelong in nature and inclusive in philosophy ? Role of education is to guide and counsel a person in crisis. Some basic feature of that is a) Focus on what's Important b) Find support c) Processing the emotional part of crisis d) Focus on self-care (with the understanding of self) e) Developing coping skill

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Development is progressive acquisition of various skills (abilities) such as head support, speaking, learning, expressing the feelings and relating with other people.

There are three domains of development which are physical development or motor development, cognitive development and psycho-social development. Physical development includes fine and gross motor skills. Cognitive development is how a person perceives, thinks, and gains understanding. The relationship between mental and emotional wellbeing and the environment is the part of psychosocial development. Maturation is an automatic, inherent and universal biological process continued to a certain age. Crisis of life includes any kind of crisis faced by a living human being such as disruption or breakdown in a person's or family. Educational

NSOU ? CC-ED-10 37 journey with specialized knowledge is the way to hand crisis in life. Crisis counselling involves providing support and guidance to an individual or a group of people such as a family or community during a crisis. There are two types of relationship. Personal relationships meet emotional, relational, and instrumental needs. Social relationships are relationships that occasionally meet our needs. There are four aspects of relationship – relationship between one self and another self, feelings, recognition, fulfilment and evaluation. Friendships are voluntary interpersonal relationships between two people who are usually equals and who mutually influence one another. Love is the feeling of being related to everyone, to all. If there is a feeling on the basis of sensation, this is the case of infatuation, not love. Communication is the process that allows participants to send, receive, and understand messages by encoding and decoding. However, David Kenny described his model on Social relation. There are three major types of effects in the Social Relations Model: actor, partner, and relationship effects. In nonverbal communication, the actor might be called a receiver and the partner a sender. Gender is a social construction. Gender identity encompasses biological sex, conformity to social stereotypes, sexual preference, political ideology and activism explicitly or implicitly. Gender makes us understand and regulates our interpersonal and social performance as a boy or a girl. All the symbols and nuances of life helps a person build that and human being starts playing the gender role.

2.7 Self-Assessment Questions

1. What is gender?
2. What is gender identity ?
3. What is gender conformity ?
4. Is gender dichotomous?
5. Why the knowledge of gender identity is important ?
6. What is life crisis ?
7. How education helps to solve crisis?
8. How development is qualitative in nature ? Site one example.
9. Do you think teacher should know life crisis of students?
10. Why interpersonal relationship is related with education?

38 NSOU ? CC-ED-10 2.8 Reference

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Unit 3 ? Stress Coping Strategies Structure

- 3.1 Objective
- 3.2 Introduction
- 3.3 Working Self : Adjustment with Family, School, Peers and Community
- 3.4 Development of Life – Skills, Ethics and Values
- 3.5 Achieving Highest Potential of the Individual
- 3.6 Summary
- 3.7 Self-Assessment Questions
- 3.8 Reference

3.1 Objectives After completion of the unit students will be able to-

- ? understand harmony in the society ? identify their working self ? state the difference among skills, ethics and value ? select what is important to achieve highest potential of an individual

3.2 Introduction Human existence is confined to the self but self is expressed through relationships and that relationship extends not only within family but to the professional life of a human being. Therefore adjustment with family, school, peers and community is an important part for the existence of a human being. We often hear successful person is referred to as "self-made". But does that really exist? To be a human we need each other and we need that relationship to work we need harmony with self-within and self-manifested. Ethical values depends on culture, family and life experience. There are important role of life skills, ethics and values in the process of adjustment. A skill is the learned ability to perform an action.

Life skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life.

Ethics are the moral

40 NSOU ? CC-ED-10 principles that govern a person's right behavior. Ethics are consistent, whereas values are different for different persons. Ethics and Values together lay the foundation for sustainability. 3.3 Working Self : Adjustment with Family, School, Peers and Community Every human being is born in a family and is part of a family. The family is the basic unit or building block of human organisation. It provides a base for appreciating, accepting, understanding and practicing to live in relationship and harmony. Adjustment with family is primarily dependent on the relationship the person has with the family. The fulfilment of relation in family is later on reflected on the other relationships of the human being which finally construct the " working self " of the person. Before we embark into the investigation of working self, lets understand what are the "feelings" relationship encompasses of- Feelings (values) in relationship: 1. Trust (foundation value) 2. Respect 3. Affection 4. Care 5. Guidance 6. Reverence 7. Glory 8. Gratitude 9. Love (complete value) Among the above list trust is the foundation of any relationship. Trust in intention is the basic requirement to have strong relationship and only that can ensure well-adjusted human being , be it in family, school, peers or community. With trust our desire move on to respect. This is especially important for adjustment in school, peers and community. On the other hand disrespect arises out differentiation and discrimination. Discrimination in society is present in form of age, gender, race, beliefs, wealth etc. Now to address adjustment with family, peers, society we need to bring the above mentioned concept of relationship as human being live to fulfil some goals and harmony in those can only lead to adjustment with the rest. Education provides the commitment, preparation and practice of living in harmony at all levels. Preparation includes learning the skills and technology for living in harmony. Our living is an expression of our education. Therefore NSOU ? CC-ED-10 41 in achieving harmony or adjustment conflict of choice will always be there and only a proper education can guide those choices to be well adjusted. Some of those questions/ choices may include – ? Right understanding in every human being or only a few to have right understanding and others to follow them? ? Prosperity in every family or few families to have accumulation, and others to be deprived and dependent on the few? ? Fearlessness, based on trust and affection, in the society or a state of fear, based on mistrust and jealousy in the society? ? Co-existence (mutual fulfilment) in nature or exploitation and domination of nature? Process of Development to have adjustment with family, peer, society requires a Child to be in an environment of Relationship : A child intrinsically has a desire to understand what is right, to learn right skills and to do what is right. This desire to understand is innate in every Self. This is the guidance that is expected by the child. The child wants to know about everything, so asks lots of questions, wants to relate to people around, picks up the language, the accent, the mannerisms... The thoughts and actions unhappiness, are not satisfying for her/him, and hence the child makes a lot of effort in this direction from a very early age. It expects others to help him/her in learning and in understanding with a feeling of affection. In this process, the child starts with imitating, and then following. If (s)he is able to find answers and is able to validate them to be right, it leads to self-discipline and self-confidence in the child. The child's conduct is definite and it is human. On the other hand, if the child finds that the inputs are not right, it starts to have doubts on elders, teachers and hence tries out something on his/her own. If the knowing does not take place, the child's conduct remains indefinite and inhuman. The people around the child then try to restrain the child by more instructions, more domination. Many of the bad habits form during this stage. It is basically that the child is trying ways and means of happiness or escaping from unhappiness. This further aggravates the state making way for dissatisfaction, lack of confidence, opposition, revolt, struggle and war. So, one has to find out where do we stand today? And what is the naturally acceptable way? (Universal Human Value, AICTE)

42 NSOU ? CC-ED-10 3.4 Development of Life – Skills, Ethics and Values Let's start the discussion by defining what are life-skills. Life –skills:

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World Health Organization defined life skills as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. UNICEF defines life skills as “a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills”. The UNICEF definition is based on research evidence that suggests that shifts in risk behaviour are unlikely if knowledge, attitudinal and skills based competency are not addressed.

There are ten core life skill strategies and techniques as: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions. Self- awareness, self-esteem and self-confidence are essential tools for understanding one’s strengths and weaknesses. Consequently, the individual is able to discern available opportunities and prepare to face possible threats. This leads to the development of a social awareness of the concerns of one’s family and society. Subsequently, it is possible to identify problems that arise within both the family and society. United Nations office on drugs and crime has developed an activity with students to explore the idea of life skill with them. The example is given below- What Skills Do I Have? Objective To explore the concept of life skills. To know the life skills used by the participants in their day-today life. Materials Flash cards, markers, flip charts, gum/ tape. Time 1 hour. Process Invite the participants to sit in a circle. Ask them if they have heard of the term “life skills”? What do they know about it? Explain that all of us possess certain skills that allow us to live our lives. For example, the skill to write, work with others or make a decision. Pass out one flash card to each participant, and ask him/her to write the most important skill he/she possesses. Allow the participants 5 minutes to do this exercise.

NSOU ? CC-ED-10 43 Invite the participants to display their cards on the floor. Ask them to group similar cards. Ask if the cards represent most of the skills required for leading a healthy and productive life. If not, ask them to add the remaining skills. While the participants are busy doing their work, prepare three flash cards with the headings – “All of us have”, “Some of us have” and “None of us have”. After the participants finish writing and grouping the flash cards, ask them to arrange the flash cards in a horizontal line on the floor. Place the three cards, which you have prepared, in a vertical line next to the horizontal line of cards. Once this is done, you should be able to draw a matrix of rows and columns on the floor. You should have 4 rows and as many columns as there are skill cards. Now, ask the participants to start from the top and fill the matrix. Move from the left to the right. Once the matrix is complete, ask the participants to discuss the reasons for its outputs. For example, why is it that only some people have certain skills, and why are certain skills absent? Request volunteers to copy the matrix on a chart, and put it up on the wall. Summarize and close the discussion by using the WHO definition of life skills. Ethics: ethics is a set of moral issues and aspects. It is based on well founded standards of right and wrong that says what is right and what is wrong. We often say ethics is what “I feel is right or wrong”. But ethics is certainly not “what I feel”. Ethics is better explained as what it is not. It is not religion, same as law or what society prescribes. Ethics is two things. First, ethics refers to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. Ethics, for example, refers to those standards that impose the reasonable obligations to refrain from rape, stealing, murder, assault, slander, and fraud. Ethical standards also include those that enjoin virtues of honesty, compassion, and loyalty. And, ethical standards include standards relating to rights, such as the right to life, the right to freedom from injury, and the right to privacy. Such standards are adequate standards of ethics because they are supported by consistent and well-founded reasons. Secondly, ethics refers to the study and development of one’s ethical standards. As mentioned above, feelings, laws, and social norms can deviate from what is ethical. So it is necessary

44 NSOU ? CC-ED-10 to constantly examine one's standards to ensure that they are reasonable and well-founded. Ethics also means, then, the continuous effort of studying our own moral beliefs and our moral conduct, and striving to ensure that we, and the institutions we help to shape, live up to standards that are reasonable and solidly-based. Development of ethics therefore involves recognising value issues, careful analyse and reflect. Reflection must end in application and practice. Values: values are principles and fundamental convictions which act as general guides to behavior, enduring beliefs about what is worthwhile, ideals for one strives , standards by which particular beliefs and actions are judged to be good or desirable. Sociologist M. M. Massey stated value development in following stages – i. The imprint period : from birth to age 7. An individual accepts everything as truth, especially when it comes from parents. ii. The modeling period: age between 8 to 13. Individual copies others , often parents but also idols, teachers celebrities etc. experimentation starts and some time that give results to new ideas. iii. The socialization period: period between 13 to 21. Age influenced by peer groups. Preference is given to similarity in character, choices, attitude etc. The question is what a parent or teacher can do to facilitate good values inculcation in a student? ? Induction that involves the use of explanations or reasoning with a child in order to convey parental standards. ? Nurturing and support ? Through modeling ? Through democratic family decision-making ? Helping children develop good reading habit ? Through significant identification It must be added that value of an unit is depended on how it participates in higher order. A pen can be a show piece. But value of it lies in being a tool for writing. Similarly universal values of human being can be explained as below – Values of your activities (desire, thought, expectation) is participation in the harmony within Value of your body is participation in your activities as a human being Your value in the family is your participation in the harmony in the family Your value in the society is your participation in the harmony in the society NSOU ? CC-ED-10 45 Your values in the nature is your participation in the harmony in the nature Your values in the existence is your participation in the harmony in the co-existence (Universal Human Value, AICTE) 3.5 Achieving Highest Potential of the Individual One of the favourite phrases in modern education is defining education as a process of "achieving highest potential of an individual". No doubt the idea is alluring and equally challenging as each "individual" is different and so is their potential and secondly, "What is highest potential?" Potential of an individual in educational term can be explained as "Manifestation of perfection already in man". Human potential is the capacity for humans to improve themselves through studying, training, and practice, to reach the limit of their ability to develop aptitudes and skills. Measurement of human potential often rests on issues like talent, intent, ability etc. As for example, in "outcome based education" graduate attributes are based on this aim. What does graduate attributes say about "reaching highest potential"? As explained by UGC- "The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university." Those are – i. Disciplinary knowledge ii. Communication skills iii. Critical thinking iv. Problem solving v. Analytical reasoning vi. Research – related skills vii. Cooperation/team work viii. Scientific reasoning ix. Reflective thinking x. Information/digital literacy xi. Self-directed learning xii. Multicultural competence

46 NSOU ? CC-ED-10 xiii. Moral and ethical awareness/reasoning xiv. Leadership readiness/quality xv. Lifelong learning But it must be clearly stated that achieving highest potential of an individual should not be read as “achieving highest potential by competing and defeating to mark the highest position”. A competition may work as a tool, but as a motivation it inculcates fear, unfair means and demoralisation. There is a basic difference between working for excellence and competition . If you have achieved excellence, you would naturally make effort for helping others to achieve excellence. On the other hand, in competition, we not only do not help rather we hinder the other to reach to our level. Therefore to achieve highest potential of an individual the following pathway may be followed- 1. Self-exploration: Verifying the proposals on our own right and living accordingly 2. Self-awareness: Being aware of one’s desires, thoughts and expectations every moment 3. Self-evaluation- Evaluating one’s competence vis-à-vis the natural acceptance every moment. A mere skill development without any “value” is worthless. 3.6 Summary ? A child intrinsically has a desire to understand what is right, to learn right skills and to do what is right. This desire to understand is innate in every Self. This is the guidance that is expected by the child. The child wants to know about everything, so asks lots of questions, wants to relate to people around, picks up the language, the accent, the mannerisms ? There are ten core life skill strategies and techniques as : problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions. Self-awareness, self-esteem and self-confidence are essential tools for understanding one’s strengths and weaknesses. ? achieving highest potential of an individual should not be read as “achieving highest potential by competing and defeating to mark the highest position”. A competition may work as a tool, but as a motivation it inculcates fear, unfair means and demoralisation. There is a basic difference between working for excellence and competition .

NSOU ? CC-ED-10 47 Foster et al (2017) identified in their study that youth who are more connected to parents reported lower levels of depressive symptoms, suicidal ideation, non-suicidal self-injury, and conduct problems, higher self-esteem and more adaptive use of free time. Youth who felt more connected to their school reported lower levels of depressive symptoms, suicidal ideation, social anxiety, and sexual activity, as well as higher levels of self-esteem and more adaptive use of free time. Community connectedness was also associated with less social anxiety but more sexual activity. Blaževič (2016) identified a strong influence of family, peer and school on children’s social development. The parents who have caring, sensitive relation, provides the

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biggest opportunities for the development of children’s self-confidence and independence with certain limits.

The peer play

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important role in the socialization, and also bad peer relation in the childhood results to later social unacceptable behaviours.

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The children’s self-respect, competence and resistance grow when they truly experience achievements in the school and at home. 3.7

Self-Assessment Questions 1. What is adjustment? 2. How adjustment can be achieved in family ? 3. How can an individual fulfill her or his role in a society? 4. Define value. 5. Define ethics. 6. Are ethics moral conducts? 7. Laws of the state are nothing but ethics- verify 8. What is highest potential of an individual? 9. How can one achieve highest potential? 10. What is excellence? 3.8 Reference 1. Crisis Intervention. Retrieved on 10 th May, 2022 from <https://www.dshs.wa.gov/book/export/html/490> 2. e-handbook on Universal Human Values.AICTE.2022

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MODULE - 2 Mental Health & Role of Teacher

Unit 4 ? Mental Health Assessment Structure 4.1 Objective 4.2 Introduction 4.3 Pre-Requisites for Guidance Programme 4.4 Tools of Data Collection : Use of Psychological Tests (Intelligence, Aptitude, Interest) 4.5 Techniques of Data Collection 4.6 Summary 4.7 Self-Assessment Questions 4.8 Reference 4.1 Objectives After completion of the unit, students will be able to ? Define guidance ? State its difference with counselling ? Reflect his or her role as a guide in educational process ? Apply some tools and techniques in their teaching and guidance 4.2 Introduction Guidance can be explained as

assistance made available by competent counsellors to an individual of any group to help him/her direct the life course, develop a point of view, make decisions and be better adjusted. Guidance does not mean giving directions, nor is it an imposition of one's point of view on another person. The person, who is guiding another does not take the onus (responsibility) of making decisions on behalf of the client. We can see that guidance is more about assisting people to find their way rather than giving instructions or ready-made solutions.

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NSOU ? CC-ED-10 4.3 Pre-Requisites for Guidance Programme Guidance programme needs preparation and before even planning the actual action there are some pre-requisite which must be ensured before proceeding ahead. These requirements does not always involve only the institute itself but might need the social or outside help if needed. Therefor various personnel may be needed within and from outside of the educational institute. Some of the preliminary tasks needed to be taken in order to organize a guidance programme are 1. Formation of a guidance committee, which comprises of atleast seven to eight members. The committee would constitute of various personnel such as atleast two parents, two teachers, a counsellor and a career master. The principal could be represented as the chair person of

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the committee. 2. Decisions and arrangements must be made regarding the allotment of budget for conducting the various services.

The expenses could be determined also keeping in view the payment of honorium for guest lecturers. Conveyance to specialists or professional such as educationists doctors etc. 3. Suitable arrangements need to be made to acquire minimum infrastructural and physical facilities such as a

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guidance cell or room, tables, chairs, various psychological tests and other required literature. 4. Support from

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parents and community could be obtained by orienting them to the significance of a guidance programme. 5. The school staff and students also need to be briefed on the purposes and importance of the guidance programme and encourage them to participate. (

Egyankosh. Guidance and counselling. Unit 6) Planning for Guidance Programme: Assessing students' social, educational, personal and vocational needs and planning to guide according to that so that educational aim, vision and mission of the institution is achieved is the chief objective of planning phase of any guidance programme. Asking the students, their parents and prospective employers about what they think their needs are and if these needs are being adequately met helps in planning of guidance programme. Issues may include drug education, bullying prevention, personal safety, crisis response, and mental health and wellness. Once the gap is identified the guidance team has to design the process which will be carried out for the institutes guidance programme. These programmes must be in alignment with the higher bodies planning and rules- regulations as far as guidance go.

NSOU ? CC-ED-10 53 Stages of guidance plan : ? Development of rationale / aims ? Target group ? Developing objectives for guidance plan ? Selecting guidance activities ? Resource identification ? Monitoring and review Institutes guidance plan is an integral part of institute's developmental plan. Therefore, after the draft is made all staff and educational stakeholders representatives must be able to study and make their observation which should be presentation to the institute's board of management for due consideration. 4.4 Tools of Data Collection : Use of Psychological Tests (Intelligence, Aptitude, Interest) When do you need a tool? When you want to fix something or want to get more information out of something. As we write it we do understand tools must have some pre set aim and also they have specific area of application. A measuring tape can only be used to measure length and you would need a weighing machine to know the weight of that same object. That tape wont do. Exactly same logic is applied for Counselling tools. They help in data collection for sure. But counselling itself has various type of data. Hence you would need variety of tools to collect the data. Here we must also acknowledge that tools are only good for collecting data and not analysis. Psychological tests Psychological tests are designed to measure criterion related to psychological domain be it intelligence, attitude or interest. As these names already suggest psychological tests are of wide spectrum as far as method and nature of data goes. As Anastasi (2003) defined it these are samples of an individual's behaviour, obtained under standard conditions and scored according to a fixed set of rules that provide a numeric score. In a standardized test, individual scores are compared with a norm or standard arrived at on the basis of performance of sample of individuals of the same age or grade level from around the country who took the same test when it was first developed. Good standardized tests are the result of years of research. Tests may take many forms. Usually, they comprise of a series of items / questions with well-defined correct answers

54 NSOU ? CC-ED-10 such as in case of tests of intelligence or achievement, while others such as personality inventories, do not have right or wrong answers, but are designed to assess person's pre- dispositions, tendencies and preferences. A good psychological test has five main characteristics. It should be objective, reliable, valid, norms oriented and practicable. Objectivity – A psychological test will be free from any bias or subjective judgment when it measure or assess some construct or variable. When a test result provides same score by different assessors without any influence of their own belief, it can be said that the test has high objectivity. Most of the standardized tests of aptitude and achievement are with high objectivity. Generally assessors or evaluator provide judgmental scoring for an essay- type test. But, most essential criteria of a standardized test is objectivity. Objectivity of a test reduce biases and ensure reliability. Reliability – It generally refers consistency of test result. A standardized test should provide consistent result, then it will be considered as trustworthy. Internal reliability assesses the consistency of results across the items within a psychological test. On the other hand,

the extent to which a measure varies from one use to another is called external reliability. Internal consistency can be assessed by split-half method. For external reliability, test stability over time can be measured by test-retest method and consistent estimates of the same behavior by different raters can be assessed by inter-rater method. Validity – Any psychological test can be considered as valid when it measures the same which it claims to measure. By face validity (the test appears to measure that it claims) and construct validity (the test relates underlying theoretical concepts) ensures whether the test has appropriate content or not. It is called content validity. On the other hand, concurrent validity (comparison with a currently existing criterion) and predictive validity (test accurately predicts a criterion that will occur in the future) help to relate the test with other. This is called criterion validity. Norms – A good psychological test should have certain norms as the future assessors can compare their results to the norms. It will help them to determine the level of their sample. Actually norms of a test are average standard scores of a specific sample. Practicability – The difficulty level, length of a test should be considered. The length or number of items should be applicable practically. The test should not be too long or difficult to answer or score. A. Psychological tests – Intelligence : to define intelligence “Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements...” (Stern,1949) . Wechsler on the other hand stated that “

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intelligence is the global NSOU ? CC-ED-10 55 capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment” .

Apart from these two there are numerous other definitions of intelligence which presents intelligence in very different light. Therefore it is important to keep this diversity in mind while testing intelligence. Intelligence test must have variety in them which reflects the difference of opinion about how intelligence is seen as a psychological entity. Some variety of intelligence tests are discussed below-

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Individual or Group Tests: An individual intelligence test is one which can be applied to one person at a time. A group intelligence test can be administered to several persons simultaneously. Individual tests require the test administrator to establish a rapport with the subject and be sensitive to her/his feelings, moods and expressions during the testing session. Group tests, however, do not allow an opportunity to be familiar with the subjects’ feelings. Individual tests allow people to answer orally or in a written form or manipulate objects as per the tester’s instructions. Group tests generally seek written answers usually in a multiple-choice format. Verbal, Non-Verbal, or Performance Tests An intelligence test may be fully verbal, fully non-verbal or fully performance based, or it may consist of a mixture of items from each category. Verbal tests require subjects to give verbal responses either orally or in a written form. Therefore, verbal tests can be administered only to literate people. The non-verbal tests use

no verbal items and meant for person without any reading writing skill. The following table shows variety of intelligence tests. Tests Individual Group Verbal 1. Stanford-Binet Test of 1. Jalota’s Scale of Intelligence Intelligence. 2. Wechsler Intelligence 2. Desai’s Verbal Group Test Scale for Children of Intelligence (Verbal Scale). Non-Verbal 1. Wechsler Intelligence 1. Raven’s Progressive Matrices Scale for Children test (performance scale) 2. Pintner Paterson’s Scale 2. Cattle’s Culture Free Test IQ Test: In the early 1900s, the French psychologist Alfred Binet (1857-1914) and his colleague Henri Simon (1872-1961) began working in Paris to develop a measure that would

56 NSOU ? CC-ED-10 differentiate students who were expected to be better learners from students who were expected to be slower learners. The goal was to help teachers better educate these two groups of students. Binet and Simon developed what most psychologists today regard as the first intelligence test which consisted of a wide variety of questions that included the ability to name objects, define words, draw pictures, complete sentences, compare items, and construct sentences. Binet and Simon (Binet, Simon, & Town, 1915; Siegler, 1992) believed that the questions they asked their students, even though they were on the surface dissimilar, all assessed the basic abilities to understand, reason, and make judgments. And it turned out that the correlations among these different types of measures were in fact all positive; students who got one item correct were more likely to also get other items correct, even though the questions themselves were very different. Once the standardization has been accomplished, we have a picture of the average abilities of people at different ages and can calculate

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a person's mental age , which is the age at which a

person is performing intellectually . If we compare the mental age of a person to the person's chronological age, the result is the IQ, a measure of intelligence that is adjusted for age . A simple way to calculate IQ is by using the following formula: $\text{IQ} = \text{mental age} \div \text{chronological age} \times 100$. Thus a 10-year-old child who does as well as the average 10-year-old child has an IQ of 100 ($10 \div 10 \times 100$), whereas an eight-year-old child who does as well as the average 10-year-old child would have an IQ of 125 ($10 \div 8 \times 100$). Most modern intelligence tests are based the relative position of a person's score among people of the same age, rather than on the basis of this formula, but the idea of an intelligence ratio or quotient provides a good description of the score's meaning. A number of scales are based on the IQ. The Wechsler Adult Intelligence Scale (WAIS) is the most widely used intelligence test for adults (Watkins, Campbell, Nieberding, & Hallmark, 1995). On the basis of these results, the psychologist Charles Spearman (1863-1945) hypothesized that there must be a single underlying construct that all of these items measure. He called the construct that the different abilities and skills measured on intelligence tests have in common the general intelligence factor (g). Virtually all psychologists now believe that there is a generalized intelligence factor, g, that relates to abstract thinking and that includes the abilities to acquire knowledge, to reason abstractly, to adapt to novel situations, and to benefit from instruction and experience NSOU ? CC-ED-10 57 (Gottfredson, 1997; Sternberg, 2003). People with higher general intelligence learn faster. From then on variety of intelligence test were made. B. Psychological tests – Aptitude : People often remark that a particular child has a talent or gift for music, art or painting. This is what is implied by aptitude. Aptitude is a special potential in a certain field of performance. It indicates a special ability, acquired or innate, to learn or develop knowledge of a skill in some specific area. The aptitude of an individual is the result of both inherent and the environmental factors. An aptitude is more than mere potential ability. It involves the following: 1. Readiness to acquire some skill or knowledge. 2. Ability to acquire those skills/knowledge. 3. Ability to derive satisfaction from those activities. So aptitude refers to a combination of characteristics that indicate an individual's capacity to acquire some specific knowledge or skill after learning. Knowledge of aptitude can help us to predict an individual's future performance. With proper training these abilities can be enhanced. Aptitude can be assessed. Aptitude tests are available in two forms – specialized aptitude tests and general aptitude tests. Example of specialized aptitude tests are Mechanical Aptitude Test and Musical Aptitude Test. Multiple aptitude tests exist in the form of Test Batteries, which measure aptitude in several separate but homogeneous areas. Differential Aptitude Tests (DAT) and General Aptitude Tests Batteries (GATB) are well known Test Batteries. Aptitude tests may potentially be used by Counsellors and others because- ? They may identify potential abilities of which the individual is not aware; ? They may encourage the development of special or potential abilities of a given individual. ? They may provide information to assist on individual in making educational and career decisions or other choices between competing alternatives ? They may serve as an aid in predicting the level of academic or vocational success on individual might anticipate ? They may be useful in grouping individuals with similar aptitudes for development and other educational purposes. C. Psychological tests – Interest : Interest may be defined as a tendency to choose one activity in preference to another, or to seek out an activity or object. It implies preferences or likes and dislikes for specific activity or a group of specific activities such as lawyer, physician, engineer, musician, artist etc. Interest is generally manifested

58 NSOU ? CC-ED-10 in the way one likes to spend one's leisure time. Interest is a preference for a particular activity. Interest provides emotional pleasure. Hobbies are based on interests. In a broad sense interests can be classified in two categories: extrinsic interests and intrinsic interests. Interest tests are done to achieve the following goals – ? To provide teachers and Counsellors some standardized information regarding the students preference and dislikes ?

To aid in the selection of the right person for the right

job. This not only helps the employer but also beneficial for the person in a long run. ? To enable the teacher and parent to assist the pupil to prepare her or his educational and vocational aim Interest inventories are formal techniques for measuring interests. They are considered more reliable at discovering on individuals interest than interviews as the inventories address a large number of questions representing a broad range of carriers. There are many inventories now in use and majority of them deal with occupational interest. Three notable formal methods universally employed are: 1. Strong Vocational Interest Blank 2. Kuder Preference Record 3. Thustone's Vocational Interest Schedule. A brief description of each is given below- 1. Strong Vocational Interest Blank: Prof. Strong of Stanford University California designed and standardised this check list. The check list contains 400 separate items. It is presented to the individual and she/ he is simply asked to indicate whether she/ he likes, dislikes or is indifferent, on a three point scale. The test reveals the interest maturity of the individual, his masculinity and her femininity, and her/his occupational level. The 400 items include 100 occupations, 49 recreations, 36 school subjects, 48 activities and 47 peculiar interests. As such it is useful for both educational and vocational guidance. 2. Kuder Preference Record: This has been prepared by G. Frederic Kuder. This test covers a wider field, comprising of nine separate scales of occupations, viz. mechanical, computational, scientific, persuasive, artistic, literary, musical, social and clerical. Kuder presupposes three major interests viz. mechanical, literary and artistic. So when the same task is presented to the subject, with three related activities, the subject will select the activity that relates one of the three interests

NSOU ? CC-ED-10 59 that he possesses. For instance, three choices are given about one item viz. building a bird house, writing articles about birds and drawing sketches about birds. If the subject opts for the first, his interest is mechanical. 3. Thurston's Vocational Interest Schedule: This test has been devised by Thurstone. He administered a comprehensive test to 3400 college students who expressed their Likeness (L), Indifference (I) and Dislike (D) to each of the items in the test. He analysed the test scores and through the techniques of factor analysis, arrived at 8 factors of interest viz.: (i)

Commercial Interest, (ii) Legal, (iii) Athletic, (iv) Academic, (v) Descriptive, (vi) Biological, (vii) Physical Science, (viii) Art. 4.5 Techniques of Data Collection A. OBSERVATION: it is defined as the selection, provocation, recording and encoding that set of behaviour and setting concerning an organism "in situ" which is consistent with empirical aims. It is the way of "seeing" and gathering the data. It can be covert or overt. Let us study a little more. Characteristics – ? A basic tool of information gathering ? To apprehend things and events with their attributes ? Concrete relationship ? An act of recognizing and noting some facts or occurrence ? Awareness of the observers own mental status ? Data are generally related to real life features ? Observation includes what to observe, how to record, how to ensure matter to be observed and the relation between observer and observed ? The main idea is not to involve directly through questioning in any form Types - ? Participant observation : ? Observer hides the real purpose ? Observer is a member of the group or community ? True feelings of all the activities through participation ? Record natural bahviour

60 NSOU ? CC-ED-10 ? Non- Participant observation : ? Physical isolation ? Psychological isolation ? Natural state ? Completely scientific and objective method of data collection ? Best in quasi-participant detail ? Controlled Observation ? Standardized technique ? Any biasness is removed and made objective as far possible ? Mostly used in experimental research design ? Helps in verification of data ? Uncontrolled observation ? Natural condition ? Suitable for exploratory researches ? Chance of biasness ? Advantages: ? Observation allows the researcher to study people in their natural setting/s without their behaviour being influenced by the presence of a researcher. ? Observation data usually consists of detailed information about particular groups or situations. ? Some groups of peoples, such a school truants, may not agree to cooperate with methods of research such as interviews. Sometimes Observation is the only way of finding out about such groups. ? A lot of what people do, they "take for granted"; they do it 'naturally', they aren't aware of it. ? An interview, for instance, only show a person's views at one time. Observation involves the study of groups or situations over time, thus, revealing changes. ? Some methods only allows for the study of one individual at a time. Observation enables the research to study groups of people together, that is, it allows for the study of interaction between the members of a group.

NSOU ? CC-ED-10 61 Disadvantages : ? Chances of biasness is high ? Can be expensive and time consuming ? Sometime fail to answer "why" of the situation B. INTERVIEW: According to Good and Hatt "Interview is a process of social interaction between interviewer and interviewee. Psychologists use this in order to gain information in an efficient and narrowed down purpose. This is the age old method with wide use. Characteristics: ? The authority should feel the need of interview and counseling. ? The counsellor should have all relevant data about the client before she/he starts counseling. ? A rapport should be established between the counsellor and the counselee. ? Discussion should be restricted to issue at hand. ? When the counselee expresses herself/himself he should be accepted. The counsellor will gain nothing by antagonizing or embarrassing the counselee. ? The counselee should be allowed to take the lead in making decisions. ? The interview should end with a constructive note Types: there can be various forms of interview according to the requirement. Some of those are as follows – Structured interview: Interviewer asks predetermined questions. Questions are planned and all candidates get same questions in same order. It uses highly systematized technique for recording. Generally close ended questions are asked for specific piece of information Open ended interview: here also Interviewer asks predetermined questions. Questions are planned and all candidates get same questions in same order but questions are open ended. This reduces the possibility of biases that come from having different types of interviews with different people. Data obtained from such interviews are systematic and thorough for each client but it reduces flexibility and spontaneity because the questions are predetermined thus leaving little scope for issues that may emerge during the course of the interview. The advantage of these type of interview is that it is the most structured and efficient of the qualitative interviewing techniques. Focus group Interview : In the interview the Counsellor becomes a facilitator among the interviewees in a group setting where they hear and react to one another's responses. 62 NSOU ? CC-ED-10 Focus groups can be used by Counsellors to assess the needs of a student group, obtain general background information about a topic or diagnose the potential problems of a group of students. In this type of interview the counsellor's role is of a moderator, directing the interaction and inquiry in a manner that the purpose of interview is served. Advantages : ? Useful to obtain detailed in-depth information ? Respondent can record their own word. So no question of data manipulation ? Done in a amicable condition ? Interviewees are not expected to be influenced ? Usually achieve high response Disadvantages : ? Time consuming ? Can be costly ? Transcription of interview may suffer biasness ? Interpretation is difficult ? Has language barrier ? Preplanning is mandatory C. RATING SCALE:

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A rating scale is an instrument on which the magnitude or degree of some criteria of performance is estimated. Such forms may use a numerical continuum or a descriptive continuum .

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ratings are usually based on scale definitions, scoring rubrics, and benchmarks, not in relation to the performance of other individual being assessed.

Likert scale is the most popular form of rating scale in which subject are given continuum form of qualitative responses to choose from

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e.g. strongly agree to strongly disagree , frequently to never

etc. Advantages – ? Helps to measure specified outcome ? Supplements other sources ? Good for reporting to parents about children's progress ? Self rating is encouraged with the method ? Students need is clearly understood through Disadvantages – ? Some characters are difficult to rate

NSOU ? CC-ED-10 63 ? Error for subjectivity is high ? Generosity error is high D. RECORD CARD : Here Record Card is understood as Cumulative Record Card (CRC) which is different from anecdotal record card. A CRC is a record of students entire activity through the sessions. It is most extensive longitudinal and vertical record of any pupil's educational life. This contains various aspects of students life. As stated by the Secondary Education Commission - "But neither the external examination nor the internal examination, singly or together can give a correct and complete picture of a pupil's all round progress at any particular stage of his education. Yet it is important for us to assess this, in order to determine his/her future course or study of future vocation." For this purpose a proper system of school records from day to day, month to month, and term to term and year to year in the school should be followed. Characteristics of CRC : i) CRC is maintained by the educational institution ii) Contains detailed information about the student iii) Record contains social, mental, physical, emotional, moral aspects of the child iv) Each student have their own CRC indicating her/his progress Records to be kept in CRC : a. General data like name, DoB, Address etc. b. Attendance record c. Earlier institutional record if any d. Family background e. Physico-Medical Report f. Scholastic Achievement g. Notable Interest Rating h. Scholastic activity i. Co-curricular activity j. Any other performances or mentions in activity k. Pupils preferences (Attitude and Aptitude) l. Remark by class teacher m. Remarks by Headmaster Advantages of CRC : a. This serves as teachers manual to know her/his students

64 NSOU ? CC-ED-10 b. Help understand students future vocational possibilities c. Helps student understand her/his own personality d. Clearly shows the changes a student goes through with time e. Give a reliable information on student's progress f. Students find her/his area of strength and weakness and can work on it g. Helps teacher understand the individual difference among her/his students E. ANECDOTAL RECORD : It

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is a short narrative report or summary of any event or activity that may be used to document or support generalizations about the performance of an individual or a group or

for any situation. A short report after a project submitted by the project coordinator can be considered as anecdotal record. In educational institute after any cultural event the coordinator might submit such report so that qualitative generalized comment can be made with evidenced based data. In guidance and counselling these helps to understand certain situation and how an individual reacted in that. Anecdotal record in educational process generally give the following information – ? Social interaction ? Literacy exchanges ? Change in behaviour ? Breakthroughs in development ? Learning style ? Pattern of understanding ? Qualities such as leadership A sample of Anecdotal record card is given below - Anecdotal record card Sl. No. Date : Class: Lesson : Observation made by teacher : Comment on observation: Recommendation : Signature of Teacher

NSOU ? CC-ED-10 65 F. SOCIOMETRY: This is the science to study the inter-relationship of members of a group, their attitude, values acceptance to each other and role of every individual in the group.

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The purpose of this technique is to study the nature of social relationship of individual within a group. It offers an opportunity to identify personality problems, especially in isolates and the rejected. Isolates are students who remain alone with no relationships in the class. Rejected students are disliked by other students. The technique is a useful source of information for appraisal of social behaviour of students.

Types: according to the technique, sociometry is classified in three types The nomination: here teacher ask students to select their peers according to the criteria set by teachers. Like three best friends they have in class. The social acceptance: in this case students are asked to select their choice according to a given level of social relationship. Level is preset here. The 'who's who' or guess who : here teachers state certain "types" of students and students are asked to name their peers who fit in that. Like peer who would start a fight first. Advantage of sociometry : ? Easy to administer ? Gives a clear idea on relationship status among group members ? Shows who is popular and who is not ? Identifies isolates and rejected members among group which helps in educational counselling and guidance ? Identifies subgroups among groups ? Various kind of data can be gathered through some simple sociometry ? Cost effective and do not require much training for administering 4.6 Summary ? Assessing students' social, educational, personal and vocational needs and planning to guide according to that so that educational aim, vision and mission of the institution is achieved is the chief objective of planning phase of any guidance programme. Asking the students, their parents and prospective employers about what they think their needs are and if these needs are being adequately met helps in planning of 66 NSOU ? CC-ED-10 guidance programme. Issues may include drug education, bullying prevention, personal safety, crisis response, and mental health and wellness. · Psychological tests are designed to measure criterion related to psychological domain be it intelligence, attitude or interest. As these names already suggest psychological tests are of wide spectrum as far as method and nature of data goes. As Anastasi (2003) defined it these are samples of an individual's behaviour, obtained under standard conditions and scored according to a fixed set of rules that provide a numeric score. ? There are various techniques of data collection such as observation, interview, record card etc. 4.7 Self-Assessment Questions 1. What are the rationale of guidance programme in educational institute? 2. Who are the target group of any guidance programme in educational institute? 3. What are the resources of guidance activity in an educational institute? 4. Give some examples of issues included in guidance programme? 5. What is the role of parents in an institute's guidance programme? 6. What are various tools of evaluation? 7. Differentiate between rating scale and anecdotal record 8. Mention two uses of interview. 9. How subjectivity is controlled in observation? 10. What is record card? 4.8 Reference 1. Aptitude, Interest and Job Requirements. NIOS. Retrieved on 8 th March, 2022 from <https://www.nios.ac.in/media/documents/secpsycour/English/Chapter-20.pdf> 2. Observation Method. Egyankosh. Retrieved on 21st February,2022 from <https://egyankosh.ac.in/bitstream/123456789/23412/1/Unit-1.pdf> 3.

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Sharma R. A. (2001) "Fundamentals of Guidance's Counselling" R. Lall Book Depot, Meerut, U.P 4.

Stern, W. (1949). The Intelligence Quotient. In W. Dennis (Ed.), Readings in general psychology (pp. 338–341). Prentice-Hall, Inc. <https://doi.org/10.1037/11352-048>

Unit 5 ? Guidance & Counselling Structure 5.1 Objective 5.2 Introduction 5.3 Counselling Process 5.4 Organizing Guidance and Counselling Programmes 5.5 Difference Between Guidance and Counselling 5.6 Summary 5.7 Self-Assessment Questions 5.8 Reference 5.1 Objectives After completion of the unit students will be able to ? Define counselling process ? State its importance in education ? Reflect their role as an educator – counsellor ? Organize guidance and counselling programme 5.2 Introduction Counselling may be concerned with addressing and resolving specific problems, making decisions, coping with crisis, improving relationships and developing personal awareness. It also involves working with feelings, thoughts, perceptions and conflicts. The overall aim is to provide counsellees with opportunities to work in positive ways so as to live with essence of well-being as individuals and as members of the larger society. The role of counselor and client or counselee is very important in the counseling process. It

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is a planned, structured dialogue between a counsellor and a client. It is a co-operative process where a professionally trained skilled counselor helps a client to identify

the causes of the problem and to find out the ways to solve it. Relationship building, problem assessment, goal setting, counselling intervention, evaluation and termination are several

68 NSOU ? CC-ED-10 steps of a counselling process. In the first step, establishment of an effective counselor- client relationship with empathy, genuineness and unconditional caring is very important for initial disclosure. For in depth exploration and problem assessment the counselor collects client's life style, family history, personal history etc. in the second stage. In the third step, counselor sets clear goal with appropriate interventions. 5.3 Counselling Process

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Counselling is face to face relationship in which growth takes place in the counsellor as well as the counselee.

As briefly discussed above, counselling can be categorized into three types of approaches namely - A. DIRECTIVE B. NON-DIRECTIVE C. ECLECTIC A. Directive Counselling: In this counselling process counsellor directs the steps to be taken by the counselee to resolve her/his conflict. This is done on the assumption that counselee will not be able to take steps in order to resolve their conflict/problem. That is why this is also known as Counsellor centered counselling. In this counselling counsellor plays the most important role. Counsellor Direct the client's thinking by Informing, Explaining, Interpreting and Advising. It gives more Importance to intellectual aspect then Emotional Aspect. Characteristics- There are some characteristics of directive counseling process which are as follows– a) The Counsellor has competency to provide advice or suggestion to solve a problem. b) Directive counseling focus on intellectual aspects of a person instead of emotional aspects. Thus, this process is considered as intellectual process. c) Client is incapable to solve the problems. d) All the efforts concentrate on the problem of the counselee or client. e) Counsellor plays the most active role than the client. Steps of Directive counselling – 1. Analysis – In this step Counsellor ask a series of question to the client, conduct case studies, and check past records and documents. The Counsellor collects detail information about the client through interview, test, observation etc.

NSOU ? CC-ED-10 69 2. Synthesis – All the collected data gathered and organized in a manner, that it could help the Counsellor to determine the personality, background, and environment of the counselee. 3. Diagnosis – This process involves in identifying the main problem, its nature and causes. 4. Prognosis – After diagnosis, the Counsellor predict about problem based on his/ her observation. He/she can forecast whether the problem is going to be worse or will improve over time. 5. Counselling – In this fifth step the Counsellor direct the probable way out or suggest the solution of the problem. This process helps the client to adjust and readjust with the situation and cope up with the problem. 6. Follow up – In directive counseling follow-up is the most important step. It involves the observation and consultation about the problems, issues, challenges and improvement over the time. It helps the counselee to adjust with his/her environment by solving the problem. Figure: Steps of Directive counselling

70 NSOU ? CC-ED-10 Merits – a) In this process the Counsellor focuses on problems than the person. That's why the problem is being identified quickly. b) This process saves time. The Counsellor drives the whole process with his/her planning. c) As the Counsellor directly help the counselee, it is easier to cope up with the situation by the counselee. d) As it focuses on intellectual aspects, it helps to solve the materialistic problems easily. Demerits – a) Counselee has no active role. He/she depends on the Counsellor. b) As in many cases, counselee is not able to find out the way to solve his/her own problem, he/she fails to adjust or cope up with the same situation in future. c) In some cases, counselee becomes hopeless when he/she would not able to reach to the Counsellor and get instant advice. d) The counselee cannot take his/her own decision. e) This process is not suitable for emotional problems. B. Non-Directive Counselling: This is a client centered counselling. Carl Roger is the chief exponent of this approach where client is the centre of the process where the main role of the counsellor is to create an atmosphere for the client to work out on the problem. This is also known as permissive counselling. Characteristics- There are some charectiristics of non-directive counseling process which are as follows– a) The non-directive counseling process is a counselee centered process. b) The counselee plays an important and active role throughout the process. c) This technique integrates the counselee with the problem. It focuses on person rather than problem. d) The counselee is free to express his/her thoughts and statements. e) The counselee is capable to solve his/her problem. Steps of Non-Directive Counselling – 1. Defining the Problematic situation – Counsellor establishes rapport with the counselee. He/she defines and create the situation or environment in a way that the counselee can think about the probable solutions of his/her problems.

NSOU ? CC-ED-10 71 2. Free Expression of Feelings – The Counsellor create a reliable, acceptable and friendly environment where the counselee can express his/her thoughts or feelings freely. 3. Development of Insight – Insights are developed in the mind of counselee gradually and he/she become able to choose the right solution of the problem. 4. Classification of Positive and Negative Feelings – The Counsellor accept, recognize and helps to classify the positive and negative feelings of the counselee. 5. Session Termination – When the counselee initiate his/her positive steps towards the solution of his/her problem gradually and start to feel a decreasing need of help of the counsellor, counsellor can terminate the session. Figure: Steps of Non-directive counselling Merits – a) This technique helps to the counselee to be capable to solve the problem. b) No such test or tools are required in this process. c) This process provides more independence to the counselee. d) This process helps a counselee to remove emotional and mental blocks. e) It reduces client's tension and stress.

72 NSOU ? CC-ED-10 Demerits – a) It is a slow and time consuming process. b) It depends on the ability and initiatives of the counselee. c) The Counsellor require vast psychological knowledge. d) As steps taken by the counselee is not fully reliable, sometime solution of the problem may be inaccurate. e) It is not suitable for those who are not mature. C. Eclectic Counselling: Thorne is the chief advocate of the eclectic counselling technique. As the word eclectic suggests this is neither directive nor non-directive approach. This counselling type tries to find a middle path two between the two to use best of both world. Counsellor and client both have to perform their roles, as per the need of the situation. Therefore it is highly flexible in its approach.

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Experience of mutual confidence and faith in the relationship are basic

of this type of counselling. This approach is consistent with modern ways of life where one single value or truth doesn't hold permanency but it tries to harmonies with the things as they approach and work accordingly. Eclectic approach gives importance to non-directive counselling where individual is motivated to take control of counselling by influencing as much possible but also it pays attention to directive approach where she/he sees it necessary to take control and recognizes that student is not ready to assume responsibility. Characteristics – a) Eclectic counselling is the combination of directive and non-directive counselling. b) This technique is very flexible. Directive and non-directive processes can be switch over any time as per the demand of the situation. c) The professional efficiency and skill of the Counsellor is very important for this process. d) In this process objective and coordinating methods are used. e) In this counselling process the principle of low expenditure is focused. f) Counsellor is neither too active nor too passive as in directive and no-directive counselling respectively. Steps – 1. Diagnosis of the problem – In the first stage Counsellor tries to diagnose the main problem in a trustful friendly environment or helps the counselee to identify the problem.

NSOU ? CC-ED-10 73 2. Analysis of the problem – After identification, the Counsellor analyses the problem and tries to find out the root causes of the problem or helps to the counselee to find out. 3. Preparation of plan – In this step, a tentative plan for modifying the factors which are responsible behind the problem is being prepared. 4. Securing effective conditions – The Counsellor create an effective atmosphere for counseling. 5. Interview and stimulation – The Counsellor interview the counselee and stimulate him/her to develop his/her own resources to be capable to try new modes of adjustment. 6. Decision making – In this step proper technique to handle the situation or problem is being select which may contribute to adjust with the situation or cope-up with the problem. Figure: Steps of eclectic counselling

74 NSOU ? CC-ED-10 Merits – a) Flexibility in selecting method from directive and non-directive provide several options to solve the problem. b) There is no hard and fast rule. It removes the rigidity. c) It is economical and effective. d) Demerits – a) Execution of eclectic process is very difficult and complex. b) Both directive and non-directive counseling cannot be mixed together. c) It may be harmful if the Counsellor has little or no understanding about what is helping the counselee. d) Some people are of the view that eclectic counseling is vague, opportunistic and superficial. 5.4 Organizing Guidance and Counselling Programmes Guidance Programme: As psychologist Jones (1951) said "

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the focus of guidance is the individual and not the problem, its purpose is to provide the growth of the individual in self- direction

providing opportunity for self-realization and self – direction is the key-note of guidance.” Therefore organizing guidance programme must always keep its focus on the student in educational process. Mere solving the specific problem is not the purpose of guidance. According to Lefever, Tussel and Weitzil, “

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Guidance is an educational service designed to help students make more effective use of the school training programme.”

Guidance, hence, is an integral part of pupil activity. A broader opinion about guidance as a set of services is expressed by G. E. Smith who described Guidance as a process consisting of “a group of services to individuals to assist them in securing the knowledge and skills needed in making adequate choices, plans and interpretations essential to satisfactory adjustment in a variety of area.” These areas may be enumerated as educational, vocational, personal of some other ones which produce problems before the individual. Hence, Guidance is a service that is universal and continuous. In modern education mentoring services has gained a lot of importance which is a scaled down process of guidance. Mentoring throughout the academic life helps student realize her/his own worth in long run and helps in personal and professional growth.

NSOU ? CC-ED-10 75 Guidance programme can be of various types. Some of those are explained below – In School following principles should be followed for guidance ? Defining the Objectives Clearly ? Defining the Tasks ? Allocation of Duties ? Defining the Powers ? Defining the Relations ? Nature of Guidance Organization ? Simplicity Here the main responsibility of organizing lies with the head of the institution. She/He has to address the problems and make the process continuous and smooth running. It is important to to share the workload under her/his guidance. Capacity building is another important part of organizing guidance programme as these are skill based processes. School assigned psychologist plays an equally important part in guidance programme in school. In college level guidance programme is as important as regular classes. The new system of education has increased the importance of guidance services at various levels. At higher level technical and vocational education have been encouraged which requires vocational guidance services at college and university level. The placement services are urgently needed at higher level of education. Guidance programme in colleges should include ? Collection of data such as home and family background etc. ? Orientation programme for students on institutional orientation, course orientation, facility orientation, educational talk, film shows etc. ? Orientation programme for the parents / guardians of the students ? Maintaining cumulative record card ? Identifying low and high achievers ? Personality counselling etc. ? Supplementary orientation programme for higher level students ? Remedial programme for the already identified low achievers and enrichment for higher achievers ? Outdoor activity for final year students experiencing and preparing for future life

76 NSOU ? CC-ED-10 ? Getting help from experts if needed ? Arranging career conferences for final year students ? Helping students in learning the skills which will help them in effective study, use of library resources, etc. 5.5 Difference Between Guidance and Counselling As is discussed above by now you have a clear idea that guidance and counselling are two different processes with a clear division of applicability. Let us make it clear by setting out the boundaries where these two differs from each other in the below mentioned qualities – Sl. No. Criteria Guidance Counselling 1 Meaning Advice or information Professional advice given provided by superior to by counselling expert to an overcome a challenge or individual for personal difficulty psychological problem 2 Nature Preventive / advisory Remedial/ative 3 Approach Comprehensive and extrovert In-depth and introvert 4 Use Helps to choose the best Helps in self-actualisation/ alternative change in perspective 5 Area Education and vocation Personal and socio- psychological 6 Done by Superior/ subject expert/ Skilled person or professional trained in guidance in counselling 7 Mode of Individual or group Individual execution 8 Decision Guide Client making authority 9 Privacy Not- confidential Confidential 10 Relationship Authoritative Rapport based/ personal

NSOU ? CC-ED-10 77 5.6 Summary

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Counselling is face to face relationship in which growth takes place in the counsellor as well as the counselee.		
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The counselling process is a planned, structured dialogue between a counsellor and a client.		

There are several steps of a counselling process i.e. relationship building, problem assessment, goal setting, counselling intervention, evaluation and termination. Three types counselling processes are there – directive, non-directive and eclectic. Directive Counseling was a concept founded by E.G. Williamson. It is a counsellor- centered process where counsellor directs the steps to be taken by the counselee. The steps of directive counselling are analysis, synthesis, diagnosis, prognosis, counselling and follow-up. The concept non-directive counselling was introduced by Carl Rogers. It is client centered approach where the counsellor creates an atmosphere for the client to work out on the problem and become capable to solve his/her own problem. The steps of non-directive counselling are - defining the problematic situation, free expression of feelings, development of insight, classification of positive and negative feelings, session termination. Thorne is the chief advocate of the eclectic counselling technique. Eclectic counselling is the combination of directive and non-directive counselling. This technique is very flexible. Directive and non-directive processes can be switch over any time as per the demand of the situation. Guidance programme can be organised in schools and colleges. In School following principles should be followed for guidance – Defining the Objectives Clearly – Defining the Tasks – Allocation of Duties – Defining the Powers – Defining the Relations – Nature of Guidance Organization – Simplicity There is a clear division between guidance and counselling. Guidance is preventive in nature, where counselling is remedial and curative. Guidance helps to choose best decision, where counselling helps to get solution by him/her. Guidance is less confidential than counselling. Guidance can be provided in group or individual, but counselling can be done one to one generally.

78 NSOU ? CC-ED-10 5.7 Self-Assessment Questions 1. What are the various approaches of counselling process? 2. What is the main goal of directive approach? 3. How non-directive approach is different from directive approach as a process? 4. What do you mean by eclectic process of counselling? 5. How guidance and counselling is different in their approaches? 6. How guidance is different from counselling for teacher's role in them ? 7. How guidance is different from counselling in the matter of time of application ? 8. How educational guidance is different from educational counselling? 9. Is there any similarity between guidance and counselling? 10. Plan a counselling session in your institute and submit the design for approval. 5.8 References 1. Binet, A., Simon, T., & Town, C. H. (1915). A method of measuring the development of the intelligence of young children (3rd ed.) Chicago, IL: Chicago Medical Book. 2. Brammer, L. M., Abrego, P. J., & Shostrom, E. L. (1993). Therapeutic counseling and psychotherapy (6th ed.). Prentice-Hall, Inc. 3. Counselling of Individual: Process and Advantages. Psychology Discussion. Retrieved on 20 th April, 2022 from www.Psychologydiscussion.net/psychology-notes/educationalpsychology/counseling 4. Krishnan, S. (n.d.). The counselling process. Retrieved September 15, 2022, from <http://www.dspsmuranchi.ac.in/pdf/Blog/stages%20of%20counseling.pdf> 5. Types of counselling. Retrieved on 15 th September, 2022 from <https://www.studyquirk.com/types-of-counseling-directive-non-directive-eclectic/> 6. Types of counseling: directive, non-directive, and eclectic counselling. Retrieved on 15th September, 2022 from <https://www.slideshare.net/tintojohnsvazhupadickal/types-of-counseling>

Unit 6 ? Mental Health & Education Structure 6.1 Objective 6.2 Introduction 6.3 Teacher as a Counsellor 6.4 Steps of Counselling Process 6.5 Professionalism in Guidance and Counselling 6.6 Summary 6.7 Self-Assessment Question 6.8 Reference 6.1 Objectives After completion of the unit students will be able to ? Understand teacher's role as an counsellor ? Select the steps to be followed in counselling ? State how to develop professionally in guidance and counselling 6.2 Intorduction How a teacher function as a counsellor? Having qualities alone is not sufficient to become a professional counsellor. One must undergo special training to acquire the necessary skills. Professional counsellors usually hold a masters' degree in Human Development or Child Development/ Psychology of Education, along with at least a post graduate diploma/degree in Counselling. During the course, the trainees receive supervised practical training under trained Psychologists or Counsellors as practical training is essential for developing the skills of a counsellor. Details of professional aspects of counselling is discussed below. 6.3 Teacher as a Counsellor Counselling is a process where individual learn out themselves their interpersonal relationship and overall behaviour which helps their allover personal development. That is why counselling 80 NSOU ? CC-ED-10 is a trained job which requires specific skills and competencies to help students relate effectively. Then why teachers? Is it wise to consider teacher as counsellor? One person who constantly observe students behaviour is their teacher. Therefore it is expected that a teacher would identify any behaviour change which requires attention. Also student and teacher are in a rapport based relationship. By counsellor we mean someone who guides on personal and psychological problems. But it also says counsellors are trained practitioner who work with people

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to help them bring about effective change or enhance their wellbeing.

Therefore, to be a counsellor a teacher needs to play the following roles – i. Helping the students in adjusting in their surroundings ii. Helping students in their studies iii. Giving awareness of the importance of education iv. Helping students in making rational decision v. Helping students with their learning problem vi. Refereeing the students to the counsellor vii. Cooperating with the counsellor viii. Cooperating with the parents Teacher may or may not have formal training in counselling as that is not a mandatory criteria of teaching job but counselling is a mandatory part of teaching. Therefore, as shown in the above list, teachers' role is to initiate the process of wellbeing of a student and refer as and when it feels necessary to address the related problem. In this connection it must be added that there are few symptoms which makes a teacher aware that a trained counsellor must be consulted for the student. Some of those symptoms are – – Suicidal thoughts and hopelessness – Homicidal thoughts – Extreme mood shifts, irrational behavior or lack of judgment – Self-harm – Cutting – Odd behavior and speech patterns – Poor personal hygiene – Extreme changes in sleeping, appetite and weight

NSOU ? CC-ED-10 81 – Decreased concentration, motivation and interest – Excessive substance use, internet use, or gambling – Family issues – Social isolation – Loss – Relationship issues – Consistent poor academic functioning The endeavour to facilitate the holistic growth of a child must enable the child to realize a mentally healthy personality. The basic foundation of one's personality takes shape during childhood years and the formative years are spent in the school by the school going population. Therefore it is imperative for the school to provide an environment conducive to the positive growth of a child's personality. An approach restricted to imparting reading, writing and recall is not wholesome and will invariably lead to failure in achieving the desired objective. More so, when in modern times the complexities of life are adding to information overload, plethora of choices, increasing competition in all spheres of life and the consequent stress and strain. In such an environment, it becomes necessary that every teacher be sufficiently equipped to take care of the psychological needs of children. 6.4 Steps of Counselling Process In any kind of approaches of counselling process the following steps are followed in general– 1. Rapport and relationship building between counsellor and counselee - a. Introducing self b. Listen with attention and identifying the client c. Ensure physical comfort d. Client should be able to speak without interruption and judgment e. Non-verbal communication is observed 2. Assessment / Defining the problem – techniques used for assessment a. Recording b. Intuitive guess with supporting circumstantial evidence c. Fact association for generalization

82 NSOU ? CC-ED-10 d. Observation e. Enquiry 3. Identify and Goal setting for counselee – a. Immediate goal b. Ultimate goal 4. Initial intervention – Process of adaptation to achieve immediate goals which might need re-planning and new intervention 5. Planning and introducing termination – Termination of counselling must be in phases with sensitivity and preplanned. 6. Follow up – a must for future wellbeing Process has the following characteristics – ? Various tools are used at different stages of the counselling process. It usually means tools can be employed as the counsellor understands the problem and process is unfold ? Counselling process has different models but tools remains same among these processes ? Administration of tools are different subject to subject ? It is a planned

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cooperative process in which a trained professional helps a person to identify sources of difficulties

and concern ? Acquiring new skill set to confront the difficulties is the ultimate goal of counselling 6.5 Professionalism in Guidance and Counselling Like any other profession guidance and counselling demands professionalism from the practitioners. There can be an argument that some may naturally possess many of the qualities required for the job, but that is not enough here as mental state of another person is shared with full confidentiality therefore clients are in extreme vulnerable situation than any other regular professional requirements. Some areas of professional behaviour includes- Confidentiality: Confidentiality is an important ethical principle in counseling: You can't help a client effectively unless she knows you won't betray her secrets. When you hear things you don't think you

NSOU ? CC-ED-10 83 should keep secret – your client intends to commit suicide, for instance – the ethical code guides you in how to respond. Relationships: Keeping your client-Counsellor relationship professional isn't always easy. You may find you both move in the same social circle, or you might discover a mutual attraction. Because your patient is in a vulnerable position, that raises the possibility of exploiting your power, for example, taking advantage of a patient.

Autonomy: Autonomy is a basic moral principle in counseling. People are entitled to make their own decisions and act on them, and Counsellors shouldn't try to take that away. In specific cases, you may have to balance respect for individual choice with other factors, as when your client isn't capable of rational decisions, or her decisions could cause serious problems for herself or others. Your professional code can help you decide when to stand back, when to intervene and when to explain the consequences of your client's actions but let her make the final decision.

Professionalism: Having an ethical code also guides you as a career professional interacting with clients. Before any individual agrees to become your client, she should be able to learn exactly what services, techniques and counseling procedures you employ and what sort of payment arrangements you expect. She should also understand the limits of your confidentiality policy. Following a code of ethics means acting honestly as a business person, as well as a Counsellor. The role of counsellor is very important in educational institutions, especially for the students of adolescent period. The consultation skills of the counsellor in which the success of the counselling process depend are as follows- a) Ability to build rapport – Rapport is an essential condition for a comfortable and unconditional relationship between the counsellor and the counselee in a friendly environment. b) Communication skill – It is the ability of exchanging ideas and opinions through speech, writing or signs. By this skill a bond of relationship can be establish between counsellor and the counselee to solve the problem. c) Observational power – Observing body language, realizing mental state of the counselee are one of the major skills of the counsellor. d) Empathy – Empathy means 'feeling into'. It is the ability to feel and describe the thoughts and feelings of others.

84 NSOU ? CC-ED-10 e) Probing skill through questioning – This skill helps the counselee for self-talk. Proper questioning helps to explore the personal and secrete information. f) Organizing facts – This is the ability to arrange all facts systematically. This is an important skill of a counsellor. g) Sensitivity – This is another important skill of a counsellor which help to realize the pain of the counselee. h) Ethical sense – Reliability and maintaining secrecy of personal information is the main quality of a counselor. i) Listening skill –

During listening it is important that the counselor is listening through the minimal prompts such as head nods, saying 'yes' etc.

Sitting squarely, openness, leaning, eye contact, relax etc. are important aspects of listening. Effective listening consists of hearing, attending, understanding, responding and remembering. j) Honesty and confidentiality – Personal honesty and professional confidentiality are two very essential skills. k) Crisis management – a counsellor of educational institution should have the ability of crisis management and the knowledge of shock absorbing power, optimal stress level etc. l) Monitoring and closure – This is the ability to monitor whole process and deliver appropriate closing questions and comments are very important skills. In India the guidance, counseling, psychotherapy, psychological treatments, social work interventions, rehabilitation counseling etc. are all monitored by Rehabilitation Council of India. They monitor all the training institutions and ensure that the Counsellors get the proper training. They also make sure that the Counsellors are updated by organising refresher courses for the practicing Counsellors so that all can use latest techniques at any given time. 6.6 Summary ? To be a counsellor a teacher needs to play the following roles – i. Helping the students in adjusting in their surroundings ii. Helping students in their studies iii. Giving awareness of the importance of education iv. Helping students in making rational decision v. Helping students with their learning problem vi. Refereeing the students to the counsellor

NSOU ? CC-ED-10 85 vii. Cooperating with the counsellor viii. Cooperating with the parents ? Counselling has salient steps for its proper implication ? Guidance and counselling demands professionalism from the practitioners. There can be an argument that some may naturally possess many of the qualities required for the job, but that is not enough here as mental state of another person is shared with full confidentiality therefore clients are in extreme vulnerable situation than any other regular professional requirements. 6.7 Self-Assessment Questions 1. What is intervention? 2. Why counselling process needs to start with rapport building? 3. What is client – counsellor secrecy? 4. What are the tools of counselling process? 5. How to terminate a counselling process? 6. What is the role of teacher as a counsellor? 7. What is the process of defining the problem in counselling? 8. What is autonomy in counselling? 9. Why goal setting is very important for counselee? 10. What do you think is the main challenge for a teacher to implement f students' wellbeing through counselling? 6.8 Reference 1. https://archive.mu.ac.in/myweb_test/ma%20edu/M.A.%20Edu.%20Guid.%20&%20Coun..pdf 2. Binet, A., Simon, T., & Town, C. H. (1915). A method of measuring the development of the intelligence of young children (3rd ed.) Chicago, IL: Chicago Medical Book. 3. Brammer, L. M., Abrego, P. J., & Shostrom, E. L. (1993). Therapeutic counseling and psychotherapy (6th ed.). Prentice-Hall, Inc. 4. Counseling.American Psychological Association. Retrieved on 18 th May,2022 from <https://www.apa.org/ed/graduate/specialize/counseling> 86 NSOU ? CC-ED-10 5. Conte Christian: 2009: Advanced Techniques of Counseling and Psychotherapy : Springer Pulishing Company, U.S. 6. Corey Gerald; 2013:Theory and Practice of Counseling and Psychotherapy; Brooks/ cole,cengage learning, U.S Crisis Intervention. Retrieved on 10 th May, 2022 from <https://www.dshs.wa.gov/book/export/html/490> 7. David M. Trout (1950) Principles and Techniques of Guidance, by D. W. Lefever, A. M. Turrell, and H. I. Weitzel. The Ronald Press. 1950. 577 pp. \$4.25, The Educational Forum, 15:1, 113-114, DOI: 10.1080/00131725009342102 8. Egyankosh. Guidance programme. Retrieved on 01.03.2022 from <https://www.egyankosh.ac.in/bitstream/123456789/46270/1/Unit-6.pdf> 9. Elementary school teacher as a counsellor.IGNOU. retrieved on 1 st July, 2022 from <https://www.egyankosh.ac.in/bitstream/123456789/6594/1/Unit-5.pdf> 10. Encyclopedia. Online encyclopedia. Retrieved on 11 th May, 2022 from <https://www.encyclopedia.com>. 11. Introduction to psychology. Retrieved on 10 th March,2022 from <https://opentextbc.ca/introductiontopsychology/chapter/9-1-defining-and-measuring-intelligence/> 12. Jones, A. J. (1951). Principles of guidance and pupil personnel work (4th ed.). McGraw-Hill Mudalior Commision. Retreaved on 1.03.2022 at <https://www.yourarticlelibrary.com/education/secondary-education-commission-1952-53/76815> 13. Norms and guidelines. Rehabilitation Council of India. Retrieved on 10.02.2022 from <http://www.rehabcouncil.nic.in/forms/Sublink1.aspx?lid=811> 14. Psychology Discussion. Retrieved on 20 th April, 2022 from www.Psychologydiscussion.net/psychology-notes/educationalpsychology/counseling-definition-and-characterstics. 15. Seligman L. and Reichenberg L.W. ; 2015: Theories of Counseling and Psychotherapy : Pearson Education, London. 16.

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MATCHING BLOCK 64/64

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II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)

Sharma R. A. (2001) "Fundamentals of Guidance's Counselling" R. Lall Book Depot, Meerut, U.P 17.

Stern, W. (1949). The Intelligence Quotient. In W. Dennis (Ed.), Readings in general psychology (pp. 338–341). Prentice-Hall, Inc. <https://doi.org/10.1037/11352-048> 18. Wheeler,P.H.(1993).Methods for assessing performance. Retrived on 21 st February,2022 from <https://files.eric.ed.gov/fulltext/ED374161.pdf>

NSOU ? CC-ED-10 87 NOTES
88 NSOU ? CC-ED-10 NOTES

Hit and source - focused comparison, Side by Side

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Matching text As the text appears in the source.

1/64	SUBMITTED TEXT	21 WORDS	59% MATCHING TEXT	21 WORDS
	All rights reserved. No part of this Self-Learning Material (SLM) may be reproduced in any form without permission in writing from		All rights reserved. No part of this work may be reproduced in any form, by mimeograph or any other means, without permission in writing from	
	W https://www.egyankosh.ac.in/bitstream/123456789/46266/1/BESE-132B1E.pdf			
2/64	SUBMITTED TEXT	26 WORDS	38% MATCHING TEXT	26 WORDS
	Guidance and Counselling ii. Understand the concept of Guidance and Counselling iii. Name the types of guidance and counselling iv. State the scope of Guidance and Counselling 1.2		Guidance and Counselling. It discusses the nature, philosophy and processes of guidance and counselling services. The various approaches of guidance and counselling are also discussed. Besides, the role of guidance and counselling	
	W https://www.egyankosh.ac.in/bitstream/123456789/46266/1/BESE-132B1E.pdf			
3/64	SUBMITTED TEXT	63 WORDS	100% MATCHING TEXT	63 WORDS
	counselling is the scientific process of helping the individual to understand him/herself better in relation to his/her environment so that he/she becomes self-dependent, self-directed and self-sufficient and is able to lead a better and meaningful life. Counselling is aimed at helping the individual in solving problems that are already present, preventing the occurrence of problems in future and also enhancing personal, social, emotional, educational and vocational development.		counselling is the scientific process of helping the individual to understand him/herself better in relation to his/her environment so that he/she becomes self-dependent, self- directed and self-sufficient and is able to lead a better and meaningful life. Counselling is aimed at helping the individual in solving problems that are already present, preventing the occurrence of problems in future and also enhancing personal, social, emotional, educational and vocational development.	
	W https://www.egyankosh.ac.in/bitstream/123456789/46266/1/BESE-132B1E.pdf			

4/64	SUBMITTED TEXT	20 WORDS	100%	MATCHING TEXT	20 WORDS
<p>Good "Guidance is a process of dynamic interpersonal relationship designed to influence the attitude and subsequent behaviour of the person".</p> <p>SA Final.docx (D111786616)</p>					
5/64	SUBMITTED TEXT	44 WORDS	69%	MATCHING TEXT	44 WORDS
<p>Guidance is the assistance made available by competent Counsellors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions, carry his own burdens". Shertzer and Stone defined guidance as "a process of helping</p> <p>SA guidance counselling ww..pdf (D49275517)</p>					
6/64	SUBMITTED TEXT	25 WORDS	100%	MATCHING TEXT	25 WORDS
<p>Ruth Strang, "Guidance is a process of helping every individual, through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness."</p> <p>W https://johnparankimalil.wordpress.com/2015/01/16/meaning-and-definition-of-guidance/7.</p>					
7/64	SUBMITTED TEXT	23 WORDS	100%	MATCHING TEXT	23 WORDS
<p>Woodworth, "Guidance helps an individual to develop his personality and enables him to serve the society to the best of his capabilities and talents."</p> <p>W https://johnparankimalil.wordpress.com/2015/01/16/meaning-and-definition-of-guidance/7.</p>					
8/64	SUBMITTED TEXT	21 WORDS	100%	MATCHING TEXT	21 WORDS
<p>Kitson, "Guidance is 'individualised education'. Each student is to be helped to develop himself to the maximum possible degree in all respects."</p> <p>W https://johnparankimalil.wordpress.com/2015/01/16/meaning-and-definition-of-guidance/7.</p>					

9/64	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
<p>V.M. Proctor, "Guidance is a process through which an individual or groups of individuals are helped to make necessary adjustment to the environment – inside or outside the school."</p> <p>W https://johnparankimalil.wordpress.com/2015/01/16/meaning-and-definition-of-guidance/7.</p>		<p>V.M. Proctor. "Guidance is a process through which an individual or groups of individuals are helped to make necessary adjustment to the environment – inside or outside the school."</p>		
10/64	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>John Brewer, "Guidance is a process through which an individual is able to solve his problems and pursue a path suited to his abilities and aspirations."</p> <p>W https://johnparankimalil.wordpress.com/2015/01/16/meaning-and-definition-of-guidance/7.</p>		<p>John Brewer. "Guidance is a process through which an individual is able to solve his problems and pursue a path suited to his abilities and aspirations."</p>		
11/64	SUBMITTED TEXT	67 WORDS	69% MATCHING TEXT	67 WORDS
<p>The dignity of the individual is supreme. 2. Individuals differ. 3. The primary concern of guidance in the individual in his social setting. 4. The attitudes and personal perceptions of the individual are the bases on which he acts 5. Individual generally acts to enhance his perceived self. 6. The individual has the innate ability to learn and can be helped to make choice that will lead to self direction consistent with social</p> <p>SA II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)</p>				
12/64	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>The individual needs a continuous guidance process from early childhood through adulthood 8. Each individual may</p> <p>SA guidance counselling ww..pdf (D49275517)</p>				

13/64	SUBMITTED TEXT	171 WORDS	100% MATCHING TEXT	171 WORDS
	<p>Educational guidance should receive much greater attention on the part of educational authorities. (ii) Guidance service should be the work of various personnel's like parents, teachers, headmasters/headmistress, and principals. (iii) In order to broaden the pupil's understanding of the nature, scope and significance of the occupation or industries, film should be prepared to show the conditions of industrial, technical, agricultural or vocational aspects and this should be supplemented by actual visits. (iv) The services of trained guidance officers and career masters should be made available gradually and in an increasing measure to all educational institutions. (v) There should be opening up training centres in different regions for training of guidance officers and career masters to which each state may send a number of teachers and other suitable persons for training. (vi) A Central Research organisation may be established for carrying out research in educational guidance and for the preparation of tests with particular reference to Indian conditions and the needs of pupils. (vii) In every state there should be a Bureau of educational and vocational guidance to plan and co-ordinate various activities which have been recommended as above.</p> <p>W https://www.yourarticlelibrary.com/education/secondary-education-commission-1952-53/7681513.</p>		<p>Educational guidance should receive much greater attention on the part of educational authorities. (ii) Guidance service should be the work of various personnel's like parents, teachers, headmasters/headmistress, and principals. (iii) In order to broaden the pupil's understanding of the nature, scope and significance of the occupation or industries, film should be prepared to show the conditions of industrial, technical, agricultural or vocational aspects and this should be supplemented by actual visits. (iv)The services of trained guidance officers and career masters should be made available gradually and in an increasing measure to all educational institutions. (v)There should be opening up training centres in different regions for training of guidance officers and career masters to which each state may send a number of teachers and other suitable persons for training. (vi) A Central Research organisation may be established for carrying out research in educational guidance and for the preparation of tests with particular reference to Indian conditions and the needs of pupils. (vii) In every state there should be a Bureau of educational and vocational guidance to plan and co-ordinate various activities which have been recommended as above.</p>	
14/64	SUBMITTED TEXT	19 WORDS	85% MATCHING TEXT	19 WORDS
	<p>vocational guidance in education. Vocational guidance is a process of assisting the individual to choose an occupation, prepare for it,</p> <p>SA Arti kaushik (j_vision).docx (D110736592)</p>			
15/64	SUBMITTED TEXT	14 WORDS	90% MATCHING TEXT	14 WORDS
	<p>According to Myers, "Educational guidance is a process concerned with bringing about, between an individual</p> <p>SA Arti kaushik (j_vision).docx (D110736592)</p>			

16/64	SUBMITTED TEXT	26 WORDS	100%	MATCHING TEXT	26 WORDS
<p>According to John D. Crites, "Vocational guidance is a facilitative process, a service rendered to the individual to aid him in choosing and adjusting to an occupation."</p> <p>SA report file full.docx (D110690450)</p>					
17/64	SUBMITTED TEXT	25 WORDS	94%	MATCHING TEXT	25 WORDS
<p>with his distinctive characteristics on the one hand, and differing groups of opportunities and requirements on the other, a favourable setting for the individual's development or education."</p> <p>SA Arti kaushik (j_vision).docx (D110736592)</p>					
18/64	SUBMITTED TEXT	31 WORDS	100%	MATCHING TEXT	31 WORDS
<p>According to Hopkins, "Personal guidance is that guidance which is concerned with the problems of health, emotional adjustments and social adjustment of an individual. It also includes his recreation and leisure-time problems."</p> <p>SA report file full.docx (D110690450)</p>					
19/64	SUBMITTED TEXT	14 WORDS	78%	MATCHING TEXT	14 WORDS
<p>Personal guidance is the assistance given to an individual to solve his personal problems,</p> <p>SA Hemambika R.docx (D34944367)</p>					
20/64	SUBMITTED TEXT	22 WORDS	83%	MATCHING TEXT	22 WORDS
<p>Personal Guidance refers to help given an individual toward a better adjustment in the development of attitudes and behaviour in all areas of life."</p> <p>SA II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)</p>					

21/64	SUBMITTED TEXT	12 WORDS	84% MATCHING TEXT	12 WORDS
<p>as relatively short-term, interpersonal, theory based process of helping people who are</p> <p>SA Unit 16-BPCG 175-Swati.pdf (D107418869)</p>				
22/64	SUBMITTED TEXT	16 WORDS	97% MATCHING TEXT	16 WORDS
<p>Counselling denotes a professional relationship between a trained Counsellor and a client. Relationship is usually person-to-person,</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/46266/1/BESE-132B1E.pdf</p> <p>counselling denotes a relationship between a trained counsellor and a client. This relationship is usually person-to-person,</p>				
23/64	SUBMITTED TEXT	34 WORDS	93% MATCHING TEXT	34 WORDS
<p>Rogers (1952) "Counselling is a process by which the structure of the self is relaxed in safety of the client's relationship with the therapist and previously denied experiences perceived and then integrated into an altered self.</p> <p>SA II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)</p>				
24/64	SUBMITTED TEXT	22 WORDS	84% MATCHING TEXT	22 WORDS
<p>understand and clarify their views of their lifespace, and to learn to reach their self-determined goals through meaningful, well-informed choices and through resolution</p> <p>SA II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)</p>				
25/64	SUBMITTED TEXT	20 WORDS	76% MATCHING TEXT	20 WORDS
<p>professionally competent person in relevant psychological skill and knowledge, seeks to assist the client by methods appropriate to the counselee's (</p> <p>SA II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)</p>				

26/64	SUBMITTED TEXT	28 WORDS	60% MATCHING TEXT	28 WORDS
<p>of the Counsellor is not only to make the client understand himself but also to create an atmosphere in which the client can work out his own understanding.</p> <p>SA II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)</p>				
27/64	SUBMITTED TEXT	28 WORDS	100% MATCHING TEXT	28 WORDS
<p>the individual to understand him/herself better in relation to his/her environment so that he/she becomes self-dependent, self-directed and self-sufficient and is able to lead a better and meaningful life. 24</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/46266/1/BESE-132B1E.pdf</p>				
28/64	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
<p>According to Roger behaviour change is a necessary result of the counselling process,</p> <p>SA 470E2310-MSW-Counselling and Guidance - Final OK 27.10.22.docx (D165249716)</p>				
29/64	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>a professional relationship between a trained Counsellor and a client</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/46266/1/BESE-132B1E.pdf</p>				
30/64	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
<p>individual to choose an occupation, prepare for it, and enter upon it and</p> <p>SA MODULE 4- GUIDANCE AND COUNSELLING NOTES.docx (D119172404)</p>				
31/64	SUBMITTED TEXT	14 WORDS	80% MATCHING TEXT	14 WORDS
<p>Sharma R. A. (2001) "Fundamentals of Guidance's Counselling" R. Lall Book Depot, Meerut, U.P 6.</p> <p>SA II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)</p>				

32/64	SUBMITTED TEXT	31 WORDS	72% MATCHING TEXT	31 WORDS
<p>the lifespan of a human being or other organism.” Development is progressive acquisition of various skills (abilities) such as head support, speaking, learning, expressing the feelings and relating with other people.</p> <p>W https://wikieducator.org/Lesson_5:_Growth_and_Development</p>		<p>the size of a child or parts of a child. Development is progressive acquisition of various skills (abilities) such as head support, speaking, learning, expressing the feelings and relating with other people.</p>		
33/64	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<p>Development is progressive acquisition of various skills (abilities) such as head support, speaking, learning, expressing the feelings and relating with other people.</p> <p>W https://wikieducator.org/Lesson_5:_Growth_and_Development</p>		<p>Development is progressive acquisition of various skills (abilities) such as head support, speaking, learning, expressing the feelings and relating with other people.</p>		
34/64	SUBMITTED TEXT	19 WORDS	85% MATCHING TEXT	19 WORDS
<p>There are eight basic needs for a healthy emotional development of a child which are love, security, acceptance, self-respect</p> <p>W https://wikieducator.org/Lesson_5:_Growth_and_Development</p>		<p>There are eight basic needs for a healthy emotional development of a child. These are: • Love; • Security; • Acceptance an an individual; • Self-Respect (</p>		
35/64	SUBMITTED TEXT	15 WORDS	73% MATCHING TEXT	15 WORDS
<p>Sharma R. A. (2001) "Fundamentals of Guidance's Counselling" R. Lall Book Depot, Meerut, U.P 10. Erikson's</p> <p>SA II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)</p>				
36/64	SUBMITTED TEXT	23 WORDS	90% MATCHING TEXT	23 WORDS
<p>Life skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life.</p> <p>SA Final.docx (D111786616)</p>				

37/64	SUBMITTED TEXT	73 WORDS	96% MATCHING TEXT	73 WORDS
<p>World Health Organization defined life skills as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. UNICEF defines life skills as “a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills”. The UNICEF definition is based on research evidence that suggests that shifts in risk behaviour are unlikely if knowledge, attitudinal and skills based competency are not addressed.</p> <p>SA report file full.docx (D110690450)</p>				
38/64	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>biggest opportunities for the development of children’s self-confidence and independence with certain limits.</p> <p>W https://files.eric.ed.gov/fulltext/EJ1158301.pdf</p>				
39/64	SUBMITTED TEXT	18 WORDS	97% MATCHING TEXT	18 WORDS
<p>The children’s self-respect, competence and resistance grow when they truly experience achievements in the school and at home. 3.7</p> <p>W https://files.eric.ed.gov/fulltext/EJ1158301.pdf</p>				
40/64	SUBMITTED TEXT	19 WORDS	86% MATCHING TEXT	19 WORDS
<p>important role in the socialization, and also bad peer relation in the childhood results to later social unacceptable behaviours.</p> <p>W https://files.eric.ed.gov/fulltext/EJ1158301.pdf</p>				
41/64	SUBMITTED TEXT	9 WORDS	100% MATCHING TEXT	9 WORDS
<p>Family, Peer and School Influence on Children’s Social Development.</p> <p>W https://files.eric.ed.gov/fulltext/EJ1158301.pdf</p>				

42/64	SUBMITTED TEXT	14 WORDS	80% MATCHING TEXT	14 WORDS
<p>Sharma R. A. (2001) "Fundamentals of Guidance's Counselling" R. Lall Book Depot, Meerut, U.P 8.</p> <p>SA II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)</p>				
43/64	SUBMITTED TEXT	18 WORDS	91% MATCHING TEXT	18 WORDS
<p>the committee. 2. Decisions and arrangements must be made regarding the allotment of budget for conducting the various services.</p> <p>SA Final.docx (D111786616)</p>				
44/64	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
<p>guidance cell or room, tables, chairs, various psychological tests and other required literature. 4. Support from</p> <p>SA Final.docx (D111786616)</p>				
45/64	SUBMITTED TEXT	38 WORDS	77% MATCHING TEXT	38 WORDS
<p>parents and community could be obtained by orienting them to the significance of a guidance programme. 5. The school staff and students also need to be briefed on the purposes and importance of the guidance programme and encourage them to participate. (</p> <p>SA Final.docx (D111786616)</p>				
46/64	SUBMITTED TEXT	25 WORDS	70% MATCHING TEXT	25 WORDS
<p>intelligence is the global NSOU ? CC-ED-10 55 capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment".</p> <p>SA report file full.docx (D110690450)</p>				

47/64	SUBMITTED TEXT	152 WORDS	99% MATCHING TEXT	152 WORDS
<p>Individual or Group Tests: An individual intelligence test is one which can be applied to one person at a time. A group intelligence test can be administered to several persons simultaneously. Individual tests require the test administrator to establish a rapport with the subject and be sensitive to her/his feelings, moods and expressions during the testing session. Group tests, however, do not allow an opportunity to be familiar with the subjects' feelings. Individual tests allow people to answer orally or in a written form or manipulate objects as per the tester's instructions. Group tests generally seek written answers usually in a multiple-choice format. Verbal, Non-Verbal, or Performance Tests An intelligence test may be fully verbal, fully non-verbal or fully performance based, or it may consist of a mixture of items from each category. Verbal tests require subjects to give verbal responses either orally or in a written form. Therefore, verbal tests can be administered only to literate people. The non-verbal tests use</p> <p>SA report file full.docx (D110690450)</p>				
48/64	SUBMITTED TEXT	12 WORDS	83% MATCHING TEXT	12 WORDS
<p>a person's mental age , which is the age at which a</p> <p>SA Arti kaushik (j_vision).docx (D110736592)</p>				
49/64	SUBMITTED TEXT	30 WORDS	86% MATCHING TEXT	30 WORDS
<div> <div> <p>A rating scale is an instrument on which the magnitude or degree of some criteria of performance is estimated. Such forms may use a numerical continuum or a descriptive continuum .</p> <p>W https://files.eric.ed.gov/fulltext/ED374161.pdf</p> </div> <div> <p>A rating form is an instrument on which the magnitude or degree of some aspect of performance is estimated. Such forms may use a numerical continuum (e.g., 1-2-3-4) or a descriptive continuum (</p> </div> </div>				
50/64	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<div> <div> <p>e.g. strongly agree to strongly disagree , frequently to never</p> <p>W https://files.eric.ed.gov/fulltext/ED374161.pdf</p> </div> <div> <p>e.g., strongly agree to strongly disagree, frequently to never,</p> </div> </div>				

51/64	SUBMITTED TEXT	30 WORDS	95% MATCHING TEXT	30 WORDS
<p>is a short narrative report or summary of any event or activity that may be used to document or support generalizations about the performance of an individual or a group or</p> <p>W https://files.eric.ed.gov/fulltext/ED374161.pdf</p>		<p>is a short narrative report or summary of an event or activity that may be used to document or support generalizations about the performance of an individual or a group, or</p>		
52/64	SUBMITTED TEXT	21 WORDS	93% MATCHING TEXT	21 WORDS
<p>ratings are usually based on scale definitions, scoring rubrics, and benchmarks, not in relation to the performance of other individual being assessed.</p> <p>W https://files.eric.ed.gov/fulltext/ED374161.pdf</p>		<p>Ratings are usually based on scale definitions, scoring rubrics, and benchmarks, not in relation to the performance of other individuals being assessed,</p>		
53/64	SUBMITTED TEXT	62 WORDS	100% MATCHING TEXT	62 WORDS
<p>The purpose of this technique is to study the nature of social relationship of individual within a group. It offers an opportunity to identify personality problems, especially in isolates and the rejected. Isolates are students who remain alone with no relationships in the class. Rejected students are disliked by other students. The technique is a useful source of information for appraisal of social behaviour of students.</p> <p>SA II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)</p>				
54/64	SUBMITTED TEXT	14 WORDS	80% MATCHING TEXT	14 WORDS
<p>Sharma R. A. (2001) "Fundamentals of Guidance's Counselling" R. Lall Book Depot, Meerut, U.P 4.</p> <p>SA II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)</p>				
55/64	SUBMITTED TEXT	27 WORDS	55% MATCHING TEXT	27 WORDS
<p>is a planned, structured dialogue between a counsellor and a client. It is a co-operative process where a professionally trained skilled counselor helps a client to identify</p> <p>SA 470E2310-MSW-Counselling and Guidance - Final OK 27.10.22.docx (D165249716)</p>				









56/64	SUBMITTED TEXT	19 WORDS	97% MATCHING TEXT	19 WORDS
<p>Counselling is face to face relationship in which growth takes place in the counsellor as well as the counselee.</p> <p>SA report file full.docx (D110690450)</p>				
57/64	SUBMITTED TEXT	23 WORDS	93% MATCHING TEXT	23 WORDS
<p>the focus of guidance is the individual and not the problem, its purpose is to provide the growth of the individual in self- direction</p> <p>W https://johnparankimalil.wordpress.com/2015/01/16/meaning-and-definition-of-guidance/7.</p>				
58/64	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>Experience of mutual confidence and faith in the relationship are basic</p> <p>SA II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)</p>				
59/64	SUBMITTED TEXT	18 WORDS	94% MATCHING TEXT	18 WORDS
<p>Guidance is an educational service designed to help students make more effective use of the school training programme."</p> <p>SA 411-Guidance & Counsellingl.docx (D130737966)</p>				
60/64	SUBMITTED TEXT	19 WORDS	97% MATCHING TEXT	19 WORDS
<p>Counselling is face to face relationship in which growth takes place in the counsellor as well as the counselee.</p> <p>SA report file full.docx (D110690450)</p>				
61/64	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>The counselling process is a planned, structured dialogue between a counsellor and a client.</p> <p>SA 470E2310-MSW-Counselling and Guidance - Final OK 27.10.22.docx (D165249716)</p>				

62/64	SUBMITTED TEXT	10 WORDS	95% MATCHING TEXT	10 WORDS
<p>to help them bring about effective change or enhance their wellbeing.</p> <p>SA 470E2310-MSW-Counselling and Guidance - Final OK 27.10.22.docx (D165249716)</p>				
63/64	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
<p>cooperative process in which a trained professional helps a person to identify sources of difficulties</p> <p>SA II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)</p>				
64/64	SUBMITTED TEXT	14 WORDS	80% MATCHING TEXT	14 WORDS
<p>Sharma R. A. (2001) "Fundamentals of Guidance's Counselling" R. Lall Book Depot, Meerut, U.P 17.</p> <p>SA II B.Ed. Guidance and Counselling (Eng).pdf (D125473247)</p>				

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PREFACE In a bid to standardise higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses: Core, Generic, Discipline specific elective, and Ability/Skill enhancement for graduate students of all programmes at Elective/Honours level. This brings in the semester pattern, which finds efficacy in tandem with credit system, credit transfer, comprehensive and continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry the acquired credits. I am happy to note that the University has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade "A". UGC Open and Distance Learning (ODL) Regulations, 2017 have mandated compliance with CBCS for U.G. programmes for all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme. Self-Learning Materials (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English. Eventually, these will be translated into Bengali too, for the benefit of learners. As always,

we have requisitioned the services of the best academics in each domain for the preparation of new SLMs, and I am sure they will be of commendable academic support. We look forward to proactive feedback from all stake-holders who will participate in the teaching-learning of these study materials. It has been a very challenging task well executed, and I congratulate all concerned in the preparation of these SLMs. I wish the venture a grand success.

Professor (Dr.) Subha Sankar Sarkar Vice-Chancellor

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Module -I CHILD DEVELOPMENT

Unit-1 The Child Structure 1.1 Objectives 1.2 Introduction 1.3 Child Development: Concept, Nature and Significance 1.3.1 Concept of Child Development 1.3.2 Nature of Child Development 1.3.3 Significance of Child Development 1.4 Principles of Child Development 1.5 Socialization Process: Child and Social World 1.5.1 Concept of Socialization 1.5.2 The Process of Socialization of a Child 1.5.3 Importance of Socialization for a Child 1.5.4 Principle of Social Development: Erickson's Theory of Psycho-social Development 1.6 Summary 1.7 Self-Assessment Questions 1.8 References 1.1

Objectives After completing this unit you will be able to— Understand the concept

of

child development; Explain the

nature of child development; Describe the significance of child development; Apply the principles of child development; 9

10 GE-ED-31 NSOU Explain the concept of socialization of the child; Understand the process of socialization of a child; Describe the importance of socialization for a child; Understand Erickson's theory of Psycho-social development. 1.2 Introduction All the living things of this dynamic planet are continuously changing their forms both quantitatively and qualitatively. Living organisms are different from non-living things as they pass through a specific complex cycle of life. All living organisms including humans too are dynamic and ever-changing. The changes in human being are mainly due to biological and psychological factors and partly due to the personal choices and incidents that may happen in one's life due to chance. Changes in human life start right from the birth. Changes that are visible and quantitative are generally referred to as growth like increase in height, weight, shape and expansion of vocabulary etc. In contrast, the comprehensive changes in a human that are both quantitative and qualitative are referred to as development. The development includes both biological, emotional, and psychological changes that occur in a human from birth to the end of life, so it is a lifelong process though its rate may vary at different stages of life depending on various elements. Development is controlled and supported by many factors like genetic, environment, social interaction, learning etc. In this unit, we are going to understand the concept of child development as it passes through different stages of life. Then we will explore the nature of child development and its significance. Since it has been found that development follows a systematic and sequential pattern so there are some guiding principles behind the development of child which are also discussed in this unit. It is important to understand that we the human are social beings and thus a human child develops more appropriately in a supportive social setting. The interaction of child and society during the process of development is discussed at the end of this unit under the concept and process of socialization of child. We will also learn the importance of socialization and the principle of social development. 1.3 Child Development: Concept, Nature and Significance 1.3.1 Concept of Child Development The life of a human starts from the womb of the mother, after birth a human passes through five different stages of development: infancy, childhood, adolescence, adulthood,

11 NSOU GE-ED-31 and old age. All these stages are marked by certain approximate years of age but one should be very clear here that these age demarcations are hypothetical as there is no very clear separation between the two consecutive stages. During all these developmental stages human beings acquire different physical, behavioural, emotional, and personality characteristic the qualitative sum of which is known as development. If we focus on the childhood stage of the human then it has two sub-stages: pre- childhood, which ranges from 3 years to 6 years of age and later-childhood that ranges from 7 years to 12 years. The next stage of human development is adolescence, which ranges from 13 years to 19 year. Before childhood comes infancy that ranges from birth to 2 years of age. Childhood development involves all the physiological, emotional, moral, social, and psychological changes that occur in a human child from birth till the conclusion of adolescence so it roughly covers the range of age from birth to 18 years. Studying child development seeks to explore, understand, and explain how and why human changes from birth to the end of adolescence. A study of a child's development examines how the motor skills of child changes and how the child's other physiological changes are related to the social environment, emotional expressions, cognitive abilities, personality traits etc. Development in human is a lifelong process but not uniformly continuous, it is somewhat non-uniform that means at some stage of life the development may get accelerated and at some point, it may slow down then again may raise at later stages of life. Child development is characterized by a very high degree of changes in life as compared to any other stages which may be attributed to the rapid physical, cognitive, and affective changes associated with childhood and adolescence. 1.3.2 Nature of Child Development The nature of child development presupposes that development is a continuous process. This continuity is governed by principles and laws that are valid for all the stages of the ongoing growth process. All the developmental changes that happen in one stage of human development is related to the other prior stages as two consecutive stages are being overlapped with no strictly distinct boundaries. Child development is progressive that never goes in a backward direction but the developmental progress path is not linear, it is rather spiral in nature. At any particular stage of child development, there is likely to be a period where instead of new development the already acquired developmental traits get consolidated for some time then the process again get progressed upward in a spiral manner to facilitate new developments based on previously achieved ones. Child development comes under human psychology and thus is a part of developing

12 GE-ED-31 NSOU positive science. It is called 'developing positive science' because unlike developed positive science like mathematics, physics, biology, chemistry etc. here the observations, findings and interpretations are not objective or absolute. The development in a child to some extent varies from children to children, the observations and characteristics of development are subjective in nature. For example, the way a child socializes with the family and then with the peers cannot be measured and studied experimentally, it can only be observed in a naturalistic way. The way a child develop values, ethics, assimilates cultural values, develop emotions are very subjective and depends on the environment that occur naturally in uncontrolled conditions. It is undesirable to develop emotions in children forcefully, instead we must provide the proper environment to help them to inculcate positive emotions. Only in case of the development of negative emotions among children, we must intervene ethically to cease it. Children should never be subjected to any form of unethical practices to study or modify their developmental processes. The imprints of genetics and environmental factors contribute to the process of developmental changes. There is a reciprocal relationship between the child and its development, appropriate description of observations, facts, and quantification of changes could help to understand this reciprocal relationship better. 1.3.3 Significance of Child Development The growth and development of the child start inside the mother's womb and after birth to three years of age, the growth and development are unprecedented. During this time the child uses all the senses and take control over its organs through motor skills, such activities become possible due to the formation of millions of new neural links in the brain. From three to six years of age, the brain of the child develops to 90% of the size of an adult, during this period, the child collects an enormous amount of information from their experience and through contacts with physical as well as social environments. These childhood experiences are both positive and negative and that affect their future by deciding their mental wellbeing, physical health, moral values, social bonding, and ability to adapt in any adverse environment. Various literature on child psychology, growth and development suggested that early childhood development plays an important role in deciding the future role of the child in the society as it has a direct positive impact on a child's long-term health outcomes and will improve future opportunities, school attainment, and even their occupational potential. For parents and guardians, the period of child development is an opportunity where with a proper investment with love, care, protection, nutrition, education, and positive

13 NSOU GE-ED-31 social support the child is more likely to become mentally and physically a healthy person. Such a child can support positively to the society, trust others, be helpful to everyone, understand the responsibility as a citizen, and participate in the process of growing the economy. In contrast to it, the developmental period of a child is a period of great vulnerability and risk too. Many children who do not get the supportive and protective social environment like those who are neglected, abused, homeless, orphan, war displaced or malnourished cannot realize their true potentials. Studies revealed that children who are socially neglected, living in extreme poverty, surrounded by a toxic environment, and those who do not get adequate positive parenting failed to develop proper psycho-motor skills. Such children often suffer anxiety, stress, disparity, and get psychologically disturbed. These ill effects and negative experiences of childhood development continues incrementally to adulthood. Adverse effect to early child development negatively impacts the children's readiness to school and learning abilities. Such children perform poorly not only in academics but also in life skills, they often remain left-alone among their peers which may lead to suicidal tendency. However, recovery is possible with appropriate interventions and supports. Investment in child development policies and programs will result in long-term returns, as children with adequate support in their early years healthier and better educated are more likely to contribute to society and the global economy. A very significant part of childhood development is that it allows children to express their emotions, not only to their family members but also to outsiders. In pre and late childhood, children interact with other children of the same age where they learn some important emotional lessons like sharing toys or food that give them the joy of companionship. This emotional experience is extremely educational also that remain throughout their lives. Social and communication skills are another significant part of early childhood development, it help them to overcome the shyness and develop empathy for peers. Children learn to deal with an entirely new situation when they are exposed to a new environment with close family support. Fighting and conflict are normal behavioural expressions among children during the developmental process but should be dealt with patiently and constructively. Children in preschool develop a feeling for interacting with others and learn some social behaviours. This experience complements the child's home life and promotes their emotional and intellectual development. Proper childhood development lays the foundation for children to take up new hobbies. Hobbies and novel interest among the children give them confidence, better start at school, and place them ahead of those children who lack proper environment during the development

14 GE-ED-31 NSOU process. Such development of hobbies make them free thinkers, problem solvers, explorers, and prepare them to grow as a creative individual. Cognitive development is an important part of the child development process. Cognitive development includes skills associated with thinking, reading, learning, remembering, reasoning, and paying attention. In early childhood development, children develop the ability to distinguish between various objects based on their shape, size, colour, and texture. They also learn how to arrange materials and categorize them. Cognitive development in children increases their attention span and ability to count numbers, identify colours, increases vocabulary, and reading simple words. Childhood development builds the future pathway for children and plays a crucial role in preparing the children to adapt to the environment, both social and physical. Schools also play an important role in supporting childhood development, early years of schooling help them to understand the importance of socialization and lifelong learning, these in turn, support their lifelong development. 1.4 Principles of Child Development Already it is stated that to some extent child development is unique to every single child but chronological studies on child development around the world suggested that there exists a logical and sequential pattern from the conception of the child to adulthood. Based on such logic and sequences of pattern certain principles of child development was formed. We will now discuss all those principles of child development in detail : a. Principle of continuity: The development of the child is a continuous process that means it is a non-stop process that starts from conception and ends with death. The rate of development may not be the same at all stages. Generally, the development in a child is much prominent and higher than the other stages of life. Changes may be small but continuously occur throughout life and affect all the dimensions of one's life. b. Principle of individual difference: Even within the same species every organism is distinct and this distinction known as the individual difference is more contrasting among humans. Due to impacts demography, social environment, race, culture, economy, personal choice, and heredity human beings are very different from each other and for the same, the child development is also found different between any two children as no two children get a similar environment and supports. Thus, individual differences play an important role in deciding the developmental process among the children. c. Principle of non-uniform development rate: We already know that child development is a continuous process but its nature is non-uniform. The developmental rate

15 NSOU GE-ED-31 always follows a non-uniform pattern where it does not exhibit steadiness and streamline increase in different dimensions of personality or the developmental periods and stages of life. On passing from one stage of development to another the signs of development sometimes become very hard to notice and at some stage, they become very prominent. For example, infants, spend learning crawling is not the same as the time they take to develop the ability to walk alone. d. Principle of sequential pattern: Although development depends largely on the individual difference which makes the development process unique for each child, still there is a unique trend or pattern in the child development. Among all human beings, it is found that the continuous process of development follows a definite universal pattern in one or other dimension like the development of language among the kids occurs more or less at the same time band. This is true for all other cognitive, emotional, motor, social, and psychological developments with some individualistic rare exceptions. So, over the different developmental stages and periods of the human child, the existence of a universal sequence is predominant. e. Principle of proceeding from general to specific: It is a common observation that a child first learns general abilities then gradually moves to the specific abilities. In infants we can see that during the early stage of developments they used to cry for all their needs then with gradual development they learn to use vocal or sign language to express their needs. Similarly, we see that for babies all kinds of plants are just simply 'plants' they cannot distinguish between trees, shrubs, herbs etc. Slowly with growing age and developing cognitive skills they learn to distinguish between them. This gradual change of exhibition of responses and skills from general to specific is governed by the principle of proceeding from general to specific which states that development always occurs from general to specific or from whole to part. f. Principle of integration: From the previous principle we understood that children first learn the general responses then move to the specific, now the developmental process also let them combine the specific responses and form the general one which is governed by the principle of integration.

It is the integration of the whole and its parts as well as of the specific and general responses that make a child develop satisfactorily in various dimensions of his/

her growth and development. g. Principle of interrelation: Many dimensions of child development are interrelated, the development that has been achieved in one dimension may be related to other dimensions also and may play an important role in maintaining the continuous but non-uniform nature of the child's overall development. A healthy baby is very essential to have healthy mental

16 GE-ED-31 NSOU health, for example children who are physically challenged (or specially challenged) often may suffer from depression, inferiority complex, and low self-confidence resulting in poor mental and social development. This is why the goal of education is directed towards achieving homogenous and all-round development in children as a deficit in one part may affect the whole personality of the children. h. Principle of interaction: As soon as a child is conceived in the mother's womb a continuous interaction of the baby with the environmental forces begins. This interaction is in between the genetic inheritance of the child and the environment that may be physical, social, emotional or economic, such interactions influence the development and each child develops their own unique personality traits. This interaction during the development is never-ending just like the process of development itself. i. Principle of predictability: The continuous, and sequential pattern of child development has one great advantage which is that development is predictable in nature. In most cases, we can predict the changes in a child in one or more dimensions at any particular stage of its growth and development. For example, when a child starts crawling we can predict that is going to come next and approximately the age when the child is stand up and walk soon. Not just such simple general predictions we can also possibly predict the range within which the future development of an individual child is going to be. For example, with the mental and cognitive development of the child during early childhood, we can predict about his/her future performance at school and in the later future also, though such prediction may not turn out to be completely true always, as development depends on individual differences and environment. j. Principle of spiral advancement: Child development does not follow a straight path instead it is spiral in nature. Once a child starts developing, the rate keeps on changing, sometimes it becomes very slow and looks negligible then it may move backwards which is known as the period of consolidation. At this period the child reinforces on the past and previous developments then again start moving forward in a very characteristic of spiral nature of the developmental process. k. Principle of cephalocaudal and proximodistal tendencies: Growth and development in a child have their own orderly, definite sequence, and direction. This direction and sequence of development are defined by the principle of cephalocaudal and proximodistal tendencies. According to cephalocaudal tendency, the development of a child occurs from head to foot that is longitudinally from top to bottom. It can be seen that a child first learn, to control the head, hand, and upper part of the body so then at later stages take control of legs and feet. Proximodistal tendency suggests that development in a child

17 NSOU GE-ED-31 occur radially from the centre to extremities, development is first seen in the central portions of the body like the chest then toward the hand and finally the fingers. l. Principle of cumulation and recapitulation: The development in a child is not based on any single experience but is due to the sum total of all the experience with the environment. All the new experiences are compiled based on old experiences which consolidates the present experience and support the development. m. Principle of interaction of maturation and learning: Another important principle of development is that it occurs as a result of both maturation and learning. Maturation refers to changes in a developed organism due to the emergence of abilities, characteristics, traits, and potentialities present at birth. Learning denotes the changes in behaviour due to training and or experiences. Maturation is the inner growth process unaffected by training. Another factor that causes growth is 'learning'. Learning is the process of conducting the repeated exercise and building experiences. Learning may result from practice, which in due course of time may bring about a change in the individual's behaviour. Maturation and learning are closely related and one influences the other. This means that traits potentially present in a child will not develop to their maximum without an effort or learning. Thus, learning has a great influence on growth and development, maturation provides the raw material for learning and determines to a large extent the more general patterns of the individual's behaviour. 1.5 Socialization Process: Child and Social World 1.5.1 Concept of Socialization Human is a social being and society plays the most crucial role in the all-round development of the individual. Society acts as the umbrella for the human that provides security, shelter, food, and emotional supports. Societies are the shared community with complex codes, norms, and organizational structures, it is the pool of cultural and moral values that shapes the children to become responsible contributor to their society in future. Now we can define socialization as the process of acceptance of a set of norms and values by the individual through transparency from the society. This makes the process of socialization of a child a foremost requirement during the process of development. In fact, socialization is an inseparable part of child development. Socialization is the process through which social and cultural continuity is achieved. Generally, people use the word 'socializing' very often in place of 'socialization' but one should understand that socializing is the process of interacting with others like family, peers, friends, colleague etc. and thus it's the sociological process by which an individual gets socialized.

18 GE-ED-31 NSOU 1.5.2 The Process of Socialization of a Child Just like development, socialization in human is also a lifelong process and both are complement to each other. Social-psychologists suggest that socialization represents the lifelong learning process of human and for a human child, socialization is the key factor that influences the kid's behaviour, thinking, believes, and all actions in future as an adult. Charles Cooley (1864-1929) a renowned sociologist asserted that people's 'self' understanding is constructed, in part, by their perception of how others view them, a process termed the 'looking glass self'. George Herbert Mead (1863-1931) for explaining the process of socialization propagated the concept of 'self' as a distinct identity of an individual developed through social interaction. An individual right from childhood always tries to see 'self' as what others want to see in him or her from their eyes. Through the process of socialization, children simply learn to put themselves in someone else's shoes and look at the world through their perspectives. This assists the children in becoming self-aware, as they look at themselves from the perspective of the "other." In absence of the socialization, a child will lose the 'self' as there will be no mirror of 'others' from the society to show who he or she is and what he or she should be? In this way, children gradually learn to take the roles of others in society and at the final stage generalized all experiences to use the socio-cultural norms and values as a reference for evaluating others. If we want to simplify the process of socialization then it can be said that socialization occurs at two stages—primary socialization and secondary socialization. Primary socialization occurs when a child learns the attitudes, values and actions appropriate to individuals as members of a particular culture. Primary socialization is due to interaction with the immediate family and close friends. The secondary socialization process is the result of interaction with the smaller community or group of people within a larger society. Such socialization is done by school or workplace or religious group or by any other larger agencies of society. For example, when children get admitted to school, they learn new behaviours, values, and conducts other than what they have already acquired from their families. 1.5.3

Importance of Socialization for a Child The social environment is deeply related to many dimensions of a child's all-round development this is the reason that makes socialization of child from early stages of life an undeniable necessity. Socialization among the family and in the school helps the child to understand the 'self', they develop the sense to understand the things from others point of view and they want to see them as what others expect in them. For children, thus school plays an important role in socialization and social development as it gives them the chance

19 NSOU GE-ED-31 to interact with peers and teachers which helps them to understand the social and moral codes of society. Playing with other children helps to overcome shyness and egocentric nature, they learn to care for others, set their goals, overcome the obstacles, solves the problem, and get emotionally connected all these are the distinct features of childhood socialization. The absence of social interaction gives unrepairable damage to a child's overall development. A remarkable example of the consequences of such absence of social interaction in the child was the "Victor of Aveyron", he was found in the wild areas of France, wandering like animals at the age of 12. He was brought to the city and people tried to socialize him but it didn't work. For the rest of his life, he was speechless, emotionless and socially inert with a limited cognitive capacity just like that of a toddler's. He failed to live the full life and died at the age of 40. Socialization is not only important for the children but it is also important for society. Socialization helps the child to see in it what society want to see in him or her. This leads to the development of future members of the society with all the desired values and morals of that society, who can be able to respect their culture, helps in its assimilation and transmission. 1.5.4 Principle of Social Development: Erickson's Theory of Psycho- Social Development A developmental process that includes cognitive and affective behaviour is strongly related to socialization. In fact, social behaviour is the reflection of an individual's cognitive, emotional, and moral development. Famous psychoanalyst Erik Erickson being inspired by the works of Sigmund Freud studied the dependence of human development on its social surrounding and postulated the famous principle of 'Psycho-social development theory'.

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Unlike Freud's theory of psychosexual development, Erikson's theory described the impact of social experience across the whole lifespan. Erikson was interested in knowing how social interaction and relationships play a role in the development and growth of human beings. '

Conflicts or crisis' of life: According to Erickson from birth to the death of an individual the social development present him with what he called as the 'conflict' or situation of 'crisis', each of this crisis makes some specific demands at different ages or stages of growth and development. It is the individual who tries to resolve this crisis and his success or failure determines his advancement to the next stage of development. Success in resolving the crisis makes a positive impact on personality development whereas failure often harms social development and personality. So, stages of growth and development are

20 GE-ED-31 NSOU like steps of a ladder where each previous step is essential for the upcoming step and failure in any one stage of it get propagated to all the other forthcoming stages of development. Stages of Psycho-social development: Erickson discovered eight such crisis of life arising at different ages of any individual's development and linked them with the eight stages of psychosocial development by dividing the entire life span. In table 1.1 all the stages of development are given with a summary of the characteristic of all the stages. Table 1.1 Psycho-social developmental stages The above table 1.1 outline the developmental ages,

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the type of crisis that needs to be resolved at a particular stage

or age of any individual, important life events respective to that age or period and expected outcome or personality that is likely to develop. Upon resolving all the crisis of different periods of life a person may acquire positive traits like trust, autonomy, initiative, industry, identity, intimacy, generativity, and ego integrity. On other hand, falling at a developmental period may develop a negative personality like mistrust, shame, doubt, guilt, inferiority, role confusion, isolation, stagnation, and despair. All these stages do not start all of a sudden or end up abruptly but they are overlapped. One stage of psycho-social development lays the foundation for the next stage, failure or success of the previous stage to some extent decides the process and outcome of the next successive stage. Let's see each of the stages of psychosocial development in details. Stage 1: Trust vs. Mistrust (0 to 18 months). This stage of development occurs between birth to 18 months of age. At this period the infant is completely dependent on his/her mother and family for care, food, protection, and love. If a caregiver fails to provide Infancy (birth to 18 months) Trust vs. Mistrust Feeding Hope Early Childhood (2 to 3 years) Autonomy vs. Shame & Doubt Toilet Training Will Pre-school (3 to 5 years) Initiative vs. Guilt Exploration Purpose School Age (6 to 11 years) Industry vs. Inferiority School Confidence Adolescence (12 to 18 years) Identity vs. Role Confusion Social Relationships Fidelity Young Adulthood (19 to 40 years) Intimacy vs. Isolation Relationships Love Middle Adulthood (40 to 65 years) Generativity vs. Stagnation Work and Parenthood Care Maturity (65 to death) Ego Integrity vs. Despair Reflection on Life Wisdom

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adequate care and love, the child will come to feel that they cannot trust or depend upon the adults in

their life whereas fulfilment of all the requirements they develop trust. Thus, it is called the period of trust vs. mistrust in psycho-social stages of development. It is truly an infant that cannot develop 100% trust or mistrust but it's the perfect balance between the two extremes that Erickson considers necessary for a child to have better hope of success for the next stages. Stage 2: Autonomy vs. Shame and Doubt (18 months to 3 years). This stage starts at eighteen months of age and continues to three years of age. After developing the sense of trust and security from his/her environment the child from the age of eighteen months starts gaining more control over the motor and linguistic skills this allows exploring the environment and testing its limits. This develops the sense of autonomy in the child so at this stage, the parents must give them support, freedom, and safety. If at this stage the children are restricted or given too much protection then they don't develop the sense of confidence in themselves and lose the autonomy to develop the negative senses like shame and doubt over their abilities. Erickson suggested maintaining a balance between the two that means complete freedom should not be given to the child, a reasonable amount of doubts help the child to set his limits and the development of shame helps the child to develop a sense of right and wrong. Stage 3: Initiative vs. Guilt (3 years to 5 years). This stage of psycho-social development happens between the ages of three to five years. This stage is characterised by the crisis of initiative vs. guilt. Gaining trust and autonomy from the earlier stages of development the child now starts actively interacting with the environment. They become curious and starts asking questions about everything, do plan and take new initiatives for various exciting new things. Like the previous two stages, parents play a crucial role in this stage also, parental support and encouragement in taking new initiative helps the child to decide the course of actions. Whereas any discouragement and failure may result in guilt. So parents should not humiliate and scold the child on their failures they must be taught how to overcome them and correct them through the process of self-evaluation. So supervision and guidance from parents or guardians play an important role at this stage. Stage 4: Industry vs. Inferiority (6 years to 11 years). From the age of six, the children generally start going to school and the school environment plays an important role at this stage of psycho-social development which is characterized by the crisis of industry vs. inferiority. At this stage, the child who is full of trust, autonomy and initiative abilities start participating at various works not only at home but also at school with their peers under the watchful eyes of their teachers. The well-developed motor and cognitive skills also 22 GE-ED-31 NSOU encourage them to take new projects which develop the sense of industry and success in it gives them a sense of achievement. Such a child will constantly work harder

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and achieve more in terms of competence and productivity. On the other hand,

if their performance is not better than their peers they may lose confidence in themselves and feel inferior. The parents, teachers and school environment play a vital role at this stage of development in resolving the crisis. Therefore, it's the responsibility of the school and teachers to make the environment supportive and encouraging for the children so that they don't develop inferiority complex and consider themselves as a valuable asset to society. Stage 5: Identity vs. Role confusion (12 years to 18 years). The fifth psycho- social

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stage takes place during the very turbulent teenage years. This stage plays an essential role in developing a sense of personal identity which will continue to influence behaviour and development for the rest of a person's life.

Identity referred

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to all of the beliefs, ideals, and values that help

to shape and guide a person's behaviour.

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Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to themselves, while failure leads to role

of confusion and a weak sense of self.

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During adolescence, children explore their independence and develop a sense of self. Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and feelings of independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future.

Teacher, parents and friends can play a very constructive and supportive role at this stage of the crisis. Adolescents looking for identity must be recognized by their parents, peers and teachers. They should not be treated as a child anymore and must be assigned various responsibilities independently. Stage 6: Intimacy vs. Isolation (19 years to 40 years). This stage of psycho-social development starts from late adulthood. At this stage, they are confronted with the crisis of intimacy vs. isolation. So at this stage, they look for people with whom they can form personal and intimate relation by merging their identity with another. The relationship grows so intimate at this stage that the individual even risks the loss of ego and self-image for maintaining a harmonious relationship. Such relationship can be seen between lovers, intimate friends and teacher-pupil. When an adult fails to get an intimate partner or friend it leads to a sense of isolation, it is when a person breaks off all ties from friends, partner, and even society. Such an isolated person becomes introvert, self-absorbed, and often mentally ill. Though a certain level of isolation is crucial to maintain one's individuality and the development of one's personality in the desired direction.

23 NSOU GE-ED-31 Stage 7: Generativity vs. Stagnation (40 years to 65 years). This stage of psycho-social development starts at middle adulthood near about at the age of 40 and continues till 65 years of age. Remember as mentioned at the beginning, these age slabs are just indicative, it depends from person to person and environmental factors. As an individual successfully meets all the crisis of previous stages and develops all the positive behaviours he/she establishes himself/herself well in society. Now at this stage, the individual tries to be an example for the upcoming generations, act as a mentor for the young's. This is often realized by raising their own kids as parents, guiding the juniors, helping the young people, and involving in charity or other social works. This helps in developing the sense of generativity and productivity, whereas failure to do so leads to the development of a sense of stagnation and personal destitution. Here also like other stages, there is a need to have a balance between the two crisis as somewhat stagnation is needed in the form of pause in the flow of life which helps to re-evaluate, re-plan, and re-energizes oneself. Stage 8: Ego integrity vs. Despair (65 years to death). This stage of psychosocial development is associated with later adulthood or old age, again it is hard to determine when exactly old age starts as every person is different psychologically and physiologically but more or less it starts around the age of 65 in the modern age. At this stage, a person is confronted with the last crisis of the life 'ego integrity vs. despair'. Ego integrity refers to the integration or sum total of all the positive senses of all previous stages of development which gives the person a sense of fulfilment, accomplishment, and completeness. Such a person with a sense of ego integrity remains at peace during the last days of life and often die happily without any regret. Whereas a person who doesn't resolve all the previous crisis of the life remains despair and feel unsatisfied with the life. Erikson's theory differed from many others because it addresses development throughout the entire lifespan, including the old age.

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Older adults need to look back on life and feel a sense of fulfilment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair. 1.6 Summary The

growth and development of a child begin from the womb of the mother and ends with the death. Growth refers to quantitative changes only whereas development includes all the quantitative as well as the qualitative changes of the child. Studying the development of a child helps us to understand the connection between the physiological, psychological, and social changes in the child. The early stages of development of the child that ranges from birth to early adulthood are very important as the proper nurturing and support during this period help them to develop into a complete personality with perfect physical, emotional,

24 GE-ED-31 NSOU and mental health. The developmental process always follows certain principles. Development is a continuous process that occurs in a sequential pattern. A child first learns general abilities then moves to specific one, also their development occurs from head to toe and spine to fingers. Due to the sequential nature, one can predict the developmental stages, though it has been found that sometimes the development occurs such slowly that it appears to be ceased but this is the period where the child consolidates by reinforcing on previous stages to move forward. The process of development of the child is strongly associated with society. Erickson's theory of psycho-social development explains the influence of society on the various developmental stages of a child. Erickson described how the crisis or conflicts confronting the child due to the social environment either support or obstruct him from successfully moving to the next stage of development. During each stage of development, the child acquires the norms and values of the society he belongs to and this process is termed as 'socialization'. Socialization helps the child to become what society expects him to be. Schools play an important role in the socialization of the child by helping them to interact with peers and teachers which give them the opportunity to better understand the norms, morals, values, and culture specific to their society. 1.7 Self-Assessment Questions 1. What do you mean by the 'development of the child'? 2. What is the nature of child development? 3. What are the adverse effects of improper child development? 4. 'Child development is a continuous but non-uniform process'—Explain this statement. 5. How the various dimensions of child development are related? 6. What is the principle of predictability in child development? 7. What is the principle of cephalocaudal and proximodistal tendencies? 8. Briefly explain the relationship between maturation and learning in a child's development. 9. Explain the socialization process of the child. 10. Why socialization of the child is important?

25 NSOU GE-ED-31 11. What do you mean by 'Conflicts or crisis of life' in Erickson's theory of psycho-social development? 12. Describe the various stages of psycho-social development as proposed by Erickson. 1.8 References Carmichael, L., & Mussen, P. (1970). Carmichael's manual of child psychology. Wiley. Erikson, E. (1950). Childhood and society (p. 263). Norton. Lickona, T., Geis, G., & Kohlberg, L. (1976). Moral development and behaviour. Holt, Rinehart and Winston. Mangal, S. (2012). Advanced educational psychology. PHI Learning. Messer, D., & Millar, S. (1999). Exploring developmental psychology. Arnold. Panda, K. (1994). Elements of child development. Kayani Pub. Saracho, O., & Spodek, B. (2008). Contemporary perspectives on socialization and social development in early childhood education. Information Age Publishing. Scarr, S., & Salapatek, P. (1973). Socialization. C.E. Merrill Pub. Co.

26 GE-ED-31 NSOU Unit-2 Child-Centred Progressive Education Structure 2.1 Objectives 2.2 Introduction 2.3 Constructs and Critical Perspectives of Development: Piaget, Kohlberg, and

Vygotsky 2.3.1

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s Theory of Cognitive Development 2.3.2 Piaget's Stages of Cognitive Development 2.3.3 Kohlberg's Theory of Moral Development 2.3.4

Vygotsky's Socio-Cultural Development Theory 2.3.5 Vygotsky's Periods of Child Development 2.4 Child-Centred and Progressive Education 2.4.1 Concept of Child-Centred Education 2.4.2 Characteristic of Child-Centred Education 2.4.3 Issues related with Child-Centred Education 2.4.4 Progressive Education: Origin and Philosophy. 2.4.5 Principles of Progressive Education 2.5 Individual Difference among the Learners: Diversity of Language, Caste, Gender, Community and Religion 2.5.1 Concept of Individual Difference 2.5.2 Types of Individual Difference 2.5.3 Causes of Individual Difference 2.5.4 Education and Individual Difference 2.6 Summary 2.7 Self-Assessment Questions 2.8 References 26

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Objectives After completing this unit you will be able to— Understand Piaget'

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s theory of cognitive development; Understand Piaget's stages of cognitive development; Understand Kohlberg's theory of moral development;

Understand Vygotsky's socio-cultural developmental theory; Understand Vygotsky's periods of child development; Explain the concept of child-centred education; Explain the characteristic of child-centred education; Describe the issues with child-centred education; Explain progressive education, its origin and philosophy; Explain the principles of progressive education; Explain the concept of individual differences; Describe the types of individual differences; Explain the causes of individual differences; Explain education and individual differences. 2.2 Introduction Sometimes it is difficult to understand how and why people grow, learn, and act as they do. To understand human development, different theories of child development have been developed arisen to explain various aspects of human growth. Many psychologists, educationists and philosophers suggested various theories of development, they are classified in different categories based on their domain of influence on development like psycho- social theory, socio-cultural theory, cognitive theory, attachment theory, behavioural theory, and psycho-sexual theory of development. This unit introduces the various constructs and critical perspectives of human development through the three most important theories

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of development: (i) Piaget's theory of cognitive development, (ii) Kohlberg's theory of moral development,

and (iii) Vygotsky's socio- cultural developmental theory. Development theories proposed by Kohlberg and Vygotsky 28 GE-ED-31 NSOU belong to the category of social theory of development. Theories of child development helps in understanding how and why children grow, learn, and behave. Based on these theories educationists design the effective child pedagogy. Education for children is aimed to prepare the children to adapt to the environment. No two children are same, they differ in their individual needs and personality traits which is known as individual difference in totality. A traditional classroom is rigid in nature which is controlled by teacher and the pedagogy is not designed keeping the individual differences of learners in notice. So in the late 19th century many philosophers and educationists like Rabindranath Tagore, John Dewey, Jean Jacques Rousseau, Froebel, and Johann Pestalozzi started an unorganized movement against the narrowness, rigidity, and formalism of traditional teacher-centred education. Their focus was on making the education for the 'whole child' that is to facilitate the child's cognitive, emotional, moral, and physical development. This movement laid the foundation of progressive education, as this movement was directed toward equipping the child with the ability to think and experiment rather than rote memorization, like in traditional education hence the name 'progressive' was given to such education. One of the key-characteristics of such education is its 'child-centred' nature. Child-centred education places the child first, and an approach with the message that all children have the right to an education that helps them grow to their fullest potential. Child centred learning is focused on the child's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. 2.3 Constructs and Critical Perspective of Development: Piaget, Kohlberg, and Vygotsky 2.3.1 Piaget's Theory of Cognitive Development Piaget was a Swiss biologist and psychologist, who initially worked on developing intelligence test at Binet Testing Laboratory in Paris. Later his interest grew towards studying the development of a child and he along with his wife spent a long period of life studying the cognitive development of children. Piaget's theory of cognitive development explains how the human baby collects and organizes information and how this process changes with development. He proposed children are born with few basic abilities like sucking, looking, reaching, and grasping. These basic cognitive abilities are the 'schemas' as he called them. The cognitive structure of an individual contains many such schemas. All the subsequent learning and knowledge development are based on schemas. He explained how cognitive structures and cognitive functioning evolves to help an individual in making

29 NSOU GE-ED-31 meaning out of their past and present experiences. These experiences ultimately result in successful adaptation to the environment. Piaget explains this developmental process through constructs of schemas, the process of assimilation, accommodation, and equilibrium. So in Piaget's theory of cognitive development, there are two important aspects of human cognition: (i) cognitive structure and (ii) cognitive functioning. The cognitive structures of any individual have many schemas each specific to a certain cognitive ability. For example, in the case of an infant 'sucking' is one such schema, it refers to one general ability to suck an object. Interaction with the environment taking place using this schema result in learning particular behaviour. Apart from inherited schemas like sucking, gasping, looking, and reaching when children grow, with the interaction of physical and social environment they can form different schemas, resulting in changes and modification in their cognitive structure. The interaction with the physical and social environment through schema allows the individual to adapt to it for survival as well as growth and development. Schemas forming the cognitive structure plays a very vital role in one's cognitive functioning. The adaptation by an individual is carried out through the cognitive functioning or process of assimilation, accommodation, and equilibrium. Assimilation involves the incorporation of new events into pre-existing cognitive structures. Accommodation means existing structures change to accommodate the new information. This dual process, assimilation-accommodation enables the child to form schema. Equilibration involves the person striking a balance between himself and the environment, between assimilation and accommodation. When a person experiences a new event, disequilibrium sets in until he can assimilate and accommodate the new information and thus attain equilibrium. This is how an individual develops by continuously assimilating information and replacing them with new information through accommodation to bring necessary changes for adapting to the environment as per the demand and finally attaining the state of equilibrium between assimilation and accommodation.

2.3.2 Piaget's Stages of Cognitive Development

Piaget's theory emphasized the role of interaction of inherited abilities with the physical and social environment in the cognitive development of an individual. He defined schemas and how schemas form the cognitive structures which help the cognitive functioning to adapt to the environment. However, he concluded that the organization of cognitive structures in every individual

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always takes place in particular order involving definite stages of cognitive

or intellectual developments, thus he suggested four stages of cognitive development. Let's understand all the four stages of development one by one, a summary of the four stages is also given in table 1.2.

30 GE-ED-31 NSOU Table 1.2. A summary of Piaget's stages of cognitive development

Stage	Age	Goals
(i) Sensori-motor	Birth to 2 years	Object permanence
(ii) Pre-operational	2 to 7 years	Transductive reasoning, symbolic thought
(iii) Concrete operational	7 to 11 years	Logical thought
(iv) Formal operational	11 to 15 years	Hypothetical reasoning, Scientific reasoning

Sensori-motor stage (birth to 2 years of age). Sensori-motor stage of development is characterized by the absence of language and interactions with the environment through sensory and motor abilities. The child is born with a very limited number of reflexes initially like sucking, looking, grasping and reaching. These are uncoordinated but after few months from birth, they develop coordination. Now they can grasp things with their reach, they can look at things they wish and can suck the things they put in their mouth. Till now the infant cannot understand the permanence of thing that means the object which is out of sight does not exist at all for them. Around 8 months onward they realize that objects around them have independent and permanent existence. For example, at this age when an object like a toy is taken away from the child or kept hidden, he realized that the toy still exists even it is not within sight. The main schema that develops at this stage is the ability to form a mental image of things with this the child move to the next stage of cognitive development involving the symbolic world of language.

Pre-operational stage (2 to 7 years of age). At this stage of development, the child leaves behind the direct use of sensory-motor abilities and starts using the newly acquired symbolic abilities like sounds and language. The child now can ask for things using words or sign language instead of using hands to reach them. This stage again has two sub-stages: Pre-conceptual Stage (2 to 4 years of age) and Intuitive Stage (4 to 7 years of age). During pre-conceptual stage, the child develops a sense of very basic concepts. They often generalize things, for example, all green leafy plants for this age group of children are tree, and they cannot classify them into tree, shrubs or herbs. Their sense of logic is at an initial stage, they think transductive rather than inductive or deductive. At this stage, children are egocentric they see everything from their own point of view only. At an Intuitive Stage, the concept formation begins, now the child can generalize as well as specify the objects like a child can now tell that vegetables, herbs, trees, and shrubs all are the forms of plants. Though the child is still not much logical about his/her course of action or thinking. Piaget concludes that at this stage, child misses two important cognitive ability — the concept of reversibility and conservation. Let's try to understand it in this way, a child at intuitive phase 31 NSOU GE-ED-31 does not understand that course of action or thought can be reserved like his dog is a Labrador and it's a pet animal so he may not be able to conclude that any pet can have a name or breed and can stay with him. Similarly, a child also doesn't understand that a definite quantity of water in a glass, when poured in a bowl, remains the same, this is the concept of (conservation) that remains absent at this stage of cognitive development. So to conclude, at this stage the child interacts with the environment through symbols and mostly remain illogical about the thoughts with full of contradictions.

Concrete operational stage (7 to 11 years of age). The stage is called concrete because children can think logically much more successfully as they can manipulate real (concrete) materials or pictures of them. Piaget considered the concrete stage a major turning point in the child's cognitive development because it marks the beginning of logical or operational thought. This means the child can work things out internally in their head, rather than physically try things out in the real world. Now they develop both the concept of reversibility and conservation of material. The child can now make the relationship among the things he sees, can make logical thinking and find out any irregularities or discrepancies. The child does not remain egocentric as he/she can understand others thought or view and appreciate them. However, his thought process and actions are limited to real world objects or concrete items operated by him, he remains incapable of thinking abstract items and solve hypothetical problems.

Formal operational stage (12 to 15 years of age). The cognitive structures of the child are now very well formed and the cognitive functioning takes place at a very sophisticated level. Children can follow the form of a logical argument without reference to its content. They don't need any real object or problem to think about it, they can consider a hypothetical scenario and think over it. During this time, people develop the ability to think about abstract concepts, and logically test hypotheses. This stage represents the emergence of scientific thinking, formulating abstract theories and hypotheses when faced with a problem. Concrete operations are carried out on objects whereas formal operations are carried out on ideas. Formal operational thought is entirely free from physical and perceptual constraints. During this stage, adolescents can deal with abstract ideas like they no longer need to think about slicing up a pizza to understand the idea of division and fractions. Piaget concluded that the thought process and the intellectual functioning of the child at this stage form the base of the individual's future intellectual development and actualize the potential to the maximum at all available circumstances.

32 GE-ED-31 NSOU 2.3.3 Kohlberg's Theory of Moral Development Morality is the ability of an individual to distinguish between wrong and right within a specific social structure. It enables the individual to treat everyone fairly with the concern of their welfare. Moral development involves the acquisition of the attitudes, dispositions, sentiments, and cognitive competencies involved in the process of moral judgment and action. The concept of moral development is similar to that of developmental psychology as both originated from the same old philosophical thought of human development. Just like cognitive development which can be assessed as there is a definite way in which a child's cognition develops, moral development can also be assessed. Though there is one striking difference between the two, cognitive development is 'value neutral' that means there is no desired way of development it will follow the natural course but for moral development, there is a defined desired way acceptable to the society. For example, it is perfectly acceptable for one child to be confident and impulsive and another to be quieter and more patient. However, it is not considered an acceptable state of affairs if the first of these children is dishonest and the second is violent toward others. These features make moral development a part of social developmental theory. Lawrence Kohlberg, a psychologist at the University of Harvard put the most remarkable theory of moral development. His theory rejected the popular belief that a child acquires the morality from their parents, teachers, and peers only. According to him, moral development is dependent on the cognitive development of an individual, a child for instance uses his thinking and reasoning to make judgments they do not just internalize it from outside or from any direct sources like parents or peers. For studying the process of moral development in human, Kohlberg first defined moral development as the development of an individual's sense of justice. He then identified three levels of moral development, each containing two stages as represented in table 1.3. Table 1.3 Kohlberg's stages of moral development.

Level	Stage	Name	Age (in years)	Characteristic
I Pre-moral level	1	Obedience for avoiding punishment	4 to 10	Obedience to obtain rewards and favours.
	2	Obedience to obtain rewards and favours.	4 to 10	Obedience to avoid criticism of society.
II 3 Conventional	3	Maintaining mutual relations and moral level approval of others.	10 to 13	
	4	Obedience to avoid criticism of society.	10 to 13	

33 NSOU GE-ED-31 III 5 Post-conven- 13 to late Obedience to the democratically tional moral level adulthood accepted law and mores of community welfare. 6 ,, Conforming to the universal ethical principles and own conscience. Pre-moral level (4 to 10 years). From four years onwards the child develops a sense of morality. The child makes the judgment about what is wrong and what is right based on the morality of others especially the near relatives. At the initial stage (Stage 1) of the pre-moral level, the child's morality is controlled by the fear of punishment from the parents so they obey them. At the second stage (Stage 2), the child's morality is based on his interest and consideration. He/She follows the others for rewards or favours in return for their judgment. So, the child's morality at this level of development is manipulative. Conventional moral level (10 to 13 years). The next level of moral development is marked by the acceptance of social rules regarding what is good and morally correct. During this time, adolescents and adults internalize the moral standards they have learned from their role models and society. This period also focuses on the acceptance of authority and conforming to the norms of the group. There are two stages at this level of morality- in the early years (Stage 3) of this level the child focuses on living up to the social expectation and roles. The moral judgment at this stage is based on the desire to obtain the approval of others, they often try to be accepted as 'good boy' or 'good girl'. At the later years (Stage 4) of the conventional moral level, the judgment of the child is governed by the conventions, laws, and norms of the society. At this stage of moral development, people begin to consider society as a whole when making judgments. The focus is on maintaining law and order by following the rules, doing one's duty, and respecting authority. Post-conventional moral level (13 years onward). This is the ultimate level of moral development where the individual now does not depend on the parents, peers, or any other individual to decide about the wrongs and rights. He/She no longer considers the social norms or laws as the criteria for making judgments, his moral judgment now depends on his own consciences and experiences. This development again occurs in two stages - at the initial stage (Stage 5) of this level, the individual's morality is internalized to such an extent that his/her moral judgment does not contradict the authority or society only if it agrees with the principles upon which the demands of authority are based on. His/Her morality is now rational, based on the welfare of mankind and its rights. In the last stage (Stage 6) of moral development, the individual's all morality is controlled only by his/her conscience and the universal principles of respect, justice, equality, rights, and welfare. At

34 GE-ED-31 NSOU this stage people go above the legal system to decide about right and wrong, they listen to their inner voice first and lead a life that they can live without any shame and guilt. 2.3.4 Vygotsky's Socio-Cultural Development Theory Lev Vygotsky was a Soviet psychologist, in his short life of 38 years he worked in the very diverse field like law, language, literature, and psychology. He worked contemporary to Jean Piaget and gained popularity for his contribution in the field of child's developmental psychology. He believed children learn about their world through physical interaction. Vygotsky's socio-cultural theory asserts that learning is an essentially social process in which the support of parents, caregivers, peers, and the wider society, as well as culture, plays a crucial role in the development of higher psychological functions. Vygotsky's socio- cultural

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theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major themes of Vygotsky's theoretical framework

are the socio-cultural orientation of learning, mediators of development and zone of proximal development (ZPD). Socio-cultural orientation of learning : Vygotsky emphasized that human cognitive development is heavily influenced by culture. He suggested that though some higher animals like apes possess some basic cognitive skills just like humans but they are never equivalent to that of humans. The cognitive skills possessed by human beings are very unique, he called them 'higher mental process' and focuses his theory on such cognitive abilities only. He asserted that human culture is not just an ethnographic identity but is associated with the development of these higher mental process and thus shapes human cognition. Culture shapes, modifies, and evolves one's higher cognitive process like perception, attention, memory, and problem-solving. His proposal of socio-cultural dependence of cognitive ability was based on three things: i. understanding how the transition of behaviour occurs from animals to human, ii. studying the historical change of cognitive abilities with cultural change from a different era, and iii. investigation of developmental construction of child psychology in society. Due to his short-lived life, he didn't get the opportunity to establish all his hypothesis at that time but he gave some valid arguments based on other works with higher animals (Kohler's study with apes). He argued that though some animal possesses both basic cognitive ability of problem solving and communicative skills but these two aspects remain disassociated in them. In human, due to constant association between the problem solving skill and speech, the speech becomes intellectual and problem solving become verbal

35 NSOU GE-ED-31 intelligence. Studies by the team of Vygotsky found that people of the same culture develop a different level of intellect when they are generation apart. Similarly, in some studies, people of the same culture when migrated to distant land and society also in course of time showed a different level of cognitive evolution. These arguments and findings form the basis of Vygotsky's theory. Mediators of development : A very important aspect of Vygotsky's theory is the role of mediators, Vygotsky proposed three mediators relevant to the higher cognitive function in humans: i. physical tools, ii. symbolic tools, and iii. human mediation. Physical tools refer to all those physical machines that can shape the environment, human needs physical and mental capabilities to 'handle' such tool. The presence of such new tools encourages the human to acquire new physical and cognitive skills to operate them properly. The most important among the three mediators is the symbolic tool, like oral speech, reading and writing systems, mathematical symbols, graphic organizers, and pictorial representations. Human first experience these symbolic skills from interaction with people then acquire them and internalize these skills to shape their cognitive structure and functions. These symbolic tools are highly culture specific, thus cultural dependence of development is well justified. Finally, coming to the last tool 'the humans', regarding human mediation Vygotsky mentioned two aspects. On the one hand, he suggested that every higher mental function in the child's development first appears in the interaction between people (inter-psychologically), and then, when internalized, it appears as an inner mental function (intra-psychologically). Vygotsky emphasized the role of caregivers, parents, and mentors as a human mediator, he explained the working mechanism by giving an example of an infant asking for an object through gesture. In this scenario, the adult helps the child to get that object, this mediation helps to develop the higher cognitive processes in infant and instead of gesturing toward the object the infant makes a gesture to the adult for the object. In course of the development of higher abilities, the child learns to replace the gesture with verbal command, thus explaining how interaction resulted in internalization which leads to the development of higher cognitive skills. Zone of proximal development (ZPD) : ZPD is the most important part of Vygotsky's theory of socio-cultural development and it has gained such popularity that people often falsely consider it the whole theory of Vygotsky. A diagrammatic representation of ZPD is given in figure 1.1. Vygotsky criticized that other theories of development mainly focused

36 GE-ED-31 NSOU on that psychological functioning of the children which are already fully matured and displayed by the children by their independent activity. Fig 1.1 Diagrammatic representation of ZPD ZPD explained about those cognitive abilities also which the children cannot demonstrate on their own. Vygotsky proposed that every child has some cognitive functions by which they can perform functions on their own without some external help. Similarly, there are tasks which a child cannot perform or learn on his/her own but when an adult or mentor guides the child learns to perform some of the activities outside the zone of what he/she can do by himself/herself. This mentoring is done by giving 'scaffolding' and the zone of development under it, is called the 'zone of proximal development'. In the educational context, ZPD

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helps to explain the relationships between education and child development. Vygotsky asserted that

the educational process should include the development of children's cognitive functions as one of its main objectives. Contrary to a popular view that instruction should be based on already fully formed cognitive functions, Vygotsky proposed that it should target those emergent functions that can be shaped by education. In this way, students will not only acquire information and specific skills but will also form higher mental functions. 2.3.5 Vygotsky's Periods of Child Development Vygotsky along with his young team proposed a model of periods of child's development, this model was based on the concept of 'Leading activity'. According to this concept, a child may be involved in various activities at any particular period of his development but there will be only one activity called the 'leading activity' that will contribute the most in the cognitive and emotional development of the child in that period. Vygotsky proposed this model based on his socio-cultural theory of development, thus the period of child's development is culture specific, so a model prepared for industrial society with a formal educational system will not be the same for the illiterate society with a poor socio-economic Can't do it even if guided. ZPD: Can do if guided Can do independently

37 NSOU GE-ED-31 group. It is the main reason for which this model is not widely popular among academics. The model of development, we are going to discuss is suitable for industrial society with formal education. The periods of child development alternate between those where leading activity has an emotional-interpersonal focus and the periods with cognitive focus. It is important to remember that some children may stay longer in some of the periods or make a quicker transition to the next period depending on their social situation of development so there is no clear distinct separating age between the periods, the age is just indicative gives in table 1.4.

Period	Age in years	Emotional-interpersonal focus	Cognitive focus
1	0 to 1	Emotional interaction with caregivers or parents	
2	2 to 3	Object centred joint activity	
3	3 to 6	Socio-dramatic play	
4	6 - 12	Formal learning	
5	12 - 18	Interaction with peers	
6	18 above	Vocational activity	

In the developmental period, the child has three alternate emotional-interpersonal aspects and three cognitive aspects. At each period the child's interpersonal, emotional, and cognitive skills lead to the formation of new motive that helps in the formation of new leading activity in the next stage and this activity influences the development of higher cognitive and emotional skills that propagate to the next stage. Let's try to understand it with an example. During the first period of development the child focuses on the emotional connection with parents this gives motive to the child to play with them and in the second period of development, the key focus is the joint activity or object (like toys, colours etc.) centred play. In the second period, joint activity develops the motive for the third period focused on socio-dramatic play where the leading activity is the development of the ability to flexibly switch roles, enhanced self-regulation, and the development of symbolic thought. Now the child not only just play with the toys but can imagine it as his real life friends, switch roles with the playmates etc. Equipped with the skill of emotion, joint activity, and socio-dramatic play child proceed to the fourth period of formal learning, which is the period of getting ready for formal schooling. This period is considered very important because whatever higher skills the child

38 GE-ED-31 NSOU learned in the past is required here, the child should be able to assume a new role of the student which is different from those of son, daughter, sibling, or playmate. Likewise period of formal learning forms a new motive that develops a leading activity of interaction with peers and friends, this is the fifth period of development where the child is completely under the influence of social forces. Interaction with peers then motivates him/her to initiate vocational activities of his/her life. In this entire developmental process through different periods, the interaction with people like parents, mentors, and peers are very crucial as they help the child to acquire cognitive skills beyond the limits of the self-acquired skills. Thus, the social and cultural interactions help the child to reach the zone of proximal development.

2.4 Child-Centred and Progressive Education

2.4.1 Concept of Child-Centred Education

The basic theme behind the child-centred education is the fact that all children have the right to education which will help them to grow and develop completely. Thus, the education and pedagogy within it should be such that the child's right to education is always protected and every child gets an equal opportunity of social, emotional, physical, linguistic, and intellectual development. Every child is a unique and special individual. Consequently, the education and its curriculum must be suitable for every individual child. It must be respectful and account for their individual uniqueness of age, gender, culture, temperament, and learning style. So, it is very essential that in a child-centred education children participate in their own education and development, they should be mentally involved and physically active in learning what they need to know and do. This makes it very essential that children's ideas, preferences, learning styles, and interests are considered in the planning for and implementation of teaching-learning practices under child-centred education. One thing that should be remembered that child-centered education is the part of progressive education because it is aimed to support the child in its progress towards overall development.

2.4.2 Characteristic of Child-Centred Education

In child-centred education the development of the body, mind, and soul of the child must be reflected in the curriculum and teaching-learning practices. Naturalist educationists like Tagore and Rousseau advocated that child should be educated close to nature in the most natural way possible. His/Her needs and desires should be given the utmost priority, education should not be forced upon the child. The child must learn at his/her own pace and as per his/her own curiosity to know such that curiosity forms the basis of the education, this is at the heart of child-centred education. At the early stages of child-centred education

39 NSOU GE-ED-31 emphasis is given on sensory and motor development instead of reading books. So, as we are now very clear about the child-centred education let's now see some of the important characteristics of it : a. Democracy: The most important characteristic of child centred education is its democratic nature which is aimed to develop democratic values with democratic methods of implementation. Education is considered to bring equality, justice, trust, and respect among children. Child-centred education grants freedom to every child to grow and develop through free-thinking, discovery, exploration, and experimentation. Such education looks beyond the limited scope of books and makes education available from nature for nature. b. Self-activities: Self-activities are the inseparable element of child-centred education. Activities like plays, games, songs, role-play, expedition, and experimentation are encouraged in child-centred education. It allows the child to explore deep down the area of their interest. All children have natural tendency to explore and know, this curious nature of the children are motivated and nurtured in child-centred education. Self-activities make the children self-reliant, expressive, and perseverance to their respective goals. c. Spontaneous development: In traditional education, the development of the child is restricted by the very stringent and narrow curriculum, often the child feels himself/herself as alienated to such systems. They don't get the opportunity to synchronize with the educational process and thus lag behind the natural flow of his development, especially in emotional and social domains. Child centred education keeps the child at the centre of all pedagogy designed to the child's own comfort level so it helps the child to progress at his own pace spontaneously as per his/her own interest. The teacher's role here is just to facilitate the process of development by guiding the child and providing a supportive environment. d. Education-based on experience: An important characteristic of child centred education is to prepare the child to learn from their own experience and the resulting development in the child is permanent. The course and subjects in child-centred education are designed to facilitate experience-based knowledge assimilation to meet the need of the child. The child is the centre of the whole education process. The role of the teacher is like a guide and mentor to provide complete freedom to the child to grow naturally based on permanent experiences. Child-centred Education is the ideal system to manifest the latent talent of the child. e. All round development: Child-centred education is an outcome of the movement of progressive education which was a revolt against considering education a tool of changing

40 GE-ED-31 NSOU human behaviour as per the need of the society. As a result of it, child-centred education is practiced not as a tool but as a need for the overall development of the child. When a child gets the freedom to explore and experimentation he/she learns through his/her own interest and develop the insight to understand himself, this helps to overcome the faults, limitations, and reluctance. The child through practical experiences and inner knowledge able to proceed towards achieving emotional, intellectual, moral, social, and spiritual development to move to the state of completeness f. Choice and Consequences: In child-centred education, children are empowered as they take responsibility for themselves as learners and community members. With such responsibility brings the freedom of mind and trust in themselves and society. Child centred education act as a garden where children can explore joyfully by their own to learn and teachers are the gardener with a responsibility of creating an environment where children can experience their own choices and consequences. This is how learning takes place in a child-centred educational setup. g. Empathy, caring and mutual trust: Children learn better and develop to their highest potential when child and teacher both respect each other and there is empathy between them. Child-centred education has these characteristics, it gives the teacher a scope to understand the need of children and to act as a caregiver not just their instructor. The learning groups are generally small, thus teacher can give individual focus on every children's need, and student develops lifelong interpersonal relationships with their teachers. Teacher and students with such a level of bondage, empathy, care, and trust creates an emotionally and physically safe environment of learning that helps them to develop as a 'whole'. h. Taking reasonable risk: When the education is child-centric where children grow and develop in such an educational functioning where they are the centre of focus and learning is on their own interest and effort, there is always a chance of failures or setbacks. In order to succeed the children should experience failure and obstacles so that they can know how to overcome it by proper solution. Child-centred education advocates about taking a reasonable risk by the children so that they can know how to overcome it or how to look for solutions but such risk should not threaten the children's overall development and health. The teacher, here plays the role of control to keep the level of any such possible risk under check. i. Collaborative learning: As caring, sharing, and learning is the key to child-centred education so it makes collaborative learning an important characteristic of child-centred education. Collaborative learning occurs when children with similar interest and curiosity come together to explore, experiment, and learn together. Collaborative learning can also take place

41 NSOU GE-ED-31 in presence of a teacher where the teacher instead of acting as an expert simply act as a co- learner. Collaborative learning makes students with different backgrounds, race, or upbringing, to work together. They come together in a setting that may not be possible if it were not for collaborative learning. In order to solve a given problem, children need to communicate. They can hear different opinions and learn more about different cultures. The collaborative learning methodology is ideal for children that have difficulties in a social setting. 2.4.3 Issues related with Child-Centred Education We have already learn, that child-centred education is a result of the movement for progressive education, but even after so many decades the educational system around the world are not completely shifted to it. Most of the countries are still following the traditional teacher- centred and rigid curriculum based education. This issue is multifaceted in nature, one of the main reason behind the non-acceptance of child centred education is its high cost. The progressive education aimed to meet the right to education of every child but child-centred education demands individual commitment to every child for that large number of educators are required that is not economically sustainable for the majority of educational organization. Especially for poor nations and nations with high population density, such individualized education through child-centred education is impossible to achieve. Even in most countries where such education exists, it has become a luxury for the elites. Though in a blended form where child-centred education is incorporated in the traditional methods it has gained popularity in recent days. Educationists often criticize that child centred-educations are based on the social and cultural philosophy of west without taking any cross-cultural validation in the account. So an approach that may be valid in the city of London may not be applicable at the rural and tribal belt of Indian villages. So non-existence of a uniform code of functioning and operational design is an important issue faced by the child centred education. The teachers are the important pillar of any pedagogical model, the same is true for child-centred education also where the child is the focus of all activities. For such educational practices, it is very essential to have teachers or mentors who can understand the need of every child. They must also have the highest level of communicative skills and psychologically competent to understand the state of emotions of the children and their state of preparedness. It is very difficult to train such professionally competent teachers on a mass scale as it needs years of experience for the teachers to reach that level. Thus, making child-centred education accessible to every child is a challenging task, so its large scale operational feasibility is constrained by intellectual resources also and this is a big challenge standing in the way of universalizing it.

42 GE-ED-31 NSOU 2.4.4 Progressive Education: Origin and Philosophy In this section, we will discuss the origin of the movement of progressive education more elaborately and will try to understand the philosophy behind it, as most of the popular educational methods find their roots deep down in this movement only. Near the end of the 19th century, a series of reform movements known collectively as "Progressivism" gained momentum and soon made an impact on politics, culture, journalism, social services, and education in the United States. It resulted as a reaction to the problems created by the dramatic increase in urbanization and industrialization that characterized the second half of the 1800s which made a severe stratification of the society into different classes both economically and socially. Although progressivism was never an organized and unified movement, it found expression through many separate societies and many individual reformers such as Jacob Riis, Sinclair Lewis, and Jane Addams. One of the major concerns of progressivism was the quality life of the child. Its supporters made efforts to improve health care and nutrition, build children parks and amusement centres, protest against child labour and raise voice for securing human rights, make education freely available to every child, and altering fundamentally the nature of schools and schooling. One of the strong voices in that element of progressivism was that of John Dewey (1859-1952), who played a key role in changing the focus of education from the school to the student. He believed that a dictatorial, formal, and suppressing school environment was inadequate preparation for life in a vibrant democracy. He understood that children were naturally playful and curious, and held that it was through these qualities that the most meaningful learning could take place. At the famous University of Chicago Laboratory School, he and others developed curricula and methodologies that focused on activities and projects, discovery, investigation, and real-world experiences. Dewey declared that education was not a preparation for life, but a part of life itself. He believed that teacher's or mentor's supervision and guidance was essential for a good classroom but did not need to become oppressive and inflexible. Dewey also had a mammoth influence on teacher training, primarily by establishing teaching methodology as a science and ensuring that it was as important as mastery of any subject area on the path to teacher certification. All the forms of education that exist today against the rigidity of traditional education is originated as a consequence of the movement of progressive education. This pedagogical movement values experience over learning facts at the expense of understanding what is being taught. He argued that education should not just present the facts in front of the students to be learned mindlessly without understanding its relevance

43 NSOU GE-ED-31 that will be forgotten by the learners very quickly. He considered education as a journey of experiences and hence progressive in nature, learners must build upon experience over the previous ones to find and learn new things. Traditional schools always try to create a world separate from the students' life that means the contextual nature of learning is completely missing. Dewey always supported that school activities of the students must always be connected to their real life experiences or learning will never occur in a true sense. Progressive education emphasized over connecting the psychological aspects of the students with the society, family, and physical environment, thereby making the journey of learning joyful and memorable for the complete development of the student. The philosophy behind progressive education says that teacher is not the centre of education any more they are basically the facilitator. Teachers should teach the children how to think, explore, and experiment rather than relying on the rote memorization of unverified facts. Learning by doing is at the heart of progressive education. This form of teaching-learning process is called 'experiential learning', where students participate in hands-on projects and group works that allow the students to use their cognitive abilities to find out the solution and learn from mistakes to propagate the process of knowledge generation as well as assimilation. Progressive education is the best way of educating students through real life experience rather than the experiences of others. It advocates making school a place of creativity, critical thinking, and interaction with peers, it prepares the students to be a better member of the society through utilizing its skills and also by preserving their own individuality. 2.4.5 Principles of Progressive Education Progressive education was a drive that started to bring equilibrium between the individualism and community of the 19th century. Community refers to the socio-cultural structure comprised of people of different caste, religion, language, race, and sex. In the 19th century, countries like the USA had a much divided community of affluent and poor people, also it was cursed with racial discrimination. Education was also affected by such discrimination so some of the leading visionary educationists like Dewey wanted to give individualism of the people preferences over the communal separation. He tried to bring individualism and community together with the movement of progressive education. The progressive education aimed to bring individual and community together was initiated based on some fundamental principles. Some of the most important principles are described below : (1) Progressive education is based on the principle of harmonious relation between the learner, teacher, and the environment. It assumes that each child is unique and their

44 GE-ED-31 NSOU educational needs are also unique, so it is essential for the teachers to understand their special needs. Progressive education is best accomplished where relationships are personal and teachers design programs which honour the personal trait, linguistic, and cultural diversity of the local community. (2) Curriculum balance is maintained by a commitment to children's individual interests and developmental needs, as well as a commitment to the community within and beyond the school's walls. Progressive education demands the active participation of the community in the process of pedagogy as general education cannot meet the individual needs if not prepared in the context of the need of the community. (3) Schools following progressive education cuddle the home cultures of children and their families. Classroom activities are the mirror of these values and aimed to bring the various cultural perspective together. This helps in overcoming the barrier of any dominant culture and bring respect to multicultural societal structure. (4) Progressive education considers that students are active constructors of knowledge and learn through direct experience and primary sources. The teacher should only act as the facilitator with the primary aim of providing socially, emotionally, and physically a supportive environment conducive to the overall growth and development of the students. (5) The school is a model of democracy and human relationships. It is the tool for confronting issues of racism, classism, and sexism. Education should impart a sense of justice and equality among the learners so that every society can overcome the long running discriminations among the different sections of the society. (6) Schools actively support critical inquiry into the complexities of global issues. It empowers the learners to understand the problems at the global level, prepare them to take the responsibilities for the entire human race irrespective of their own social status and political considerations. Children or learners can thus assume the powerful responsibilities of world citizenship. 2.5 Individual Difference Among the Learners: Diversity of Language, Caste, Gender, Community and Religion 2.5.1 Concept of Individual Difference The study of individual differences helps to understand not only what makes humans similar to one another, but also what makes them different. By considering the variations 45 NSOU GE-ED-31 that can occur from one person to another, one can best be understood with the full range of human behaviour. According to the 'dictionary of education' by Carter B. Good (1959) : "Individual differences stand for the variation or deviations among individuals in regard to a single characteristic or number of characteristics." Also "It stands for

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those differences which in their totality distinguish one individual from another.

So, we can say that individual differences are the differences among humans that distinguish or separate them from one another and makes one as a single unique individual." In psychology, especially in educational psychology, the individual difference is the basis upon which the children are compared with each other. Studying and understanding individual difference make the educators capable of recognizing the small variations as well as the extreme differences among the children. In this way, it becomes easier for the educators to identify the children those having special needs. Individual difference enhances the understanding of the developmental process of children at its various stages. We know that

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each learner is a unique individual, with different shades of cognitive and affective development, social maturity, linguistic ability, motivation, aspiration, learning styles, needs, interests, and potential. Apart from this, there are other factors

underlying student differences like differences in intelligence,

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differences in social and economic background, variations in past learning experiences, and perhaps variations in the level of harmony between the learner and the curriculum. Given these factors, catering for individual differences is intended neither to minimize the gap between individuals nor to even out their

performances and skills. In fact, understanding individual differences

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should aim for understanding why learners are able or unable to learn well and finding appropriate ways to help them learn better.

Education aims to enable every learner to attain all-round development according to their own attributes. The goal of this universal education is to provide support and guidance in accordance with the abilities and learning needs of the learner so that they can develop as a complete individual. 2.5.2 Types of Individual Difference So we have read that differences and vibrations exist among human beings, making every individual a unique creation. All the differences can be considered to belong to three major categories - physiological differences, psychological differences and environmental

46 GE-ED-31 NSOU differences. Physiological differences are that variations amongst us which are associated with our physical structure and composition. Psychological differences are associated with the differences in our mental state, emotional consideration, cognitive aspects whereas all other external factors like economy, religion, caste, community etc. that creates variations in humans are referred to as environmental differences. Let's see in detail some of the sub-factors of these three categories of individual difference that are present amongst us: a. Physical difference: It includes all those differences that are associated with the physical attributes of a human being. The differences in our skin colour, eye colour, hair colour, texture, length and structure of our hand, leg, neck, and ear belongs to this category. Also, our way of walking style, speech, and other body language belongs to it. b. Intellectual difference: No two human have the same level of intellectual or cognitive abilities. Every individual has a different level of thinking, reasoning ability, creative potential, and problem-solving capabilities. Even if we take general intelligence we see people differ in their levels of intelligence, some people are genius, some are bright, some are normal whereas some are below normal and also a few may be idiot. c. Motor difference: Though it is somewhat similar to physical difference but unlike physical difference motor differences are mainly associated with all the various motor abilities that we human can possess. It includes differences like muscular movement, reflexes, steadiness, resistance to fatigue, ability to run, jump, and flex etc. d. Emotional difference: Individual differences also exists between the human in the form of emotional state. Some people are emotionally very stable and expressive whereas some are unstable, immature, and unable to express it. This is the reason why we see some people who are very caring and loving whereas others are introvert and rarely express their feelings. e. The difference in achievement: It has been found through achievement tests that individuals differ in their achievement abilities. These differences are very much visible in reading, writing and in learning mathematics. These differences in achievement are even visible among the learners who are at the same level of intelligence. Such differences are the consequences of the differences in the various factors of intelligence and the differences in the various experiences, interests, and educational backgrounds. f. The difference in interest and aptitudes: Variation also exists amongst us based on our field of interest, that's why some of us love to meet people, go to picnic, travel to different places, and attend social functions like parties very often. Whereas we also see people who are less interested in such social activities, they like to stay in isolation, do

47 NSOU GE-ED-31 work solo rather than in partnership etc. Similarly, people also have a difference in their aptitudes, like some people have mechanical or engineering aptitude whereas some have aptitude in art and music. g. Racial differences: There are different kinds of racial differences. Differences in the environment is a normal factor in causing these differences. This difference generally makes some people of a particular race taller, darker, and physically fit than others. h. Difference in beliefs and opinion: People are found to have a difference in their beliefs like some people may believe in ghost some may not, some believe that we are the creation of all-mighty where others may consider it just the process of evolution only. Opinion of the people also differ from person to person, a person's opinion about homosexuality may be positive and supportive where others may have a negative opinion about it. i. Difference in social and moral development: Human beings are social animal but not every person has the same level of social attachment and commitment. Some people are found to have adjustment well in their social life and living happily whereas some are socially isolated, unsocial, and some even maybe antisocial. Similarly, variation is also seen in the morality of people. All people don't have the same criteria for deciding what is right and what is wrong. All the above discussed variations made us conclude that in all the dimensions and aspects of human behaviour and personality traits the individuals differ from each other and thus no one can be exactly similar to another.

2.5.3 Causes of Individual Difference So, now we have the concept of individual difference and the different types of individual differences that exist amongst us. There is a big question that needs to be answered - why the individual differences exist amongst us? Or in another way, what is the cause of individual differences among us? Two main reasons are responsible for catering to individual differences in human being and they are our heredity and the environment. Let's discuss them a little extensively.

a. Heredity: One of the most significant and fundamental causes of individual differences is heredity. It is a very common observation that in a family the resemblance between the siblings is much more than that with any other people who don't belong to that family. The individual inherits many common features from his/her parents and ancestors. When human reproduce they give birth a baby who inherits many features of both the parents, this occurs

48 GE-ED-31 NSOU due to the mixing of genes. Genetic factor plays an important role in deciding many of the physical as well as psychological features of

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an individual. Individuals inherit various physical traits like face with its features, colour of eyes and hair, type of skin,

the shape of skull and size of hands, colour blindness, baldness, stub-finger and tendency to certain diseases like cancer, hypertension, diabetics etc.

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mental traits like intelligence, abstract thinking, aptitudes and prejudices. Now it is an admitted fact that heredity differences result in the quantity and rate of physical as well as mental development

being different among different individuals. b. Environment:

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Environment significantly influences individual difference. Changes in a child's environment are reflected in the changes in

the personality. Psychologically speaking, a person's environment consists of the sum total of stimulation that he/she receives from conception until death. Right from the conception of the child in the mother's womb the external forces start playing their role, after the birth the child tries to adjust to the physical environment. Thereafter, slowly with development, social environment starts interacting with the child and results in the development of unique features and traits causing the variation with other individuals. So the

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environment consists of physical, intellectual, social, moral, political, economic, and cultural forces. All these forces cause individual differences.

Modern psychologists believe that individual differences are caused by both heredity and the environment. Personality is also the outcome of mutual interaction between heredity and the environment. 2.5.4 Education and Individual Difference The understanding of individual difference has a huge significance in education. Extensive research work that has been carried on the individual differences of the learners have added a great part of knowledge which in return helped in improving the pedagogy. It is very important to know these differences, their correlations, origin, and causes because it helps in planning the education of a particular child as per his/her unique need. Education is deeply concerned with individual difference resulting from the variation in the level of maturity and growth of the learners also it helps to understand the differences in development as a result of education and training of the past. Education can be made more accessible, efficient, and less expensive if it can be known which differences among the people are due to training and which are due to the difference in the degree of maturity. Individual differences must be kept in mind by the teacher if the needs of the individual pupil are to be met. It should be remembered that physical and emotional differences must be met, as well as intellectual differences. The teacher must be familiar with the approaches of teaching-learning to modify the learning situation according to the need of the individual

49 NSOU GE-ED-31 learner. Any program of instruction must take into consideration the important facts about differences in individuals and traits. One thing that should be kept in consideration by the teacher while selecting his approach that there is a wide range of differences but they do not vary distinctly. Some of the differences are overlapped and correlated to each other, thus approaches must follow a common pattern so that most of the differences could be taken care of. Teacher's approach of instruction can never become effective and systematic unless the differences among the learners are not recognized, it's the irony of modern educational practices that here every learner is considered alike and so a common curriculum is imposed upon them. The traditional method of teaching intended to emphasize more the similarities of the learners than the variations. To ignore the fact that people differ in the diversity of language, caste, gender, community, and religion could be a dangerous mistake. There is an urgent need to keep the functioning of the schools flexible and adaptable along with the proper training of the teacher so that it can have the capability of supporting the proper development of all the learners with a difference. Let's see some of the common individual differences among the learners in a classroom apart from those that we have already discussed in the above sections. We will limit the context of our discussion to Indian classrooms and learners only. a. Language differences: India is a country with multiple languages, no other country in this world has such diversity concerning language and culture. Each state has its own official language and within the state, hundreds of different languages exist. So each school have a large diverse population of students belonging to different language groups. Instructions in a single language are thus not recommended as many students will not be able to follow it, thus multi-linguistic approach of teaching-learning should be followed with the emphasis on a mother tongue or native language. Language is the basis of all education, so if the language differences are not considered and taken care of then it will going to hurt all other learning and developmental areas of the learner. b. Caste differences: There are mainly four different traditional castes in India. This classification was made in ancient time based on the nature of work the person used to do. Unfortunately, in our society social classification of an individual is often made based on his work and this continued for a very long time as a result people from certain castes are considered inferior in all aspects from others. Long running caste-based discrimination has resulted in educationally backward learners. The learners from different castes thus have cognitive and affective differences as a result of discriminatory feed from their social environment. In school, such variation should be taken seriously and learners must be given special support to meet their needs.

50 GE-ED-31 NSOU c. Gender differences: Gender differences have three dimensions- physical, social and cognitive. Physically boys are stronger, more active, and restless whereas comparatively girls are gentle and patient in nature. The physical growth of the boys and girls are also not the same through all the stages of growth and development. Socially, boys tend to have large groups of friends, often outspoken whereas girls like to have few friends in schools. On average, girls are more motivated than boys to perform well in school, at least during elementary school. By the time girls reach high school, however, some may try to downplay their own academic ability in order to make themselves more likeable by both genders. Even if this occurs, though, it does not affect their grades from kindergarten through twelfth grade, girls earn slightly higher average grades than boys. Teachers must understand these gender differences should not treat everyone equally when it comes to the process of learning. It can be done by making teaching efficient and curriculum flexible only then the challenges of gender difference could be resolved. d. Community and religion differences: Religious faith and beliefs of the learners are different. Their religion and its teaching are the important social factor that affects the various dimensions of a child's development. Some religion gives more freedom towards self-expression whereas some are comparatively conservative, such things make the traits of learners different from each other. Education should allow the learners to develop under their own religious faith and in a classroom where pupil belonging to different community and religion are learning together, it becomes essential to guide them towards understanding and respecting all the different religions. Religion not only represents one faith but is also the basis of their culture and social conducts. Therefore, special attention must be given to develop the knowledge of the teachers about the religious differences and act accordingly to make the learning process suitable for all learners with differences. 2.6 Summary We discussed about the three different theories of development. Piaget's theory of cognitive development tells us about the four distinct stages of a child's cognitive development- sensori-motor, pre-operational, concrete operational, and formal operational stages. These four stages cover birth to fifteen years of a child's development. It describes how each stage is characterized by a definite cognitive goal to be achieved by the child. By the completion of sensori-motor stage the child develops the sense of permanence of the object, at the pre-operational stage, symbolic thought process starts, at the concrete operational stage he begins to think logically but it's the formal operational stage where he can also think abstractly.

51 NSOU GE-ED-31 Kohlberg's theory of moral development belongs to the group of social theory of child development. Kohlberg considers moral development as a result of one's cognitive and social development. He describes three distinct levels of moral development - pre-moral, conventional-moral, and post-conventional moral levels. Each level is further divided into two stages. At the first level of development, the morality of the child is influenced by the punishment and rewards from parents, at the second level, the moral judgments of the child are according to social norms and rules, he/she decides the wrong and right for pleasing the others and to get their social affiliation. At the final level of moral development, the child's judgment becomes democratic and he uses his conscience. Vygotsky's socio-cultural development theory emphasised over the role of culture and society in determining the development of a child. He suggested that humans are different from other mammals as human possess what he called the 'higher mental process', it is the ability to learn and evolve in close association to one's social and cultural groups. He further concluded that there are three mediators: physical tools, symbolic tools, and human mediation which are responsible for the development of a child. In the educational field he suggested that for every child there exists a zone of proximal development where the child can learn more than his/her capacity if assisted by some adult or guide. In this unit, we have discussed that child-centred education is the need of society where the child will be at the centre of pedagogy. The education will be more democratic, choice-based, collaborative, self-activity based, and self-experience centred. Despite many advantages, it also has some issues like it needs huge resources to function, specialized teachers, and lack of validation in multi-cultural classrooms. We discussed the origin, philosophy, and principles of progressive education. Progressive education was started as a movement against the rigidity of traditional education it is an effort to bring individualism and community in education together. It advocates making learning more joyful, culture- based, and child-centric. Progressive education aims to construct the knowledge among the learners directly through experiences and protect the child's right to education for all. In the end, we learned about the variations that exist among the learners in terms of their physical, mental, emotional, and social state known as the individual differences. Both the heredity and environmental forces are the determinants of the wide individual differences found in human beings. The knowledge of the individual differences among the learners has a significant implication in education. It helps the teachers and parents to understand the individualities of their children and design their teaching and nurturing methods accordingly. It also helps the learners to know themselves in terms of their own potentialities.

52 GE-ED-31 NSOU 2.7 Self-Assessment Questions 1. Explain the process of 'assimilation and accommodation' in connection to cognitive development. 2. What are the main features of pre-operational stage of cognitive development? 3. Describe Kohlberg's theory of moral development. 4. Explain Vygotsky's periods of child development. 5. What do you mean by Zone of Proximal Development? 6. Write a short note on Vygotsky's socio-cultural developmental theory. 7. What are the main characteristics of child centred education? 8. Describe some of the important issues with child centred education. 9. What do you mean by progressive education and what are its main principles? 10. Highlight the important principles of progressive education. 11. What do mean by 'individual differences' of children? 12. Explain the causes of individual differences and describe the different types of individual differences. 13. How language, community, and religion are related to individual differences among children? 2.8 References Good, C. (1974). Dictionary of education. McGraw-Hill. Hayes, W. (2007). The progressive education movement. Rowman & Littlefield Education. Hoffman, M., & Hoffman, L. (1964). Review of child development research. Russell Sage Foundation. Lickona, T., Geis, G., & Kohlberg, L. (1976). Moral development and behaviour. Holt, Rinehart and Winston. Inhelder, B., & Piaget, J. (2013). The growth of logical thinking from childhood to adolescence. Routledge. Kozulin, A. (1999). Vygotsky's psychology. Harvard University Press.

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GE-ED-31 NSOU Unit-3 Types of Children Structure 3.1 Objectives 3.2 Introduction 3.3 Intelligence: Multi-dimensional Constructs of Intelligence, Addressing the Talented and Creative Learners in Schools 3.3.1 Defining Intelligence 3.3.2 Theories and Multi-dimensional Construct of Intelligence 3.3.2.1 Spearman's two-factor theory 3.3.2.2 Guilford's Model of Intellect 3.3.2.3 Gardner's Theory of Multiple Intelligence 3.3.3 Importance of Intelligence in Education 3.3.4 Talented and Creative Learners in the Classroom 3.3.5 Needs of Talented and Creative Learners 3.3.6 Education of Talented and Creative Children 3.4 Addressing Socio-culturally Marginalized and Specially Challenged Learners in the Classroom 3.4.1 Concept of Marginalization 3.4.2 Socio-culturally Marginalized Learners in a Classroom 3.4.3 Strategies for the Education of Marginalized Learners 3.4.4 Specially Challenged Learners in the Classroom 3.4.4.1 Meaning of specially challenged children 3.4.4.2 Education of specially challenged learners 3.5 Gender as a Social Construct: Gender Roles, Gender Bias, and Educational Practice. 54

55 NSOU GE-ED-31 3.5.1 Understanding the Concepts of Sex and Gender 3.5.2 Gender Role 3.5.3 Factors Determining Gender Roles 3.5.4 Gender Bias or Discrimination 3.5.5 Major Areas of Gender Bias 3.5.6 Causes of Gender Bias 3.5.7 Gender and Educational Practices 3.6

Summary 3.7 Self-Assessment Questions 3.8 References 3.1

Objectives After completing this unit you will be able to—

Explain the meaning of

intelligence; Describe the multidimensional nature of intelligence; Differentiate among different theories of intelligence;

Emphasise on the importance of intelligence in education; Describe the needs of talented and creative learners;

Understand the educational needs of talented and creative learners; Explain the concept of marginalization; Describe the

socio-culturally marginalized learners in the classroom; Explain the strategies for the education of marginalized learners;

Explain the meaning of specially challenged children; Understand the need for the education of specially challenged

learners; Explain the concepts of gender and sex; Explain the concept of gender role and factors determining gender

role; Explain the gender bias or discrimination;

56 GE-ED-31 NSOU Describe the major areas of gender bias; Explain the causes of gender bias; Describe the connection between gender and educational practices. 3.2 Introduction In a group of children (or among the individuals) we see they all behave differently, some are a very good speakers, some are good in sports, some can convince others very easily, some are very good in mathematics, some are good in science, some can solve the problems very quickly, whereas some are good in dance, arts or music. Such incidents display exceptionally good behaviour can be attributed to different traits and skills of the children like their level of interest, motivation, knowledge, passion, emotions etc. There is another very important factor which also plays a very important role in deciding the behaviour of human which is known as 'intelligence'. Intelligence has been a very interesting topic of psychology, especially in educational psychology for a very long period. Despite having such a long history of understanding there is no standard definition of what exactly constitutes intelligence. Some researchers have suggested that intelligence is a single general ability. Others believe that intelligence encompasses a range of aptitudes, skills, and talents. The same goes with its definition, this unit will first explore the concept of intelligence, various constructs or factors of intelligence, and its relation to learners. In most societies we have seen that some people are considered least important, they are not the part of mainstream of society, and such people are culturally different and neglected. They are termed as the socio-culturally marginalized people. Children from such groups of people are subjected to discrimination at schools and they often find education unsuitable to meet their needs. This unit will thus explore why such children are not the centre of society and what can be done for their education. Another important group of children in our schools are those who are suffering from some kind of disability which may be physical or mental. Such children also find education inaccessible, but it is the disability of the society to provide them the appropriate opportunity of learning. In such case it becomes essential to learn how education should be structured to include them also in the present process of teaching-learning by not considering them as disabled but believing in them as a 'specially abled' or 'specially challenged' learners. Most of the schools and educational institutes in India are co-educational in nature, where both boys and girls enjoy the learning experience together under the same roof. Boys and girls are the two genders that may behave differently in the classroom and their individual

57 NSOU GE-ED-31 need may also be different. The educators need to understand the psychological and social aspects of gender so that they can be better equipped themselves to understand the student's gender based differences and needs. Both the gender of students come from many different, culture, families, region, and religion, thus forming the base to have a wide variety of experiences which shapes their gender outlook. The biological factor also plays an important role in determining the student's gender perception. The last section of this unit will explore the meaning of gender, issues of gender bias and its effects on educational practices. 3.3 Intelligence: Multi-dimensional Constructs of Intelligence and Addressing the Talented and Creative Learners in Schools 3.3.1 Defining Intelligence Throughout the psychological history of intelligence, it has been a controversial field of study as despite being a topic of interest of many psychologist and educationist there is a considerable amount of disagreement about the nature of intelligence and about what component make up intelligence. Throughout the timeline of the development of theories of intelligence, researchers have proposed various definitions. Some of the most popular definitions of intelligence are given below: Stern (1914) : "Intelligence is

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a general capacity of an individual consciously to adjust his thinking to new requirements.

It is the general mental adaptability to new problems and conditions of life." Wagnon (1937): "Intelligence is the capacity to learn and adjust to relatively new and changing conditions." Jean Piaget (1952): "Intelligence is the ability to adapt to one's surroundings." Apart from these three, there are numerous definition of intelligence but all of them if taken separately gives the incomplete picture of the intelligence. The first attempt to give a comprehensive picture of intelligence was done by David Wechsler (1944), according to him "

Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment."

The current development in the field of intelligence suggested that intelligence is the (a) ability to learn from the experience by acquisition, retention, and use of knowledge as per the situation, (b) ability to identify the problems posed by the environment (c) finally,

58 GE-ED-31 NSOU to have the skill and knowledge for finding out the useful solution of the problem and learn from the experience to use it in future. On a conclusive note, it can be said that intelligence is a kind of mental energy, in the form of cognitive abilities, available with an individual which enables him or her to handle the environment in terms of adaptation to face novel situations as effectively as possible so that the individual can lead a successful and happy life.

3.3.2 Theories and Multi-dimensional Construct of Intelligence Just like the definition of intelligence, there are numerous theories of intelligence, none of them is absolute and there does not exist any unified theory of intelligence. Various eminent psychologists proposed many theories to explain how intelligence operates and what kind of behaviour is to be expected from an intelligent individual, these theories are an attempt to reveal the dimensions or factors of intelligence. All the theories of intelligence are basically representing two different paradigms of intelligence, one of them considers that the intelligence of an individual is a single factor structure or one-dimensional. That means a person who is intelligent in one field or area of life he has the ability to excel himself in all other fields of life. Conversely, a person who fails in one area of life is also unable to perform well in other fields. This theory belongs to the old school of thought, longitudinal studies showed that people who failed in some particular field later did exceptionally well in some other fields of life. So, this paradigm of intelligence theory lost its popularity with time. Later, with more progress in the field of intelligence research, a new paradigm emerged that supports the multifactor or multidimensional nature of intelligence. E.L. Thorndike was the propagator of this theory, it considered intelligence to be a combination of numerous separate elements or factors, each one being a minute element of one ability. There is, then, no such things as general ability or single factor and there are only many highly independent specific abilities which go into the accomplishment of different tasks. One-factor theory and multi-factor theory represent two extreme views or paradigm of understanding and functioning of intelligence. Thus, being an intelligent person in mathematics does not guarantee the success in science and arts as per one-factor theory but if we believe in multi-factor theory, an individual has the potential to be creative in many different fields at the same time. This indicates that there is maybe some correlation between the successes of a person in two or more fields of life. This concept is not new, it was Spearman (1923) who first tried to explain this multiple intelligence through his two-factor theory.

59 NSOU GE-ED-31 3.3.2.1 Spearman's two-factor theory : Spearman proposed this theory in 1923 as he advocated that intelligence consisted of a general factor (g) and several specific factors (s). All the intellectual activities involve common mental energy which has some upper threshold and runs through all the different tasks this is known as the 'general factor.' For example, consider a child excellent in languages - English and Hindi, it is partly due to his general intelligence for languages and partly due to the specific skills, abilities, and interest in English and Bengali separately which he might possess. So, intelligence in multiple areas is seen among the individual when a general intellectual ability 'g' combines with the specific intellectual abilities in other fields say s_1 , s_2 , s_3 etc. forming the total intelligence of 'I' of the individual. Mathematically, Thus, it may be represented as, $I = g + s_1 + s_2 + s_3$ One important aspect is that the specific factor does not act independently it is influenced by the state of readiness of the individual, social, and physical environment also. Spearman's theory could explain multiple intelligence well but still, there are some serious drawbacks to it. Two-factor theory does not mean that there are just two factors in fact there may be more than two factors g, s_1, s_2, s_3, s_4 ...and these specific factors are not mutually exclusive. These factors may overlap and the result of overlapping was not explained by Spearman's theory. This explanation was later made by Thurston, when he proposed his 'Group Factor' Theory which emphasises that various factors come together to give rise to a group factor essential for some particular task. Thus, there may exist many such group factors responsible for various intellectual abilities in an individual.

3.3.2.2 Guilford's Model of Intellect : J.P. Guilford and

his associates proposed a model of intelligence. It was based on the factor analytical research studies conducted by them

that involved series

of intelligence test. They concluded that all intellectual activities can be described in terms of three basic dimensions or parameters—

operations, contents, and products. Operations are what the respondent does. These include cognition, memory recording, memory retention, divergent production, convergent production, and evaluation. Contents refer to the nature of materials or information on which intellectual operations are performed. These include visual, auditory, symbolic (e.g., letters, numbers), semantic (e.g., words) and behavioural (e.g., information about people's behaviour, attitudes, needs, etc.). Products refer to the form in which information is processed by the respondent. Products are classified into units, classes, relations, systems, transformations, and implications. Since this classification (Guilford, 1967) includes $5 \times 5 \times 6$ categories, therefore, the model has 150 cells represented in fig 1.2. Each cell is expected to have at least one factor probability;

60 GE-ED-31 NSOU some cells may have more than one factor. Each factor is described in terms of all three dimensions.

The above mentioned theories are representations of the psychometric approach to understand the intelligent behaviour. Fig 1.2 Guilford model of the structure of intellect 3.3.2.3 Gardner's Theory of Multiple Intelligence The theories of intelligence that we discussed so far are based on the notion of factors, but Howard Gardner opposed this concept of the general factor of intelligence and proposed the theory of multiple intelligences based on the consideration that intelligence can be best described in terms of some fundamental cognitive functioning in human. According to him, intelligence is not a single entity; rather distinct types of intelligence exist. These intelligence are independent of each other. It means that, if a person exhibits one type of intelligence, it does not necessarily indicate being high or low on other types

of intelligence. He asserted that human intelligence or cognitive competence can be better described as a set of individual's multiple abilities, talent, and mental skills related to multiple numbers of domains of knowledge in a particular cultural setting.

Gardner also put forth that different types of intelligence interact and work together to find a solution to the problem. Gardner studied extremely talented persons, who had shown exceptional abilities in their respective areas, and described eight types of intelligence. These are as follows: (i) Linguistic intelligence: It is the capacity to use the language fluently and flexibly to express one's thinking and understanding others. Persons high on this intelligence are wonderful speakers, i.e. they are sensitive to different words can create mental pictures of

61 NSOU GE-ED-31 the context in the listener's mind through their speeches. Poets, lawyers, teachers, lyricists, and writers are very strong in this component of intelligence. (ii) Logical-Mathematical intelligence: This intelligence reflects skills in scientific thinking and problem solving. Persons high on this type of intelligence can think logically and critically. They can do deductive reasoning very easily, can solve puzzles and encryptions quickly. They are mathematical genius, problem solver, and super quick with numbers. Scientists, Philosophers, and Nobel Prize winners are likely to be strong in this component. (iii) Spatial intelligence: Such people have exceptional skills in forming visual images and patterns. It refers to the abilities involved in forming, using, and transforming mental images. The person high on this intelligence can easily represent the spatial world in the mind. Pilots, sailors, sculptors, painters, architects, interior decorators, and surgeons are likely to have highly developed spatial intelligence. (iv) Musical intelligence: This intelligence is reflected through sensitivity to musical rhythms and patterns. It is well demonstrated through one's ability to compose music, to hear themes in music, and to understand the minute change in pitch and rhythms of sounds. Musician, singer, musical instrument players, and composers are likely to have such kind of intelligence. (v) Bodily-Kinesthetic intelligence: People with such intelligence can flex their body usefully and creatively which not only looks aesthetically wonderful but they can use it for solving a problem and constructing new things. Athletes, dancers, actors, sportspersons, gymnasts, and surgeons are likely to have such kind of intelligence. (vi) Interpersonal Intelligence: This intelligence consists of cognitive abilities to be sensitive to subtle aspects of others' behaviours. This is the skill of understanding the motives, feelings, and behaviours of other people so as to bond into a comfortable relationship with others. Psychologists, counsellors, politicians, social workers, and religious leaders are likely to possess high interpersonal intelligence. (vii) Intrapersonal intelligence: Just opposite to interpersonal intelligence, intrapersonal intelligence is the awareness of one's own feelings, motives, and desires. This refers to the knowledge of one's internal strengths and limitations and using that knowledge to effectively relate to others. Persons high on this ability have finer sensibilities regarding their identity, human existence, and meaning of life. Philosophers and spiritual leaders are the examples of this type of intelligence. People with such ability have the sensitivity to all the elements of our natural world.

62 GE-ED-31 NSOU It is reflected in one's ability to relate with the natural world, to be sensitive to the degradation of nature and life. Ability to find sustainable solutions to natural problems. It is useful in recognizing the beauty of different species of flora and fauna and making subtle discriminations in the natural world. Hunters, farmers, tourists, botanists are likely to have such intelligence.

3.3.3 Importance of Intelligence in Education Intelligence is not just a cognitive function but also depends on emotional state, social, and physical environment. The majority of the students in a classroom have some kind of intelligence like linguistic, logical-mathematical, musical, body-kinesthetic intelligence etc. They may have this intelligence from moderate to high values and theories of intelligence emphasize that such intelligence is very essential for learners to gain knowledge and fulfil their need to develop completely. The teaching-learning process does not completely depend on the technique of the teacher only, the part that intelligence plays in the education of the learner must be considered strongly. In the teaching-learning process, the learner must have the general ability to learn as the learning process is conditioned by the intelligence of the learner. Both activities must meet certain conditions if they have to take place successfully. Learning is impossible without intelligence. In other words, intelligence is the basis of learning. The effectiveness of learning is conditioned by the degree of intelligence. It is a well verified and accepted fact that learners who have moderate to high intelligence are very easy to motivate, guide, and teach than the students with low intelligence as such students then need special care and resources to teach. For intelligent learners teacher can experiment with various innovative ways of teaching which will only be going to help the children as they will get the scope to use their skills and test their limits, such learners will be able to excel very high in life. They also need minimal practice in their work. It is, therefore, possible that a student with high intelligence can perform excellent in school, college or university with moderate energy and normal time. The effectiveness of teaching-learning is conditioned by intelligence. Quality education can easily be achieved if we are able to identify intelligent learners, understand the type of intelligence, and able to foster intelligence in them.

3.3.4 Talented and Creative Learners in the Classroom We already know that in a classroom no two children are the same they differ cognitively, emotionally, socially, and physically this variation which is popularly known as individual differences creates a special group of children called 'exceptional children'. According to Telford and Sawery (1981) "the term exceptional children refers to those children who deviate from the normal in physical, mental, emotional, or social characteristics to such a degree that they require special social and educational services to develop their maximum potential." Among the various kind of exceptional children, talented and creative learners are one of them. Generally, talented or gifted learners are the pupils with unusually high verbal skills, they score very high on achievement tests. However, the most current definition of "gifted students includes unusual talents in a range of activities, such as music, creative writing, art, and sports (Davis & Rimm, 2004)". This definition of gifted students is a result of the idea of multiple intelligence. Gifted children are often creative in their behaviour, creativity refers to the ability of the students to generate novel ideas and products which are useful as well as appreciable by society. In a classroom, the teacher needs to identify such learners who are talented and creative in behaviour. Since they are very distinct from others they are not very hard to identify, some of the very prominent traits found in talented and creative learners are given below:

- a) They learn very rapidly and easily.
- b) Uses a great deal of common sense and practical knowledge.
- c) They think clearly and divergently.
- d) They can recognize the relationship and comprehends meanings.
- e) Such learner don't practice rote learning but learn with interest and joyfully.
- f) Perform difficult logical problem solving task.
- g) Ask many questions and have a wide range of interest.
- h) They are very original in thinking, uses good but unusual methods to accomplish the task.

It is not always necessary that to identify such learner one need to conduct special intelligence and creativity test, it can be done very easily by the teacher through observation of above mentioned behaviour of the learners.

3.3.5 Needs of Talented and Creative Learners Contrary to a common impression, students who are gifted or talented are not necessarily hard to deal with socially, less healthy, or narrow in their interests, in fact, quite the contrary

64 GE-ED-31 NSOU (Steiner & Carr, 2003). They also come from all different economic and socio-cultural groups. Unfortunately, despite their obvious strengths as a learner, such students often feel boring in school curriculum unless teachers can provide them with more than the challenges of the usual curriculum. Such children have some special needs apart from the general needs of care, protection, and love like the need for extra knowledge, creativity, ingenuity, support for the development of special abilities and the need for self-expression. A school child at the junior level of schooling may have a very high level of skill with reading but if the teacher doesn't recognize it and support his/her talent then soon the child may lose this talent and his/her peers may quickly catch up with his/her initial level of ability. Without accommodation to their unusual level of skill or knowledge, students who are gifted or talented can become bored by school, and eventually, the boredom can even turn into behaviour problems. Generally, talented and creative children are very curious in nature so they keep asking unusual questions or explanations from their teachers and parents. If the teachers or parents don't understand their nature and instead of meeting their curiosity scold them or insult them then they may feel rejected and become a nuisance. Talented and gifted children look for appreciation of their ingenuity and creativity in their field of interest if they don't get it and teacher, as well as peers, give them undue attention and less appreciation, they may become too conscious of his/her superiority and develops a boastful attitude. They may start considering their peer as fools and inferior, the peers in turn consider such children undesirable and due to jealousy reject them socially. As a result, talented children become withdrawn or aggressive towards others and themselves. By definition, students with gifts or talents are capable to be creative, committed to work at levels that often approach talented adults. Other students including students with disabilities may reach these levels, but not as soon and not as frequently. Therefore, such children face difficulties in a normal school set-up where every activity are designed similar for all students with the average level of abilities. For talented children these activities do not possess any challenge either, they do it very quickly or quit it due to lack of interest and motivation. As a result, they spend the rest of the time carelessly, inattentively, and idle. Thus, lack of proper understanding of the need of such gifted, talented, and creative children resulted due to the failure of arranging proper supportive environment for them and it ultimately leads to wastage of human potentials and development of behavioural problems among the young generation of learners.

65 NSOU GE-ED-31 3.3.6 Education of Talented and Creative Children It is very common to have few exceptional children in a classroom who are talented in various dimensions and have high creative potentials but the rest of the children are average or below average. It is thus difficult to adapt a common curriculum for everyone as it will not meet their individual needs. Many educationists and philosophers advocated for well thought out special educational program for such children. Some of the plans forwarded by them are—(a) separate schools for exceptional children, (b) ability grouping or separate classes, (c) Acceleration or double promotion for talented children, and (d) enrichment program. Establishing a special school is one of the many suggestions given by the thinkers, where children with exceptional talents and creative abilities will be admitted and an entirely separate curriculum will be implemented. The environment for them will be supportive and special teachers will supervise them through their entire development. Though critics refer to such school as undemocratic and too selective in nature because education should be inclusive in nature not for some elite and special classes only. A much feasible idea is to create a separate classrooms with the same school, such grouping of students with gifted abilities will help to nurture their abilities within the normal school setup. It will require extra time and specially trained teachers to conduct such class, for nations with huge learning population this idea may not be very practical to adapt. Another concept in the education of gifted children is acceleration or double promotion. According to this scheme, the gifted and creative children are allowed to promote to the next higher class in mid-terms or promote to two classes higher after completing the session as it will give them the chance to fulfil their extra need of knowledge. The plan, though quite feasible, suffers from a serious defect in it as it creates a gap between educational ability and experience. The children who get early promotion to the advanced grade usually find it hard to adjust among children who are senior to them in age. Though intellectually at par with them, they lag behind in emotional, social, and physical spheres and thus become victim to adjustment problems. Another proposal for the education of gifted children is what is technically known as 'enrichment'. Enrichment is the process of selecting and organizing different learning experiences and activities appropriate to the children's adequate development. Such enrichment is the need of every child but in the case of talented and creative children, it will give them a greater variety of experience or tasks at a more advanced level. In

66 GE-ED-31 NSOU comparison to other schemes, the enrichment method is the best way of educating the talented and creative learner as it will not require a special school or class and will not be a burden on limited resources. This method does not segregate other pupils from the quality educational system so is ethically most democratic to be accepted by every social system. 3.4 Addressing Socio-culturally Marginalized and Specially Challenged Learners in the Classroom 3.4.1 Concept of Marginalization The concept of 'marginalization' first explained by Park (1928) in his seminal essay, "Human migration and the marginal man" where he suggested that migration of people from one land to another distant land finds it very difficult to live in some very different social environment, lack of proper adjustment resulted into abnormal personality among such people. He termed them as 'marginal man'. Later, Billson (1996) explained the concept more elaborately and explained its significance in the social realm. He distinguished three different forms of marginalization, cultural marginalization, social marginalization, and structural marginalization. Cultural marginalization refers to the situation when an individual due to some reasons choose or forced to live in two different cultures but failed to connect himself or herself with any of the two cultures. The culturally marginalized person often feel inferior in such non-connecting cultures, it results into non-transmission of marginalized culture and many cultures has been lost in history due to acculturation.

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People who are socially marginalized are largely deprived of social opportunities.

This marginalization is either inborn or acquired. People born with physical disabilities or in socially rejected communities are socially marginalized by birth. Whereas some are marginalized later due to various events that occur in like accidents, criminal causes, illness, mental state etc.

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They may become stigmatized and are often at the receiving end of negative public attitudes. Their opportunities to make social contributions may be limited, and they may develop low self- confidence and self-esteem.

Social policies and practices may mean that they have relatively limited access to valued social resources such as education, health services, housing, income, leisure activities, and work. The unified definitions of marginalization can be stated as the condition where an individual or community stays separated from the rest of the society, forced to occupy the fringes and edges and they are never at the centre of any social, cultural, economic, and political things. Marginalized people are not considered to be a part of society. Deprivation of resources essential for the prosperous and satisfactory living of a human is the most

67 NSOU GE-ED-31 common result of marginalization. Along with such deprivation of resources, marginalized individuals are also excluded from services, programs, and policies. Marginalization needs to be understood in terms of exclusion, both individual and group. Exclusion is sometimes implicit and those that commit it are often unaware that they are doing so.

3.4.2 Socio-culturally Marginalized Learners in a Classroom

For a marginalized child means he/she has been forced to be at the edge or corner of the system such that he/she is not at the centre of anything. Such things can be observed and even experienced by many of us in any school, playground, or any classroom. The children who are not like others in a classroom means those who don't talk like everyone else, those who don't have a similar taste for art or music, those who don't belong to the same culture, those who speak a different language, those who look differently, and those who dress differently are not considered to be a part of the peer group. Such children are often seen to be left alone in a school environment, sometimes even neglected by the teachers, they are the victims of socio-cultural marginalization. Children belonging to the group of people or communities who are subjected to exclusion face the same treatment in school also. They may also feel marginalized because they are poor, considered to be of 'low' social status and viewed as being less human than others. Sometimes, marginalized children are viewed with hostility and fear by their peers. This sense of difference and exclusion among the marginalized child leads to the condition of deprivation where they are not having access to resources and opportunities, lose their ability to assert their rights. They experience a sense of disadvantage and powerlessness against the more powerful and dominant sections of society who own land, are wealthy, better educated and politically powerful. Thus, marginalization is seldom experienced in one sphere. Economic, social, cultural and political factors work together to make certain groups in a society feel marginalized including the children belonging to that group.

3.4.3 Strategies for the Education of Marginalized Learners

Changes are necessary from the elementary level of education, the steps taken for universalization of elementary education in a country like India is the right step towards it. As a result, there is an increase in enrollment suggesting an increased willingness of the parents to support their children's education that can help them to come out of poverty, social isolation, and exploitative situation. The massive increase in the demand for elementary education resulted in the restructuring of the educational policies that advocates for the development of the creation of institutional mechanisms for providing education that can meet the diverse needs and expectations of all children and their parents. Though some 68 GE-ED-31 NSOU major steps have been taken which is visible in the form of improvements in a school environment the process of discrimination against the deprived, disadvantaged, and marginalized children are still continuing. It is mainly because, education in India is historically governed by the interests of elites and the upper class resulting in the exclusion of a large section of children out of its purview and making universalization of education an elusive goal. This process of exclusion can be considered as a denial of distributive justice that reinforces relational injustice, which is characteristic of India's hierarchic society. Most of the people of marginalized group or community are poor and less educated so they fail to negotiate and put forward their demands to the elite class of educators and policymakers. Any progressive society needs to put the poor and marginalized at the centre of the educational process and policymaking units so that such people can be aware of their rights to education. According to Subrahmaian (2003), "Strengthening the voice of the poor and marginalized in education is crucial, not just for effective policy formulation, but is essential to close the gap between intention and practice". So one of the best strategies to secure the education of marginalized learners is to avoid any such educational policies that result in inequalities in educational attainment and outcome. Policymakers must realize the fact that quality related problems in teaching-learning arise more frequently when the equality related issues are not taken care of effectively. Most of the backward areas don't have an adequate number of elementary school, even if they have some it is run by a single teacher and such schools are ill-equipped to address the learning needs of marginalized learners. Under various initiatives like 'Sarva Siksha Mission' large number of schools are being made in remote corners of the country, non-formal schools are upgraded to formal schools for mainstreaming the deprived children. Because of resource constraints, it is essential to correct the policy of inadequate investment and low expenditure to facilitate the holistic development of elementary education. It is also possible to decentralize the educational management, making schools and local authority together responsible for the education of deprived marginalized groups.

3.4.4 Specially Challenged Learners in the Classroom

3.4.4.1 Meaning of specially challenged children:

Not every child is born with similar abilities. In our society, many children are physically disabled like missing limbs, eyesight, hearing, speech, improper mental functioning, and may be other deformations. Over time the stigma and social narrowness associated with such children has reduced and due to social as well as educational reforms, such children are now considered as born with special abilities which are not found in others. Such children face challenges that are very

69 NSOU GE-ED-31 special in a sense as it makes them capable of overcoming situations that a general child cannot even think of. The criticism behind the use of the word 'disable' lies in the notion that it is not the child who is disabled in doing something but the disability lies in the society or environment to support the special need child. Let's take an example, a child using a wheelchair is disabled by the steps or stairs present in the school campus not because the child cannot walk. Here it's the disability of the society to fail to understand the need of the child and act accordingly to give the child a similar experience like all the other children. So, it can be said specially challenged children in a school are those children who have some special needs and requirements to behave and live like any other children, to fulfil these needs and requirements come under the responsibility of the school and society. Some of the major categories of conditions which comes under the terminology of 'specially challenged' children or learner are: Children with locomotor disability. Mildly and moderately hearing impaired. Partially sighted children. Blind. Mentally retarded educable group. Children with multiple handicaps (blind and orthopaedic, hearing impaired and orthopaedic, educable mentally retarded and orthopaedic, visual impaired and mild hearing impaired) 3.4.4.2 Education of specially challenged learners: In the year 1974, the Ministry of Welfare, Government of India under the mission of 'education for all' launched a special educational drive for the specially challenged learners called Integrated Education for Disabled Children (IEDC). The prime aim of the program is to enable such children to face life and society courageously and develop a level of self-confidence so that they can be brought to the mainstream of society with all dignity and equality. This scheme aimed to provide proper educational opportunities and environment to the specially challenged learners in the regular school along with all the other children, it also ensures their achievement and retention throughout the schooling period. Under this scheme, many special schools were made to function in close connection with normal schools. The IEDC scheme provides for a wide range of incentives and interventions for the education of specially challenged children. These include preschool training, counselling for parents, allowances for books and stationery, uniforms, transportation, readers and escorts, hostel facilities, and other assistive tools.

70 GE-ED-31 NSOU The scheme provides one special teacher for every eight children with special abilities, community involvement, and a resource room in a cluster of eight to ten schools. Several voluntary organizations are implementing the scheme in various states. As a result of these, there has been a sharp decline in the dropout rate of such children, the average achievement has improved, the enrollment ratio increased, and participation of specially challenged people in jobs has increased. Though many special schools are also present for such children their enrollment in such schools is not significantly higher than in regular schools. In fact, special schools create some sort of social segregation of specially challenged people so the emphasis is on 'inclusive education'. Inclusive education has the potential to lay the foundation of a more inclusive society where being 'different or special' is accepted, respected and valued. The best way is thus to increase the access of education to specially challenged learners and then bringing the society to get connected with them through inclusive education. As inclusive education brings education to a wide variety of students from all different background to grow side by side under the same classroom. The most essential feature of such inclusive schooling required for the specially challenged learners are given below: Inclusive curriculum: A curriculum common for all, which meets the need of all different kind of learners are called an inclusive curriculum. Such curriculum is based on the principles of equality, equity and social justice, and thus does not involve any element of discrimination based on gender, ethnicity, indigenous group, socio-economic status, and ability or disability. Such a curriculum ensures that every specially challenged learner will have an organized school where there will be enough flexibility and scope to grow and develop. For such a curriculum, it is essential to have a clear and forceful policy on inclusion together with adequate financial assistance, an effective public information effort to combat prejudice and create informed and positive attitudes, an extensive program of orientation and staff training, and the provision of necessary support services. Teaching practices: Inclusive education does not demand any new teaching methods for the specially challenged learners but it expects some modification in the existing practices by the teachers so that learning can take place conveniently among such learners. Some of the popular techniques that are used in inclusive education are group learning, peer mentoring, speaking slowly and clearly so that hearing-impaired children can do lip-reading, using models and charts, and using audio stories. Many suggest cultural contextual learning strategies like folk songs, dance, craft etc. are also very effective in teaching-learning. Language acquisition: The goals of education are the same for all children provided

71 NSOU GE-ED-31 that these goals are balanced and brought in harmony with the individual needs of each child. There are some issues associated with the current curricula like the repetition of topics, excessive exercise, less emphasis on co-curricular activities etc. such areas of content need improvements. In Inclusive curriculum subjects like language is given the highest priority as it is the basis of rest on the pedagogy. It has been seen that children with hearing problem generally need more time to comprehend, for this reason computer-aided learning and visual aided learning are important for language acquisition as an important element of inclusive education. Some curriculum also includes braille as the third language where there is a three language learning policy. Contextual mathematics and science: Subjects like mathematics are more contextual than simple the bookish or textual forms. Problems are more related to the life and society of the children so that especially challenged children with learning difficulties can learn with ease by connecting with the subject. Here also use of information and communication technology is promoted to connect the children with all other children so that they can learn in groups and share experiences. Learning is done in these subjects mostly through activity- based learning. Art, craft, and music: Art, craft, and music are very effective medium of self- expression and communication, so they are given an important place in the curriculum for specially challenged learners. It also includes many other forms like dance, drama, sculpture, carving, puppetry, etc. for self-expression and communication with the world. It also helps in developing self-confidence and self-worth in learners. Art classes use collaborative methods to encourage many students to take up this creative mode of self-expression as their profession in future life. For specially challenged students, art education also acts as a healthy leisure activity. Physical education: This component of the curriculum is essential for those children who have problems with their physical growth, movement, motor skills, mental health, social adjustment. It is well known that most children with physical challenges can play different games or perform physical activities (Dash, 1997) with little to no assistance at all. Such inclusion of physical activities like yoga, sports, swimming, health and hygiene classes help the learners to develop properly with improved attention and concentration. It also has many therapeutic effects on specially challenged learners. Specially challenged children are not different from other children they are an integral part of our society with similar needs and the same potential, it is therefore important to develop a 'school for all' having an inclusive curriculum. The curriculum needs to be balanced in such a way that it is common for all, and yet takes account of the individual

72 GE-ED-31 NSOU needs of all learners. It is also important to take into consideration pedagogical issues. The curriculum should be accessible to all and care should be taken to ensure that specially challenged learners are not segregated from the mainstream by providing them with the equal right and opportunity of an education process. 3.5 Gender as a Social Construct: Gender Roles, Gender Bias, and Educational Practice 3.5.1 Understanding the Concept of Sex and Gender Genetic characteristic and social environment are the two most powerful factors that decide the behaviour of an individual, the same is true for the perception of sex of a person. Though the word 'sex' and 'gender' are often used interchangeably but there is a conceptual difference between the two. Sex is related to one's born characteristic, it is a biological term used for male or female depending upon their sex organs like their genital and hormones. The physiological characteristics which are recommended by medical science like chromosomes, external genitalia, internal genitalia, gonads, hormonal states, and secondary sex characteristics are the criteria based on which we refer someone to be of male or female sex. It cannot be changed completely, male and female are the two extreme ends of sexes but there are some deviants where people may have features of both the sexes and they are referred to as 'transgender'. Human is a social being, sometimes social forces are dominant over the genetic traits and they play an important role to determine one's socio-cultural role. 'Gender' refers to the socially constructed roles, behaviours, attributes, and activities that a given society considers appropriate for men and women. The word 'Gender' originated from the Latin word 'genus', which means 'kind or race'. Gender is a psychological and cultural term referring to one's subjective feelings of maleness and femaleness, it is the reflection of society's evaluation of behaviour as masculine or feminine. For example, it is the society that defines boys are stronger so must get involve in education and occupation to support the family whereas girls are soft and polite so must look after the family at home. Thus to conclude, sex refers to all those aspects, which are biological and is inherent in a person whereas gender is made up by society and culture, and hence, is left to human perception. 3.5.2 Gender Role In a classroom most of the learners, both boys and girls have different beliefs, practices, and behaviour. On exploring closely we will see that they actually represent the beliefs and

73 NSOU GE-ED-31 practices of their family, community, society, and religion. This effect of society is so deep that even their perception about the various roles of both genders are influenced by social beliefs. This process of acquiring gender related behaviours and attitudes through the intervention of society is called gender socialization. It is the gender socialization which decides or in other word imposes the role to be played by the boys and girls in a society. For example, we see that in our society most of the activities are gender-specific like nursing is considered to be a female-only profession, though anyone can do it still hearing of word 'nurse' just create the perception of a female in our mind. It is the perception of the society and people around us that certain activities should be completed only by a particular gender for the reasons that they consider are best. These behaviours and attitudes that are generally considered acceptable, suitable, or desirable for people by society based on their actual or perceived sex are called gender roles. According to Block (1973) "Gender role is a constellation of qualities an individual understands to characterize males and females in his or her culture. These qualities include activities, role relations, social position, personality characteristics and a host of abilities and behaviours". Society expects us to behave according to our assigned sex, like it wants the girls to be polite, caring, nurturing and homely whereas wanting the boys to be strong, risk-taking, hardworking, and vocational in nature. When a person takes or shows any such behaviour and attitude accepted by society it represents the gender role perceived by the person. Generally, most popular cultures and societies accept two basic gender roles - Masculine that means to have the qualities attributed to males and feminine which mean to have qualities attributed to females. There are many different characteristics of gender role which distinguish it from sex: (a) gender roles are not inherited they are learned and perceived behaviour. (b) Gender roles are culture specific it varies from country to country, state to state or society to society. (c) Gender roles are affected by several factors such as age, class, race, ethnicity, religion and ideologies, in addition to the geographical, economic, and political environment. (d) Roles may be complementary or conflicting in nature. 3.5.3 Factors Determining Gender Roles We have already read that heredity does not influence the gender role but other factors like society, culture, and personal choice do affect the gender roles. Now we will discuss some of the major factors that determine one's gender roles. Personal choices: The most important factor that determines one's gender role is

74 GE-ED-31 NSOU their personal choice. Most of the time these personal choices are recognized by society but there are some contradictions too. Sometimes the personal choices are so strong that it supersedes the inherited sex and a person has the masculine attributes despite of being female and a male may prefer to have feminine attributes. Personality traits: Every person has their own distinct personality. Personality traits are multi-dimensional which are developed as a result of the interaction of the person with the social and physical environment. Personality traits determine one's behaviour in the social world and it can decide the person's gender role. Due to their distinct personality, women are often expected to be accommodating and emotional, while men are expected to be self-confident and aggressive. Domestic Behaviours: The family we live in and the community we are connected with gives us some distinct but specific behaviour as they expect it from us such as some people expect that a girl or women in a family will take care of the children, cook, and clean the home, while boys or men take care of finances, work on the car, and do the home repairs. Such family and domestic expectation of behaviours also determine the person's gender role in that particular society. Occupations: Sadly even in most modern societies and cultures still many of the occupations are gender specific. We often assume that teachers and nurses are women and that pilots, police, and firefighters are men. It is due to the social perception of occupation as the determining factor of gender role. Physical Appearance: Gender roles are also determined by one's appearance. Social contact develops the human child with a mental visualization of the appearance of typical men and women. Women are expected to be fair, slim, and graceful with long hair, while men are expected to be dark, tall, and muscular. Men and women are also expected to dress and groom in ways that are stereotypical to their gender like men should wear pants, shirt, and having short hairstyles whereas women should wear sari, salwar, and skirts with make-up. 3.5.4 Gender Bias or Discrimination We learnt that cultures and societies determine the role of various genders but not every gender in their role are treated equally by the society and the people. In a family, we have seen that sons are given priority in everything over the daughters as they are considered to be the future earning member of the family. Such discrimination or bias is seen in education also where boys are sent to the schools and girls are forced to work at

75 NSOU GE-ED-31 home and look after the others. It is not only seen in developing nations only but throughout the world, even in developed nations. Women are considered weak and inferior to men in their education, career, economic advancement, and political influence. So gender bias or discrimination can be defined as an act or action that specifically denies opportunities, job, education, health, security, financial benefits, privileges, and rewards to an individual because of gender.

3.5.5 Major Areas of Gender Bias

Birth preferences: In countries like India, bias against gender starts from the womb itself. Societies over-favouring the masculine gender are causing illegal abortions of female babies. Even in modern days when such practice is considered criminal offence people are still doing such discrimination against girl children.

Fundamental rights: The right to grow, develop, speak, freedom of expression, to live, are considered to be the fundamental rights of anyone but many societies and nation don't consider both genders equally eligible for these rights. Girls often face bias when they claim their fundamental rights, such denials of rights are seen in the form of practices as a preference for sons, early marriage, female genital mutilation, domestic abuse, sexual exploitation, discrimination of skin colour, less food, and less access to education.

Education: Education is one such area where gender bias is much greater than other fields. Girls are often denied an education by their family as they are considered to be the temporary members of the family. Boys are preferred over girls for education as such society consider men as the suitable gender for vocations and capable of earning for the family. So investing in a girl child's education is considered to be a wastage of money.

Employment: Gender inequality can also be seen in the case of employment. Women in India are primarily responsible for childcare and household. A majority of women are found in the vast rural and urban unorganized sector. According to an estimate by the National Commission on Self-Employed women, 94% of the total female workforce operates within this highly exploited sector. Employment in this sector is characterized by low pay and long hours of work. Due to various prevailing social conditions, women lack the opportunity to acquire skills and training, which could facilitate occupational shifts. Since women have to bear the major burden of domestic chores, which is a poor household is time-consuming and labour-intensive, they do not have the time and opportunity to acquire skills and training for better jobs. The organized sector accounts for approximately 10% of the female labour force.

76 GE-ED-31 NSOU Wage: Wage disparity is seen not only in poor nations but also in developed nations. Women are underpaid in most of the professions in comparison to men. From daily workers, construction workers, skilled technician etc. men are always preferred and thus paid significantly higher than women with similar competency. It can be seen in art and talent industries also where men actors are earning much more for the same project in comparison to actresses.

3.5.6 Causes of Gender Bias

Gender bias is not new it has been in our culture from the beginning of the human race but the question is what are the factors responsible for this discrimination? In India, women are treated unequally to their men counterpart in every field whether it is religious, economic, or social affairs. Now we will discuss some of the major causes of gender bias or discrimination in our society and culture.

Poverty: Poverty is the prime cause of gender disparity, it is much visible in poor nations around the world. In a developing nation like India, more than 30% of the population lives below the poverty line and among them, 70% are women. The greater number of women living below the poverty line is due to the absence of freedom, independence, and economic opportunity for women. Women in some groups or societies don't even have the rights of ownership of land, ancestral properties, and credits. They are discriminated in society as they don't have the financial strength to put their demands and rights.

Illiteracy: Literacy is the backbone of any society, it strengthens the values, culture, economy and equality of the society. People who are educationally backwards are exploited everywhere and not given equal status. Thus, illiteracy is also another reason for gender bias because in most nations it has been found that girls' literacy is far behind that of the boys and so the women are not aware of their rights and are subjected to discrimination and injustice.

Lack of job opportunities: On an average still women are less educated than men in most of the region as a result of it their job opportunities are very narrow. Apart from it women have the added responsibilities of taking care of family and children so they don't have the full freedom, abundant time and mobility like the men do so they are less preferred for any kind of jobs. Some jobs still consider women totally unsuitable for it and thus don't even allow women to apply for it, in such way jobs too are the sources of gender bias.

Customs and traditions: In India women are the centres of many social beliefs, customs, and traditions but unfortunately, the majority of them just discriminate against them as a gender. Traditional families give women lower importance and status in their all

77 NSOU GE-ED-31 customs and practices. Women have to stay inside the home, should do all domestic works, have no financial power and are not involved in any decision making process of the family these are some of the oldest traditions in families which are the origin of gender discrimination. Social attitudes: Many social activists and reformers attempted to restore honour and dignity to women, but stereotypical social attitudes still persist in our population. Despite substantial social development and technological advancement, women in our society still continue to be the victims of exploitation, superstition, illiteracy, and social atrocities. The social attitudes that women are housekeepers and should be confined to the four walls of the house is perhaps an important cause of gender disparity. They are not allowed to raise their voice regarding their own rights for the honour of the family. Lack of awareness: People become a victim and subjected to inequality when they are not aware of their capacities, powers, laws, and rights. Especially girls and women are not aware of the social and economic laws protecting them for empowerment. So they accept all form of discrimination that persist in society and families simply due to their ignorance. 3.5.7 Gender and Educational Practices School is a part of society and bear all its characteristics so the unfortunate reality of gender discrimination is also present in the school. Such bias is not going to help in achieving the educational goals. Educational practices and managements like teaching-learning activities, student's interaction, co-curricular activities, school management, and planning are the areas where such gender bias is present. Teaching-learning materials like textbooks sometimes present our societies stereotypes of presenting girls doing homely working and helping mother whereas boys are helping father in occupational works. Similarly, activities like promoting girls in dance and music and involving boys in sports also reflect the gender bias in educational institutes. The teachers need to understand that boys and girls have different needs and gender-specific requirements, teacher must work to fulfil these needs without discriminating between them. Issues do exist with school management system especially which are in remote areas and socio-economically backward regions, they also fail to provide proper separate toilets for different genders and not properly equipped to address the problems of sexual harassments. Most of the schools do not provide a gender responsive environment for effective teaching and learning to take place. In order to have a gender sensitive and neutral school, a holistic approach involving various interventions is required. Some of the intervention packages can include the following elements :

78 GE-ED-31 NSOU (a) Undertaking gender sensitization of parents, community leaders and members, teachers, girls and boys in order to raise their awareness and understanding of the need to support girls' education. A society where women are not literate and empowered will never become progressive and harmonious. (b) Teachers are the important pillar of educational structure and it is essential to give them proper professional training to understand the complexities of dealing with human behaviour and individual differences which includes gender differences also. (c) Since in most society and culture, women are the prime victim of gender inequality so empowering girls with skills for self-confidence, assertiveness, speaking out, decision-making and negotiation will help them to overcome gender-based constraints to their education. (d) Empowering boys with skills to detach from gender oppressive attitudes and practices such as aggression, bullying, and sexual oppression, and to develop the self-confidence needed to accept gender equality positively. (e) Training the school community to manage sexual maturation issues of both girls and boys with particular emphasis on menstruation management, sex education, and birth control. (f) Training teachers in guidance and counselling skills related to gender and social issues. Such guidance will help the students to understand their gender and its role in the society, it will also help the students to overcome any prevailing gender conflicts. (g) Establishing a counselling centre in school with a psychologist in order to provide services for the social and psychological development of girls and boys. Schooling age is the age of maximum social, emotional, and physical development, at this period children develop the perception about their role and identity so it is necessary to help them to develop the proper personality and gender identity. 3.6 Summary Intelligence is the mental energy available to the individual that helps the individual to cope with the environment. Spearman's two-factor theory suggested that there are two factors, one general intelligence 'g' and another special intelligence 's'. He postulated that each particular intellectual ability is a result of one common or general intellectual ability and one or more specific intelligence. Which was later explained in the group factor theory by Thurston. In

79 NSOU GE-ED-31 another theory by Guilford, he lays down a model of structure of intellect involving three interrelated and interacted basic parameters - operations, contents and products for explaining the structure of human intelligence. Later, Gardner rejected the idea of 'factors' and he defines intelligence as a set of multiple abilities, talent, and mental skills. These sets of different skills help the individual to solve problems or create things that are acclaimed by society. He defined seven such sets of intellectual abilities. Intelligence is needed in every aspect of our life, in education, it has special significance as it forms the basis for learning any new skills or behaviour. Intelligent learners are found easy to teach, guide, and motivate. Among the different kinds of children, there are may also be some exceptional children in a classroom who are physically, mentally, and emotionally much ahead of others. Some of such kinds are known as creative and talented learners who are divergent thinkers and always shows novelty in their works. Such children always need extra efforts in their regular curriculum to meet their urge for extra knowledge and challenges. Another kind of learner we have learned about in this unit is the socio-culturally marginalized learners. Children from such groups who are for some reason living in a society that does not affiliate them as a mainstream of their culture belongs to the socio-culturally marginalized learners. They need robust policies and their implementation to overcome the hurdles and discrimination in education. Another type of learners we come across are the specially challenged learners, they are the children with some form of disability. They are not obstructed from education because of their disability but by the disability of the society in failing to bring education to them. Inclusive education with a special focus on contextual curriculum, arts, music, crafts, and physical education can help to make education more meaningful and accessible to them. Lastly, we learned about gender and related issues in connection to education in this unit. Unlike sex which is determined by birth, gender is perceived by the individual from society. Discrimination between the genders is an unfortunate but common practice in everyday life, same is seen in education also where boys are always preferred for education over the girls by their families and societies. For a progressive and harmonious society it is very essential to remove any form of such gender bias or discrimination which has already been started.

3.7 Self-Assessment Questions

1. Define intelligence. Explain Spearman's two-factor theory of intelligence.
2. How Guilford's Model of Intellect is different from Spearman's two-factor theory of intelligence?

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3. What is the importance of intelligence in education? What are the different types of intelligence according to Gardner's theory of multiple intelligence?
4. Who are the exceptional children? What are the important characteristics of talented and creative learners?
5. What are the problems associated with talented and creative learners?
6. What are the educational practices that can be adapted to meet the needs of talented and creative learners?
7. What is marginalization and explain its various forms?
8. How the classrooms can be made suitable for marginalized learners?
9. Who are 'specially challenged' learners? What can be done for the education of specially challenged learners?
10. What is inclusive education and how is it beneficial for specially challenged learners?
11. Differentiate between sex and gender.
12. What are the factors that determine the gender role?
13. What is gender bias and what are its main causes?
14. How gender bias can be overcome through education?

3.8 References

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Module -II PEDAGOGY

Unit-4 Language, Learning and Critical Thinking Structure 4.1 Objectives 4.2 Introduction 4.3 Language, Thought Process, Learning and Critical thinking 4.3.1 Language 4.3.2 Thought process of the learners 4.3.3 Learning and Critical thinking 4.4 Learning Process through Children's Strategies, Social Context and Social Activities 4.4.1 Steps in child's learning process 4.4.2 Strategies of child's learning process 4.4.3 Influence of social and contextual factors on the learning process 4.5 Alternative conception of Learning: Child as a Problem Investigator 4.5.1 Problem solving and scientific investigating 4.5.2 Teacher's role in a problem-solving and scientific investigation 4.6 Summary 4.7 Self-Assessment Questions 4.8 References 4.1

Objectives After completing this unit you will be able to—

Explain the concept and nature of language; Describe the thought process of learners and critical thinking; Explain the children's strategies of learning in social context and activities; Explain the concept of a child's learning through problem-solving; 85

86 GE-ED-31 NSOU Explain the concept of a child's learning through scientific investigation. 4.2 Introduction The growth and development of children is a continuous process and during this journey, they keep gaining experiences through continuous interaction with their environment. We call this process of acquiring knowledge and experience as the process of learning. In this unit, we shall try to understand the role of language in the learning process of children and how children develop the skills of cognition and thinking. The ability to think is the basis of learning and it is not a single-layered step, it happens at different levels. Thinking has many different styles or kinds. In this unit, we shall especially focus on the critical thinking ability of the children. Critical thinking gives the ability to see the problem or obstacle from multiple directions and helps in logically solving it with the most efficiency. The complete learning process of the children is very much contextual, it depends on their culture and society to a great extent. This unit will help us to understand how the nature and social environment help in fostering the problem-solving nature of the children. Teachers, parents, peers, and friends also play an important role in the learning process of children. So learning is a complex process that is multi-dimensional but could be transferred from one person to another, if the physical, emotional, and social environment is conducive for it. 4.3 Language, Thought Process, Learning and Critical thinking 4.3.1 Language Language and its nature: All living organisms can develop a mechanism to communicate with each other, it may be in the form of sound, sign, color, light, and gesture. The most structured form of such communication is seen among humans and it is known as 'language'. Human languages are unique among the other animals as it is not dependent on a single mode of transmission like sound or sight. Most of the human languages have a written script and these languages are highly subjected to culture, locality, and era. Human languages are learned right from the birth of the child, which may be as simple as the cry and movements of hand by the child that becomes way more sophisticated in the form of complex verbal and non-verbal modes with the growth and development of the child. The nature and importance of learning a language is a complex process of investigation, collaboration, sharing, and discovery facilitated by language. Languages are composed of interrelated and rule-governed symbol systems making them a unique but social means of representation, exploration, and communication. Language is also an identity of an individual

87 NSOU GE-ED-31 and gives a distinguishing feature to their culture. It is important for forming interpersonal relationships, understanding social situations, transmitting knowledge and experience. Language forms the base of a formidable democratic society by directing the thought and action of its participants towards harmonious living. Language acquisition and development: Children initially learn the language at their home and later other social agents play an important role in it. Language learning is a continuous process and it goes in conjunction with the overall development of a child. Children come to school with many different languages as their mother tongue. It is important to respect their languages. Educational institutes must reinforce upon their first language as the skills learned during it will help them to acquire the second language very easily. In their early years, children develop language informally. Long before they understand explicit language rules and conventions, they reproduce and use language to construct and convey new meaning in unique ways. Later, language learning occurs in specific contexts for specific purposes, such as learning about a particular topic, participating in the community, and pursuing works and leisure activities. Language learning is a shared responsibility: Learning of language never happens in isolation, it is multi-dimensional in nature which needs the participation of many people and social institutions. Every child and student can learn languages but the responsibility must be shared among the family, teachers, peers, and even community. It is a common observation that children face difficulty in learning a second language more than their first language (mother tongue), the reason is the lack of sharing of the responsibility. The less participation of family and community sometimes makes it difficult for the learners to acquire the second language easily. Though there may be an exception in some cases where the family of the learner is well versed in the second language and participates in the process of learning through communicating with the learner. Students require ongoing opportunities to use language in its many forms. Opportunities to learn a language occur first at home and are extended as children move into the larger community. Schools provide environments where students continue to develop language knowledge, skills, and strategies to achieve personal, social, and academic goals. Teachers are the most crucial link in this chain of shared responsibility where they help in polishing their language skills through providing the proper grammatical base of the language and by making them known to its proper form and function. They help students develop and apply strategies for comprehending, composing, and responding in a variety of situations. Important parts of language learning: Language learning not only helps the learners to communicate correctly and effectively but also helps in improving the arts of language.

88 GE-ED-31 NSOU The art of all languages has five different parts: (i) listening and speaking, (ii) reading and writing, and (iii) representating. Development of the art of language helps the learners to participate most effectively in social responsibilities, communication, and personal satisfaction. (a) Listening & Speaking : An oral form of language is the fundamental form of language of the human being. It is the easiest way of sharing thoughts, feelings, opinions, support, protest, information, etc. Listening and speaking enable the learners to share concepts, ideas, and understanding about the other topics too. The knowledge domain gets enriched due to the contribution of the learners through the oral form of language as it carries the community's values, traditions, beliefs, and culture. Listening helps the learners to compile all the information from different resources and speaking helps them to solve problems and achieve the goals. To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language abilities. They are benefited from many opportunities to listen and speak both informally and formally for a variety of purposes. (b) Reading and writing : Reading and writing are the more formal and permanent parts of the language. It not only helps in communicating and learning but also helps in preserving the learning. Reading and writing help learners to extend their knowledge, improve their understanding, and personal satisfaction. Reading is one of the essential steps of learning, it is a habit that needs proper support and should sustain lifelong only then the real goal of learning and development can be achieved. By developing proper reading skills and strategies learners can construct a meaningful interpretation of the written text and understand the problems so that they can direct the action toward its solution. Writing enables students to explore, shape, and clarify their thoughts, and to communicate with others. By using effective writing strategies, students construct and refine ideas, compose and revise with increasing confidence and skill. (c) Viewing and representing : This part of the language learning helps the learners to understand how the information, ideas, values, or experiences are being conveyed in visual forms. Visual media like television, computer, mobile, e-tablets, films, diagrams, maps, symbols, photographs, videos, paintings, etc. are the source of presenting and viewing the language. It is the approach that helps the learner to widen their knowledge and skills to the masses. Many of the comprehension processes involved in reading are viewing, which may not be just from the books or prints but also from all other resources too.

89 NSOU GE-ED-31 4.3.2 Thought process of the learners Thinking is a higher cognitive ability generally seen in higher level vertebrates, especially in humans thinking is mostly covert. All the daydreams, imagination, creative thoughts, problem understanding, problem-solving, wishes, reading, writing, and decision-making involve the process of thinking. Learning and developing thinking skills help an individual to comprehend the information and organize it, to connect the links and lots of ideas, make plans, investigate, and ask questions. Thinking makes us very unique beings who have morality and values. Ross defined thinking as, "Thinking is a cognitive aspect of mental activity with regard to psychological aspects". Thinking is of different forms - creative thinking, reflective thinking, critical thinking, concrete thinking, abstract thinking, or divergent thinking. Creative thinking is the ability to generate novel ideas and thoughts by breaking through the old theories, principles, and ideas. Reflective thinking is the ability to solve complex problems, thus it requires reorganization of all the relevant experiences to a situation or removing obstacles instead of relating with those experiences or ideas.

Critical thinking refers to the ability of careful evaluation of the situation to determine the authenticity, value, accuracy, and validity. It helps in careful observation of the situation to conclude without strictly breaking down the information but rather taking them as a whole. Concrete thinking is the ability to consider concepts, make generalizations, and think philosophically. Concrete thinking is a necessary first step in understanding abstract ideas. First, we observe and consider what our experiences are telling us, and then we can generalize. Abstract thinking is opposite of concrete thinking; it is the ability to think in a generalized manner then relate it to other items, ideas, events, and experiences. Divergent thinking is the ability to generate multiple solutions for a given situation or problem then use logic, facts, and knowledge to find the most appropriate solution for it. It is very essential in pedagogy to teach the learners about the process of thinking and to develop the appropriate thinking style. Teaching thinking means teaching creative thinking, reflective thinking, critical thinking, concrete thinking, abstract thinking, or divergent thinking skills to enhance teaching and learning activities. Waters (2006) explained that for language learning, the thinking process is very important. Learning occurs when an individual builds new knowledge and experiences on the older one by connecting them in their mind using the process of thinking. The thinking process of learners could be explained using the Bloom's taxonomy. It explains the learning objectives of the learners in three domains - cognitive, affective, and sensory. Thinking is the cognitive process, therefore the cognitive domain of Bloom's taxonomy explains the learning of the learners at different levels. Let us 90 GE-ED-31 NSOU now see the level at which the thinking process of the learner happens. Knowledge: Knowledge involves recognizing or remembering facts, terms, basic concepts, or answers without necessarily understanding what they mean. This step provides the resources for the learner to start thinking, they get the direction to think and goals to achieve. Comprehension: Comprehension is the step where the learner understands the facts and ideas by organizing, summarizing, translating, generalizing, giving descriptions, and stating the main ideas, these processes are the result of thinking. Application: Utilization of the acquired knowledge and understanding results in proper application of it. It happens through solving problems in new situations by applying acquired knowledge, facts, techniques, and rules. For that, the learner should be able to think about how to use prior knowledge to solve problems, identify connections, and relate them through the mental process. Analysis: At this level, the learner through the cognitive skill of thinking examines and breaks down the information into small chunks, investigates the parts separately then relates them to others, makes inferences, and tries to generalize through evidences. Synthesis: This step includes the use of thought processes for the skillful organization of discrete information into a single piece of meaningful result. Evaluation: At the last step of the thought process the learners make a judgment about the right and wrong, bad and good. It helps them to set criteria for their work based on its quality.

4.3.3 Learning and Critical thinking The nature of learning is as extensive as the entire life of a human. Learning depends on the inborn responses of an individual and it is a lifelong process that starts from the cradle and ends in the grave. Often people associate learning with all those activities which an individual learns in professional institutions like school, graduate college, medical college, technical institution, or vocational centers. It is a very wrong conception of learning that, learning is merely the process of acquiring skills by the learner which is needed to cope with one's environment. Psychologists consider learning as a cognitive process thus it has a close association with cognition and its element like thinking. Some of the popular definitions of learning process are given below:

Woodbirth - "the process of acquiring new knowledge and new responses is the process of learning."

91 NSOU GE-ED-31 Skinner - "Learning is the process of progressive behavior adaption." Crown bank - "Learning is shown by a change in the behavior as a result of experience."

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Crow & Crow - "Learning is the acquisition of habits, knowledge, and attitudes."

The process of adapting to the environment by a learner helps in gaining experiences, such experiences bring modification in the behavior. Learning is based on the collective interaction of all such experiences of the learner. Two factors are included in the process of learning - maturity, and the ability to take advantage of earlier experiences. For example, if a child is playing on the floor and sees an ant then out of curiosity the baby will try to touch it. If the child gets bitten by the ant then from next time due to the experience gained the child will learn to avoid coming in contact with such an ant or insect of a similar kind. Thus, Learning is the progressive change in behavior by the earlier experiences. Based on this, we can say that learning is education. Learning and Education, both indicate the same process. Both activities go on forever and everywhere in life. The child grows toward maturity, taking the advantage of his experiences. In this entire process of learning 'thinking' or thought process goes side by side. Both thinking and learning being the cognitive process complement to each other in the growth and development of a child. Critical thinking is arguably the most essential part or kind of thinking which is always desired among the learners for truly achieving the goals of pedagogy. Critical thinking is the ability to think rationally using all cognitive skills or strategies which may increase the chances for a desirable outcome. Though in pieces of literature there is no single definition of critical thinking, it is often considered as the mystified concept in educational psychology. Some psychologists consider critical thinking uses a metacognitive ability of the learner where they use the self-awareness and understanding of their own thought process to solve problems, make inferences, taking decisions, and sharpen the skills to connect the dots of information. Development of the thinking skills in the learners usually occurs at two levels - a higher level of critical thinking skills and a lower level of thinking skills. A higher level of thinking skills involve meaningful learning which require judgment, analysis, and synthesis. Moreover, higher-order thinking skills are reflective, sensitive to the context, and self-monitored. The thinking at the higher level is judgmental in nature and thus it becomes more complex but equally credible and multifaceted. It occurs in steps by combining many small pieces of information a big picture is created which means problems are solved by carefully observing and understanding each of its constituents. Lower level thinking skill is memorizing, rote

92 GE-ED-31 NSOU learning, and casual learning, which is unreflective and inapplicable. It does not help the learners to develop creative thinking skills. On the contrary, meaningful learning helps the learners to develop critical and creative thinking skills to solve any problems in their practical life. As critical thinking is multi-dimensional in nature one cannot ignore the social and democratic aspects of creative thinking. How a person will think and learn depends largely on their cultural and social context. A learner living in rural areas may not have the level of thinking to understand and comprehend the knowledge related to modern urban architecture. Similarly, learners from rich and urban societies will lack the ability to realize the sophistication of rural art and craft as they are not linked to that grass-root level of cultural participation. This contextual linkage and cultural background define the type of problem faced by the learners, resource availability to find its solution and cognition skills. Pedagogy aims to teach learners how to think critically and teachers should encourage it. The teaching of critical thinking can be of two types: (1) the teaching of critical thinking refers to teaching students trainable and assessable reasoning skills and processes, and (2) the teaching of critical thinking means teaching students those trainable and assessable reasoning skills as well as cultivating in them the dispositions and awareness associated with critical thinking. Engaging students actively in critical thinking processes through the effective use of teacher questions, discussion, and reflection in a context that supports critical thinking and values inquiry, and teachers' practicing of critical thinking skills, attitudes, and explicit explanations of the significance of critical thinking could help students to develop both the critical thinking skills and associated critical attitudes. Such skills could be developed in the learners through various activities and tasks like: (a) Debate and group discussions: Debate and discussions within a group are the healthy way of exploring the solution of any problem. It helps in targeting a problem from multiple angles and finding the most effective as well as an efficient solution. Practicing discussion sessions among the learners in a classroom helps in sharing thoughts and ideas which leads to a collective thought process. In such a process, the gaps in the thinking of an individual are filled by the ideas of others and this improves the thinking skills of the entire group. (b) Project-based tasks: Cognition should not be limited to individuals but should be shared among them so that learners can define the problem and find the solution with the cooperation of others. Project-based teaching-learning provides such an opportunity in the

93 NSOU GE-ED-31 classroom for every learner, especially it is beneficial for those who are at the lower level of critical thinking. It helps in the transition of those learners who have never gone above the memorization of the information to the level where they can learn the skill of analysis and synthesis in collaboration with those who are well skilled in a higher level of critical thinking. (c) Activity-based learning: This is a method of teaching-learning that is quickly gaining popularity among the educational administrators, institutes, planners, teachers, and learners. The main reason behind it is the ability to indulge all the participants involved actively in the process of learning through discovery and self-guidance. A teacher just acts as the facilitator of the learning where the main part of the teacher is to provide the problem then allow the learners to get actively involved with it by exploring the problem, trying different possible solutions, using metacognition to assess the progress and drawbacks. All such activities develop the skill of reasoning, judgment, analysis, and synthesis.

4.4 Learning Process through Children's Strategies, Social Context and Social Activities

4.4.1 Steps in child's learning process

The process of learning is a life-long process as we have already discussed but at certain stages of life, it has greater importance than the other stages. During childhood and adolescence when the individual goes through a drastic cognitive and affective development the formal system of learning is needed. Such a formal system to guide the learning process is known as education. According to Peel, "Learning is a change in a person which, happens according to the changes in his environment." Based on different literature one can enlist the following characteristics of the learning process - (a) By learning, permanent and temporary, both types of changes come in a person. (b) Learning is universal in nature, every individual wherever they keep on learning in every moment. Though the amount of learning and what they are learning may be different. (c) Learning is possible by social and biological adjustments or conscious purposes. (d) Learning can produce both types of behaviors - socially desirable or undesirable in a person. (e) Learning may be faulty and undesirable sometimes. What a person is learning may not be considered suitable for individual or society. (f) The development of the child occurs during the process of learning. The contribution of learning in the total development of the child is so important, hence, learning becomes the synonym of development. (g) Adjustment with the surroundings is another important characteristic of the learning

94 GE-ED-31 NSOU process. It helps us to survive, thus survival of human depends on their learning abilities. (h) Learning is purposive in nature. The goal of learning could be attained by purpose only. Purpose decides the aim of learning and provides the direction to the responses. (i) Learning leads to developing new skills, abilities, motivation, and ideas. This sometimes helps learners to use the resources for creating new products which makes the learning process a creative behavior in nature. (j) A person can use the same skills and solutions of the problem from other similar problems, which is learned in some other situations. Thus, learning is transferable in nature. These entire characteristics make learning a process that was implemented in all educational institutes. The process of learning always happens in steps, not in any abrupt fashion. Learning needs proper strategic steps to make the process more efficient and effective otherwise it will never meet the goals of learning and complete development of the children. These steps are dependent on children and the environment of the learning. Some of the important steps are discussed here. The first step is the motivation of the child. Motivation is the urge of the learner to achieve the goal for self-satisfaction. Motivation is originated in a person to fulfill his/her need, which has its purpose, being inspired with the purpose, he/she becomes active. Every action and behavior of a person has its own purpose, that means the action is purposeful, this makes purpose the second step of the learning process. The next strategic step is the complication that arises during the process of learning. On confronting the complication, the learner modifies the behavior and the process of modification comes with experience. Such experience leads to the development of new skills under the process of learning. The next step is the generation of multiple responses for the achievement of the purpose and goal. Learner repeats the successful response in the process of learning which brings the reinforcement. Reinforcement is an important step of learning which helps in the unification of all earlier knowledge of new successful responses connected to different activities. Such experiences built on older ones become part of the learner's knowledge. These are the strategic steps upon which the entire process of learning happens. 4.4.2 Strategies of child's learning process Strategies of learning are suitable for facilitating effective and comprehensive learning. Let us know how to study and achieve the learning objectives. Some of the most effective and popular learning strategies are discussed here : (a) Whole vs. part learning: Two most popular strategies used for the child's learning are learning the entire content as a whole or learning it in parts. Though it depends

95 NSOU GE-ED-31 largely upon the mental age, growth, development of the child, and complexities of the content. Learning the content as a whole is effective when the content is short and not very difficult to comprehend, also the learner is motivated enough to learn it. In the case of complex and less organized content, the best strategy is to learn the content in part then generalize the findings by connecting them to draw the complete picture of it. Such a strategy is suitable for young learners and those who are slow in progress. (b) Mediating learning strategy: This is a modified strategy over learning the 'whole' content. 'Whole learning' is good to follow when the learning content is easy and short. In case the content has some complex parts or difficult words then for children it will be very difficult to learn the entire content as a 'whole'. In such a scenario mediating strategy comes as a savior where the learner learns the difficult words or parts first then reads the entire content as a whole. It makes learning much more effective and fruitful. Learners neither lose interest nor the meaning of learning the content, it makes learning much more intensive and inclusive than the whole learning strategy. (c) Spaced learning vs. unspaced learning strategy: Spaced learning strategy refers to the method where the entire learning task is divided into several parts each separated by a certain period of time. Whereas in unspaced learning the entire learning content or task is completed in a specified period of time. A shorter and spaced learning strategy is good for younger children as it keeps their attention and motivation level high which makes them understand the content well. For highly organized and involving content one can use the unspaced learning but it always needs children who are bright with a high level of motivation. (d) Recitation strategy: It is a very popular strategy but very primitive and often criticized for lacking novelty. In this method, the same behavior of learning content is repeated over and over till the child retains it permanently in memory. This is very basic in nature of learning; it does not develop a deep understanding of the content. Such methods are often used for very small kids to learn language content and basic day-to-day tasks. (e) Memory system: Memory is often considered as a method of storing information or knowledge and then recalling it at the time of need. It also involves the processing of the stored information or knowledge to use it according to the new situation. It involves three basic steps - recall, recognition, and re-learning. This process is very similar to computers but human memory systems are not very fast as computers and can do limited processing of information through human memory systems are

96 GE-ED-31 NSOU much more fascinating than the computers which lack affective aspects of the human system. The memory system can be trained to make the learning process very fast and resource saving. For example, while learning the colors by a child instead of just reciting the different colors it is much easier to train the child's memory by connecting the color of familiar fruits with the colors he is learning. This training of memory buys association, recalling, recognition and re-learning makes the entire learning process easy and efficient.

4.4.3 Influence of social and contextual factors on the learning process

In a broader sense, learning is also a part of child's growth and development, this process starts right from the womb of the mother. Environmental factors like the mother's mental state, emotional state, physical health, care of family and society greatly influence the growth, development, and process of learning of the child. Environmental factors like culture, society, religion, family, friends, teachers, etc. remain the major influencing element of the learning process of a child. These contextual factors may affect the child's behavior and learning process in a supportive way as well as adversely, it all depends on how favorable the factors are for the child. The interaction time and conditions with the environmental factors decide the degree of support to the child's learning process and at this point, it also allows the educators and parents to develop a favorable learning environment for the child. It is the environmental factors that bring maturity in the child with age through the process of learning, so learning and maturity go side by side. Maturity has a great effect on the process of learning. Maturity means physical development. Mental ability also develops along with physical development. There are changes in the behavior of humans as a result of this development. The behavioral change happens due to maturity and learning. The process of learning goes throughout the life. In this way the development of the human being takes place. Maturity is also a continuous process of development. Maturity means that children become capable of doing something at a certain age which they were not able to do earlier. Maturity and the process of learning are closely related. As the body of the child grows towards maturity, he/she begins to use the powers within, and his/her behavior keeps on changing. For this change, physical, motor, and mental maturity are needed but it happens under the influence of various environmental factors. Maturity is needed for learning but the contextual factors of the individual always accompany it from womb to death. In order to learn the skill which requires physical and mental maturity, forcing someone to learn it early and out of context is not beneficial. Hence, it is harmful to force the child to learn, read, and get knowledge

97 NSOU GE-ED-31 of any subject. Learning under immaturity harms the child. It affects the physical health of the child as well. Coming back to the social factors, surrounding of the child - home, school, locality, family conditions like the number of members, available space at home, lighting conditions, cleanliness, noise level, availability of resources and comforts all are very crucial in affecting the learning process. At home, the family members, especially the parents, must support the learning. Parents care, freedom, support in academics, rewards always promote the learning process as it gives the learner the motivation in learning. In contrast, punishments and isolations in the home by the parents may make the learning process of the child very slow. Sometimes the adverse home environment may lead to the learning of socially undesirable behavior. Consider a society where the majority of the people live in poverty. In such an environment expecting a child to get a chance to learn or complete his learning is nothing less than a dream. In such a society, children are forced by the circumstances to start working from a very tender age to earn for their family. They hardly get time or opportunity to enroll in any formal educational institution. In a family, there is no one to support the extra expenses of their learning, nor do they get guidance from illiterate parents. Conservative societies also don't allow the girls to go to schools so they never get a chance to learn through the modern formal learning process, though very few of them at least learn some of the vocational works at home as a traditional occupation. Cultural background and social expectations also regulate the learning process. The spirit of the culture is reflected in the various social and educational institutions. The culture of the child has some demands and it determines the learning process. A society that has industry in its culture always motivates the children to learn the various tool making, technical aspects, industrial skills, and management at every early stage of the learning process. Similarly, agricultural societies focus on developing those skills in the children which will be beneficial for promoting agricultural practices. The philosophical elements of culture also influence the process of child learning. A child in a democratic culture tends to acquire democratic values and attitudes. An aristocratic or dictatorial culture promotes learning of autocratic modes of thought and behavior. Peers, friends, and teachers are other important elements of the environment that directs the flow of the learning process. The teacher is an important constituent of the teaching-learning process; Learning is facilitated and guided under the skillful methods of the teacher. The way the teacher teaches and manages the students affects their learning. An authoritarian teacher will create aggression and hostility among students while a democratic teacher will create a participatory climate for learning. The democratic environment

98 GE-ED-31 NSOU leads students to be constructive, thoughtful, and cooperative in behavior. Generally, students learn better in a democratic setup because they like democratic procedures. In such methods teachers are not the masters or instructors, they simply make the learning process of the learner easier and joyful. The teacher does not dominate the process; they can get better results by decentralizing authority, increasing the independence of students. Such methods involve encouraging students to participate in learning activities in and outside the classroom. Teachers must promote active learning in such cases where active interaction with peers and friends in and outside the classroom is also required. The relationship of the learners with peers and friends in the classroom, school, society, etc., creates a particular type of emotional climate conducive to proper learning. Such climate solely depends upon their cooperative and friendly relationship. A sound relationship provides a tension-free environment for the student to learn and to compete in the class. Peer learning should be included in the learning process as it is much more interesting for the learner. Free discussion and group tasks with friends encourage the learners to analyze the problem from a different angle and find out the solution. Free interaction of learners, peers, and teachers should also be practiced regularly. If any misunderstanding is created or arises it should be immediately clarified to maintain the healthy climate and cordial relationship among the peers and productive nature of the classroom.

4.5 Alternative Conception of Learning: Child as a Problem Investigator Children are natural problem solvers, eager to make sense of their world. Supportive adults and stimulating environments can help them develop this important skill.

4.5.1 Problem-solving and scientific investigation Problem-solving is the fundamental way of a child's learning. It is a part of everyday life and used to get the answer to everyday issues. It must be valued, promoted, and involved in everyday classroom practices. The child gets the opportunity to solve the problem in his or her daily life on different contextual grounds. Some problems are easy and take little time whereas some take much more time to solve as they are complex. Children look for alternative solutions if they do not get the right kind of resources to solve the problem at hand. In the case of solving any type of problem, the child's thinking becomes directed and focused. They try to use all their sources, both internal (like self-efficacy, grit, intrinsic motivation) and external like support and help of others to arrive at the right and appropriate decision. By observing the child closely, teachers can use the

99 NSOU GE-ED-31 child's social, cognitive, and emotional experiences to facilitate problem-solving and promote strategies useful in the life-long process of learning. Problem-solving is the thinking that is goal-directed. Our everyday activity is goal-directed. Problem-solving does not always mean solving some complex numerical or some very difficult hurdle or some obstacle that a person faces but it could be any simple activity that children do to reach their goals. Thus, there are two ends between which the learning happens in case of problem-solving, one is the problem itself another end is the goal and there are several steps and mental operations with which these two are connected or reached. The learning actually happens through the experience gained in connecting these two ends. Let's now see the steps (mental operation) through which the connection of these two ends happens. The first step is the (a) Identification of the problem: In this step, the learner confronts the problem and develops an initial understanding of the problem. It is essential to estimate the gravity of the problem at this stage. Then it is the (b) Representation of the problem: Where the learner should break the problem into parts to understand different approaches required to find the possible solution of it. Next comes the (c) Planning: Here the learner looks for all the resources necessary to attack the problem from a different angle. (d) Evaluation of solutions: At this stage, the learner takes suggestions and views from others, uses his or her past experiences, and looks for similar situations to decide about the most efficient method for solving the problem. Then follows the (e) Execution of the most suitable and effective solution: Which will meet all the criteria of achieving the goal. The learner then (g) Evaluates the outcome: Where the learner analyzes the goal achieved. If there still remain many untouched areas or the goal is only partially reached then at the final stage of problem-solving the learner (h) Rethink and redefine the problem: As well as the entire steps which have been followed. This helps them to find out the loopholes and corrections needed so that in the subsequent attempts the problem could be solved completely to achieve the goal hundred percent. The steps followed in problem-solving are scientific in nature. These steps are very similar to steps followed during a scientific investigation. Scientific investigation is a part of problem solving and children learn by investigating the world around them. Children learn by using their senses to investigate the world around them. Through investigation, children learn how things work, what things do, and why things happen. Children also learn how to keep themselves safe through investigation. For example, a child burning a piece of paper through observation may draw the inference that fire could burn them too and will cause a painful blister if they stand too close to a fire. Through investigation, children learn about living things, such as how fish swim in water, how a frog jumps, or how plants and

100 GE-ED-31 NSOU flowers grow. The natural curiosity of the children, problem-solving tendency, and investigating nature should be used by the teacher to improve their learning process. 4.5.2 Teacher's role in problem-solving and scientific investigation The range of teaching-learning activities in the classroom runs from memorization and repetition all the way to solving problems and thinking creatively. The role of the teacher in a classroom is to look for all such possible methods to model the problem and facilitate the classroom environment conducive to problem-solving. When teachers articulate the problem or situations they (the learners) have faced and discuss the different steps to solve it the children become more aware of the process and significance of problem-solving. The teacher can use blocks, models, and other objects to teach different subjects, which taps into children's fine motor skills and their visual understanding. The teacher should invite children to talk about (or write about) ideas and processes in the concerned subjects, which links their verbal thinking to an understanding of the different concepts. The teacher's role is two-fold in nature. The teacher should value the process of problem-solving and must encourage the students with trust. Secondly, the teacher must promote an environment in the classroom that is conducive to the problem-solving practices by the children. The teacher must include the development of communicative skills, cooperative learning, and ideational behavior in the problem-solving learning process. Such a curriculum of teaching-learning must have clearly defined goals and deeply rooted values in it. For the classroom to be fully inclusive, the teacher needs to make sure that the curriculum is accessible to and relevant for all children in terms of what is being taught (content), how it is taught, how the children learn best (process), and how it relates to the environment in which the children are living and learning. Children need lots of opportunities to learn through investigation. They often rely on the adults around them to provide these opportunities. The teacher plays the most important role to provide all such opportunities which not only motivate the children but also protect them from any possible danger or adversaries. There are many learning opportunities for children when investigating and exploring the natural world. There are many places which a teacher can take children to learn about the natural environment and to develop the children's curiosity. Children are naturally curious, so it is very important to think about keeping them safe and out of danger when teachers take them out on visits. Thus, the teacher is not just their guide but also their guardian. Some children have lots of opportunities to explore the local environment, but children who live in crowded cities may not have open space near to where they live. In such a case, the teacher should take them on an excursion where every child can get the opportunity to learn from nature through investigation. This

101 NSOU GE-ED-31 role in the process of learning is not only applicable for learning nature and natural science but also in learning literature, history, art, and music. Investigating and handling objects is a very good way to learn about different subjects. This can be a great opportunity for children to examine objects using all of their senses. Problem-solving and the use of scientific investigation methods let the children choose the pace and design their own learning process where they can explore all possibilities and get the most appropriate solution. Such an approach of learning among the children is effective and makes the learning as well as teaching a very satisfying and interesting activity in a classroom. 4.6 Summary Language is essential not only for communication but also required for the proper development of a child. Language acquisition is a very important step of learning and it helps in the process of learning all other behaviors. Learning of language happens due to the active participation of different agencies of societies. Teachers, parents, family members, school, culture, and religion facilitate the learning process of the children. Language helps in developing cognition and 'thinking' is one of the primes of these. Development of thinking skills and abilities occurs in many different steps and children must be properly guided through all these steps to achieve the goals of learning. Children may have different thinking styles like creative thinking, reflective thinking, critical thinking, concrete thinking, abstract thinking, and divergent thinking. Critical thinking is very crucial among the others, it has two levels - higher level and lower level of critical thinking. Both the levels have different requirements in the process of learning of the child. Society and culture are two important environmental factors that affect the critical thinking and thus the learning process of the children. Children use the thinking skill in close association to the environment for solving the problems with which they are confronted in daily life. Children are natural investigators, they observe nature, identify the problem, plan the solution, execute the plans, find the solution, re-analyze it, and modify the process. Thus, the learning process is complex with multiple dimensions and it is essential to understand each of the dimensions carefully to utilize the available resources for efficiently meeting the goals of pedagogy. 4.7 Self-Assessment Questions 1. What is the nature of language? Why is learning a language important? 2. Describe the different important parts of language? 3. What is thinking? What are the different forms of thinking?

102 GE-ED-31 NSOU 4. What are the steps involved in the thought process of the learners? 5. Why is critical thinking important in learning? 6. How critical thinking could be fostered among the learners? 7. What is the nature of learning? What are its characteristics? 8. Describe the steps of the learning process. Explain some of the important strategies of learning. 9. How context and society could influence the learning process of a child? 10. What is the importance of family in the learning process of a child? 11. How can a teacher help in promoting a problem-solving environment in the classroom? 4.8 References Atkinson, D. (1997). A critical approach to critical thinking in TESOL. *TESOL Quarterly*, 31(1), 71-94. Bloom, B. (1984). *Taxonomy of educational objectives*. Longman. Dewey, J. (1933). *How we think*. Boston: D.C. Heath and Company. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press. Ellis, R. (2006). The methodology of task-based teaching. *Asian EFL Journal*, 8 (3), 19-45. Gilhooly, K. (1998). Working strategies and reasoning tasks. In Robert H., & Kenneth. J. Gilhooly (Eds.). *Working memory and thinking*. London: Psychology Press Ltd. A member of the Taylor & Francis group. Halpern, D. F. (2007). The Nature and Nurture of Critical Thinking: In Robert J. Sternberg, Henry L. Roediger III, & Diane F. Halpern (Eds.). *Critical Thinking in Psychology* (pp. 1-14). Cambridge: Cambridge University Press. Nagaraju, M. T. V. (2008). *Psychology of Learning and Instruction*. Delhi: Manglam Publications. Roggiero, R. V. (1988). *Teaching Thinking across the Curriculum*. New York: Harper & Row, Publisher, Inc. Stroupe, R. R. (2006). Integrating Critical Thinking Throughout ESL curricula. *TESL Reporter*, 39 (2), 42-61. Vygotsky, L. S. (1978). *Mind in society: The development of higher order psychological process* (Eds.), Michael Cole, Versa John-Steiner, Sylvia Scribner & Ellen Souberman. Cambridge: Harvard University Press. Waters, A. (2006). Thinking and language learning. *ELT Journal*, 60 (4), 319-327.

103 NSOU GE-ED-31 Unit-5 Learning and Teaching Structure 5.1 Objectives 5.2 Introduction 5.3 Teaching 5.3.1 Concept of Teaching 5.3.2 Nature of Teaching 5.3.3 Functions of Teaching 5.3.4 Types of Teaching Methods 5.3.5 Significance of Teaching 5.4 Factors Contributing to Teaching-Learning: Personal (Cognition, Emotion, and Motivation) and Environmental 5.4.1 Intelligence 5.4.2 Emotion 5.4.3 Motivation 5.4.4 Environment 5.5 Teaching-Learning Materials: Textbooks, Multimedia, Multilingual Resources for Classroom use, and Remedial Teaching 5.5.1 Concept of Teaching-Learning Materials (TLM) 5.5.2 Textbook 5.5.3 Multimedia 5.5.4 Multilingual Resources of the Classroom 5.5.5 Remedial Teaching 5.6 Summary 5.7 Self-Assessment Questions 5.8 References 103

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Objectives After completing this unit you will be able to— Explain the concept of

teaching; Describe the nature of teaching; Describe the function of teaching; Explain the types and significance of teaching; Describe the factors contributing to teaching and learning; Describe the concept of teaching-learning materials; Describe concepts and different types of teaching-learning materials. 5.2 Introduction Teaching-learning is the interlinked or mutually connected event and considered as the heart of all educational events. Through teaching knowledge, skills, experiences, and culture are being transferred from one generation to the another. This unit will explore all the aspects of teaching including its concept, dual nature as 'arts' and 'science', three-factor functioning, its types, and significance. Teaching-learning is aimed at the development of the learners into a complete personality. For the complete development of the individual, the role of personal factors and environment are vital as they affect the teaching and learning process. We will explore a few of such factors like intelligence, motivation, emotions, and environment (social environment) in this unit. It is very essential for the teacher to meet the objectives of the teaching-learning at the end of the present session, it is very difficult for them to achieve it even if they know the entire curriculum and have a long experience unless their practice in the classroom is supported by the aiding materials called the teaching- learning materials (TLM). TLM is discussed in detail in this unit to explain how various different types of TLM help in making the process of learning interesting, joyful, effective, meaningful, and satisfactory for the learners as well as for the teachers. 5.3 Teaching 5.3.1 Concept of Teaching Learning is the ability that makes humans distinct from all other living beings. Learning

105 NSOU GE-ED-31 exists in other living beings too but in the humans, learning process and the abilities to acquire knowledge are extreme. The main reason behind it is our highly developed intellect and well-structured society. People from society impart or transmit the skills, knowledge, understanding, information, tradition, history, and culture to the other younger people, this act of transmission is popularly known as teaching. Teaching may also mean sharing present and ancestral experiences or communicating information for example lectures. According to educational psychologists, teaching is the process of modification of behaviour of individuals. In education, teaching is tandem to learning, teaching generates experiences that result in learning, and learning in return opens up new opportunities to explore the unknown that teaches more new experiences. Dewey (1934) once described education comparatively as "education is learning just as selling is buying". Different educationists have different ideas about teaching, some of them are mentioned below:

Morrison (1934): "Teaching is intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter". John Brubacher (1969): "Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so". Gage (1963): "Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person". Edmund Amidon (1967): "An interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities". From all the above ideas it can be asserted that teaching is sophisticated, goal-oriented, and multi-dimensional in nature. Educationists and psychologists found mainly two different concepts in the process of teaching. Some view teaching as simply the process of conditioning of behaviour and thus consider it as what a teacher does in the form of stimuli to bring the environment conducive to proper conditioning. Whereas those who view teaching as an individual effort of 'knowing' consider it as a process of following a set of steps designed for learners to define their own purpose and problems and preparing the plans to solve those problems to achieve the purpose of 'knowing'. Teaching and learning are the two sides of the same coin, they represent a well-designed continuous set of events that are aimed to bring desired changes in behaviour. Teaching is an intentional activity that means that teaching may not logically imply learning,

106 GE-ED-31 NSOU but it can be anticipated that teaching will result in learning. Teaching supports the internal processes of learning of an individual that result the change of behaviour. Thus teaching is the outer side of the internal process of learning. In its most common form, the process of teaching takes place in a classroom situation where through the formal process of interaction with the learners the teacher fulfills the learning needs of the learners. Teaching is goal-oriented and systematic, teaching helps to motivate the learners by providing them the facts, knowledge and skills to solve problems. Teaching helps the learners to develop life skills necessary to adapt to the environment or bring changes in the environment according to their needs, it imparts understanding about the world around us.

5.3.2 Nature of Teaching

Teaching is the process of initiating learning, it is the teacher who acts as the facilitator of learning by satisfying the educational needs of the learners and playing an important role in bringing prosperity to the society and uplifting it. The role of the teacher in a classroom is very diverse, they are the learner's ideal, mentor, supervisor, role model, and many more. In a classroom, not every teacher teaches in an identical way, some teachers are more interesting to listen to and their classes are much more interactive and joyful to participate. Teaching has an aesthetic value as it can be different for different learners, not everyone learns or understands in the same way so teaching should be flexible and must have different forms. This shows the nature of 'art' in teaching but at the same time teaching is systematic, its effects can be seen and assessed, it has objectives that are planned before the practice initiates, this makes teaching 'science' too. The teacher continuously studies the situation in a classroom chooses a path in between incorporating both the natures of teaching to make it most effective for the learners. Let us now explore this dual nature of the teaching elaborately.

Teaching as Arts:

Art is the expression of human creativity and imagination in the form of appreciable products that have both emotional and aesthetic values. This concept of arts helps us to understand the artistic nature of teaching. A teacher with his/her skill and grace tries to present the learning experience in the most beautiful and meaningful way possible. The kinesthetics of teachers can be effective in teaching too. The voice, gestures, facial expression, body language, and appealing personality of the teacher adds beauty to the teaching process. The activities of the teacher are dynamic that are influenced by many qualities and contingencies. Teaching as art is flexible and not bound by any strict time and rules. The aesthetic qualities and sense of teachers are reflected in their way of teaching irrespective of the subjects and levels they are teaching. Teaching does not stop abruptly;

107 NSOU GE-ED-31 it often gets generated during the course of learning. Artists who excel in their art, similarly, a teacher always projects the strength within him in his/her teaching instead of simply following the stringent traditional ways. The teacher uses the skills, emotions, positivity, and affection to teach and motivates the learners successfully. Teaching as an art is a more humanistic approach of learning. Teaching as Science: In the late second half of the 20th century, the influence of the writings of Johann Friedrich Herbart contributed to the origin of the thought of teaching as a science. Many educationists then practiced teaching following the framework and mechanism of science (Lutzker, 2007). Based on scientific considerations, teaching is given a scientific approach and teacher training and classroom are designed accordingly. Science seeks truth and is based on experimentation and verification, so as a science, teaching is based on scientific inquiry, rational organization of content, and systematic presentation of it to the learners. Learning has a pre-defined objective to be achieved, and the teacher prepares a systematic lesson or teaching plan to achieve the pre-set goals. Traditional methods of teaching are more toward the scientific nature of teaching where teaching activities are logically arranged and taught in rigidly structured ways. Teaching depends on the teacher and they control the classroom and also the output of the process, teachers are fully accountable for the end product so they never deviate from the pre-defined paths. As per this thought of practice, the teacher never gives an excessive personal touch to the teaching, he does what he has been trained for by the teacher education institutions. We can say that teaching is science as it is systematic, logically planned, executed in the class, and before teaching begins, the objectives are fixed to bring about desired behavioural changes in the learner.

5.3.3 Functions of Teaching

The process of teaching-learning involves three variables - teacher, learner, and mediating variables that influence or facilitate the learning. The learner is the dependent variable that undergoes the process of teaching to develop the desired changes by the teacher who acts as the independent variable. The achievement of the goals of teaching depends on the proper interaction of the dependent and independent variables and the success of this interaction is mediated by all essential mediating variables. These three variables of teaching perform the functional or active part in the process of teaching. The three major functions of teaching performed by them are: (a) Diagnostic function: The teacher performs the function of a doctor in education. As the doctor first looks for the symptoms of illness in the patient through proper diagnosis

108 GE-ED-31 NSOU then only prescribes the treatment. Similarly, a teacher does the following diagnostic functions to meet the objectives of teaching-learning and overcome the learning problems: i) With the help of various diagnostic tests, the teacher finds out the initial behaviour of the learner and the initial cognitive and affective potentials of the learners. ii) Teachers diagnose and then determine the objectives of the teaching based on the desired behavioural changes that they wished to bring in the learners taking into consideration the initial behaviour and environmental conditions. iii) His diagnosis also involves the analysis of teaching content, teaching aids, tools, and environment essential for carrying out the job. iv) Finally, the teacher needs to diagnose his/her own potentials, limitations, and preparedness to teach so that he/she can achieve the objectives of bringing behavioural changes in the learner. (b) Prescriptive function: After the proper initial diagnosis of the learner, self, and environment, the teacher makes the necessary prescription for achieving the pre-decided objectives and goals. Achievement of the goals of teaching needs proper interaction between the teacher and the learner which needs proper controlling and management of mediating variables. The teacher performs this function of prescription in the following ways : i) Selection of teaching-learning content and systematic sequencing of all the contents. ii) Designing and planning all the teaching plans, arranging all the teaching aids, teaching tools, and strategies as per the learning needs of the learners. iii) Arranging a proper environment of learning conducive to effective teacher-student interactions. The teacher remains very active in prescriptive functioning in comparison to the dependent variable, the learners. The prescriptions are made to bring the change in initial behaviour of the learner, arrangement of content, tools, strategies are made to achieve the goals of teaching. (c) Evaluative function: Evaluative function is concerned with the evaluation of all the tasks or steps and their progress performed during the prescriptive functions. The evaluative function is associated with the realization of the achievement of the teaching objectives. The failure in the realization of the objectives during evaluation is either due to the improper diagnosis of the initial behaviour and situation or may

109 NSOU GE-ED-31 be due to some serious mistakes in providing the prescription for the proper behavioural change and lack of correct interactions of the three variables of teaching. 5.3.4 Types of Teaching Methods Teaching has different types based on the approaches adopted by the teachers and the methods used. Methods of teaching play an important role in the delivery of learning content to the learners in the classroom. The approach adopted by the teachers in a classroom is the comprehensive way of dealing with a particular learning and classroom problem, it includes the plan of actions on the basis of which the various methods or combinations of methods of teaching are developed. However, a method is an orderly and logical arrangement of ideas based on a particular approach. Which method a teacher is going to use in the classroom depends on the grade of the students, their learning needs, interests, level of motivation, and availability of resources. Some of the most popular methods of teaching used in the classroom by the teachers are discussed below. i) Lecture method: The lecture method is the teacher-centric approach of teaching where the major role is played by the teacher in a classroom whereas the learners have a very small role. It is the most common method of teaching under the traditional way of teaching, where the teacher tries to present the learning content to the students through verbal communication with the use of few teaching aids to make teaching more meaningful and interesting. It is popularly known as the 'chalk and talk' method of teaching. ii) Demonstrative method: This method of teaching is very popular among the science, mathematics, and computer teachers to present the teaching-learning content in the form of a live demonstration to the learners. This method uses the sense of hearing and seeing of the learners to accomplish the goals of teaching-learning. This method is more effective than the lecture method because visualising the subject matter live is much more effective and easy to retain as well as comprehend than just hearing the content through the teacher's lecture. This method suffers the drawback of not allowing the learners to take part in the demonstration actively; that means it restricts the learner from in-hand experiences. iii) Lecture-cum-demonstration method: This method combines the strengths and features of both the above-mentioned methods of teaching. The teacher uses the combination of lecture method and demonstration to present the content in the most interesting and effective way to the learners so that the objectives of teaching

110 GE-ED-31 NSOU can be met easily. The teacher here can first present the content in the form of demonstration and then explain the process and inferences through a class lecture or he/she can give the lecture to explain the demonstration simultaneously. iv) Heuristic method: This method also known as the 'learning through discovery', is a very popular method of learning in sciences where the learners explore the facts and principles themselves, to discover the phenomenon and then understand it. To get experience one has to strive for exploration. By this method, the learner reaches the solution and learns from it. This method helps the learners to think abstractly and rationally too, learning becomes explorative in this method and they become confident about their learning behaviour. This method alone cannot be very beneficial. Generally, it has to be combined with some other suitable ones, and then teaching should proceed so that learners get the proper supervision and guidance. v) Problem-solving method: In this method, the content of teaching-learning is presented in front of the learner in the form of a problem and the teacher acts as the guide who helps the learners with the tools and guidance necessary to solve the problem by themselves. The learner first tries to understand the nature of the problem, once it's known he/she gets motivated intrinsically to solve the problem. The steps to be followed in this problem-solving learning method must be outlined by the teacher. The main steps are— (i) Identifying the problem: Why it is taken up; (ii) Hypothesis framing; (iii) Data collection; (iv) Analysis of data; (v) Interpretation; and (vi) Conclusion. The drawback of this method includes the slowing down of the teaching process as each of the steps are time-consuming. vi) Project method: This method is also called as experimental method, in this methods sometimes a working model is made by the learner to represent the phenomenon, and sometimes research is done as a project to investigate a phenomenon to draw out the causes and inferences. This method is helpful in bringing out the creative and investigating aspect of the child. It requires a lot of logical thinking and the co-operation of peers and teachers too. vii) Analytic and synthetic method: Analysis means to break the whole into components and then study it. In an analytical method of teaching the big content or a complex problem is first broken down into small units then it becomes easier for the learner to comprehend and find out the solution. Here, the teacher makes the learner to move from unknown to known and he/she encourages sequential

111 NSOU GE-ED-31 learning and logical thinking among them. Whereas, synthetic method is simply the opposite of analytic method here one moves from known to unknown. The small units from the content are explained and combined to give the complete picture of the content. This method focuses on memory training. viii) Inductive and deductive method of teaching: Inductive method is moving from specific to general and the deductive method is from general to specific. Specific facts or examples are given and the learner reaches generalization. It is mostly focused on the students and their capacities and abilities, rather than on the teacher. There are many advantages of inductive teaching and learning; knowledge is acquired naturally by exposure, and students are encouraged to utilize their reasoning skills, prior knowledge, intelligence, and mental focus. In deductive reasoning, the role of the teacher is bigger than the learners. The teacher is one who gives and disseminates all information. The flow of the information here is from general to specific. The usual flow of information begins with the concept's introduction and presentation followed by activities. Information is based on facts, statements, and predetermined logic. The method is easy to apply, leaves little room for mistakes, and the information being taught is valid. There is also a clear and defined scope; the method requires little preparation on the part of the teacher.

5.3.5 Significance of Teaching We live in a society where we are connected through our culture, language, religion, knowledge, science, and technology. For a culture to survive and thrive it is very essential that all the skills, language, culture, tradition, knowledge, understanding, and experiences should be transmitted to the new generation. It is also essential that every society must work for the enrichment and upliftment of the existing skill, knowledge, and understanding of its members so that this society may prosper. One of the ways of achieving all this is by the method of preparing the future members of the society who will have all the behavioural abilities to carry on the essential knowledge and experiences. This is done by the means of teaching, which is important to bring desired changes in the behaviour of the individuals so that they can become worthy responsible members of society. This helps every society in its preservation and transmission. The behavioural change in an individual through teaching also helps them to develop into a complete personality. In a society not everyone is equal, some of the families are poor, both economically and academically. It is not possible for them to provide a proper learning environment to

112 GE-ED-31 NSOU their children, so teaching provided through an institution or organization gives them a chance to get their future generation educated just like the other advantageous groups of the society. Thus, teaching also plays a significant role in removing disparity from society. Through teaching, we are improving the health and living standard of mankind by making achievements in the field of medicine, science, and technology. Teaching is an inseparable part of learning so if there is learning one cannot avoid the contribution of teaching in it and in the true sense, teaching is self-generated during the process of learning.

5.4 Factors Contributing to Teaching-Learning: Personal (Intelligence, Emotion, and Motivation) and Environmental We discussed that teaching and learning both are connected, one causes the other. Teaching-learning depends on various factors which basically belongs to two major categories, personal and environmental. Let us consider a case where Sudip, a class 10 student is very good at cricket, he enjoys the game more than academics and he is supported by his school coach who considers him a good learner. Sadly, he belongs to a very poor family unable to help him financially. Also, they want him to take academics more seriously than cricket. We could clearly see that here learning depends on many factors like intelligence, motivation, likes and dislikes, family support, peer support, financial support, and many more. So depending on the nature of the factors they are classified as personal and environmental. These factors mediate the learning behaviour of the learners. Personal factors are also known as psychological factors, factors like intelligence (cognition), motivation, emotions, interest, aptitude, etc. belong to this category. These are present within the individual and interact with the environmental factors (which are external to the individual) like socio-emotional, societal, cultural, and other school-related factors. The environmental factors are the external factors that highlight the role of surroundings and environment in learning. We can understand the learning completely only in the light of this complex interaction of both personal and environmental factors. In this section, we will discuss the role of three very important personal factors: (i) cognition or intelligence, (ii) emotion, and (iii) motivation.

5.4.1 Intelligence Intelligence in humans has been studied over the last many decades and still going on. It is an interesting field of study among psychologists and educationists. Many studies suggested that learning is strongly correlated to learning. It is a common observation by the teachers that in a class students with high intelligence learn the content much more easily

113 NSOU GE-ED-31 than the others. The understanding and definition of intelligence is the subject of debate as there is no single definition of it, intelligence is subjective and depends on culture and environmental condition. It can become clear with one example, say in a class there are four students, one is a skilled football player, another one is very good in story writing, the third one is great with mathematics and the fourth one is an amazing painter. Now it is difficult for us to decide who is the best intelligent, possibly everyone, or no one? This is indicative of the fact that we cannot define 'intelligence' with a single context. Many people define it in different ways but broadly we can define intelligence as the ability to learn about, learn from, understand, and interact with one's environment. This general ability consists of a number of specific abilities, which include: Ability to adapt to the environment or change the environment accordingly. The ability to acquire knowledge. The ability of rational thinking, critical reasoning, and comprehending relationships. Ability to evaluate and judge. Ability to generate original and divergent thinking. Reuven Feuerstein (1990), defines intelligence as the "unique propensity of human beings to change or modify the structure of their cognitive functioning to adapt to the changing demands of a life situation." Intelligence is studied in close connection to the scholastic performance of the children and for that various intelligence tests have been developed and used. Such tests to measure intelligence are widely used and popular in educational institutions, jobs, and the military recruitment also. High scores on such tests are often found to be associated with high scores in academics, individuals involved in high profile jobs, and well established in life. Sternberg proposed triarchic theory of intelligence to give the most comprehensive picture of intelligence that doesn't reject the previously popular factor theory but includes it within his theory. The triarchic theory describes three fundamental aspects of intelligence: (i) Analytic intelligence, (ii) Creative Intelligence, and (iii) Practical intelligence. Analytic intelligence comprises the mental processes through which intelligence is expressed. Creative intelligence consists of abilities to overcome a situation or problem which is completely new or nearly novel. Practical intelligence is needed by an individual in the socio-cultural setting for adapting to the environment or changing the environment according to his/her requirement. Triarchic theory suggested that general ability is a part of analytic intelligence and to understand the intellectual behaviour of an individual like learning skills, it is important that 114 GE-ED-31 NSOU all the three aspects of intelligence work in confluence. The three aspects of intelligence help the individual to understand the problem or the confronting situation by analyzing it through different dimensions then try to look for any possible unique solution of it, during the course of learning this he/she also takes into consideration the context of the situation. It is very well understood now that intelligence forms a strong background for learning new experiences and utilization of the learned knowledge. Gardener's theory of multiple intelligence found special importance in pedagogy. Gardener proposed that there are different kinds of intelligence, each has different functioning but they may work together to produce a new intellectual behaviour. Based on this theory, educationists asserted that the intelligence which is high on manifestation in fact determines the factors that affect what one learns and how well he learns. Intelligence also influences how well a learner will be engaged in the learning process. Gardener's theory operationally defines intelligence as the potential of an individual to solve problems, do reasoning, dealing emotions, developing interests, moral sense, and living successfully with the environment. To conclude, it is certain that intelligence is significantly and positively correlated to the learning ability of the learners, and those who are having high intelligence are supposed to learn better, quicker, and more as compared to others with average or low intelligence.

5.4.2 Emotion It is a common observation that when we are happy we do all our work including academic tasks very attentively, efficiently, and with joy. Whereas when we are sad or angry, we frequently make mistakes and feel demotivated towards doing any work. It is, therefore, well established that emotions play a significant role in building and directing our behaviour. Sometimes emotions are so strong that we feel completely under their control. Emotions make us humane, they color our lives and guide our behaviour in a particular direction to shape our personality.

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According to Crow and Crow (1973), "Emotion is an affective experience that accompanies generalized linear adjustment to mental and physiological stirred-up states in the individual that shows itself in his/her overt behaviour."

Emotions are feelings or affective experiences that are responsible for bringing such psychological changes in humans influence to alter the behaviour of the individual. Emotional changes and development are influenced largely by the process of maturation and learning. Primarily, it has been shown that emotions originate in the brain, specifically in the limbic system. The limbic system is a small structure located in the middle of the brain between the lower center or brainstem and the higher center or cortex. The brainstem controls alertness and arousal and sends sensory messages to the cortex via the limbic system.

115 NSOU GE-ED-31 Much of our thinking and learning takes place in the cortex and our limbic system interprets and directs emotions and behaviour. Thus, it can be said that both emotions and learning occur in the brain. Learning helps us to acquire new knowledge and also makes us think. Thinking affects the emotions of the human and emotion makes us think so to conclude, we can say that there is a complex connection between emotion and our learning. Happy incidences improve our positive mood whereas bad incidences make us angry and sad, now being happy makes us think of happy thoughts that automatically help us to learn and acquire knowledge in a psychologically supportive state of emotion and mind. To conclude, it can be said that when a learner experiences positive emotions, the learning process can be enhanced, and oppositely, when a learner experiences negative emotions, the learning process can be disabled.

5.4.3 Motivation Mangal (2008) defined motivation as something that prompts, compels, and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose. It is the biological, emotional, and psycho-social needs that generate drives and generate an activating force known as motivation that moves an individual to act or behave in a particular way at a particular time. Motivation is an important factor in many contexts - home, school, work, and society at large. Pieces of literature support a strong interrelation of motivation with the achievement of the learners and performance in all curricular activities. Learners who are motivated in school tend to achieve higher, they spend more time in school, get involved in all the classroom activities, participate in group and co-curricular activities, learn more, and in general perform better in examinations. No one can deny the prime role of motivation in learning and all academic practices of the learners. Motivation is the inner urge of the learners to know and understand, it activates, guides, and controls the whole learning. In a classroom, it is a common observation by the teacher that the same task is done differently by the learners. Among the various other factors, motivation is one of the factors which basically energizes the learner to complete the learning task more efficiently and quickly as they find it more interesting and rewarding to do. Interestingly, there may be a variation in 'what motivates', 'how much it motivates' and 'what impact it has on the learner'. This variation in motivation is due to the difference in the level and the drives behind the motivation. For some people it may be the need and drive, for some, it may be the rewards, and for some others, it may be just the inner satisfaction and self-reward or intrinsic motivation that determines the type and level of motivation. Motivation must be understood as a construct that encompasses the concepts of needs,

116 GE-ED-31 NSOU drives, and incentives. It seems to be a synthesis of all of them. Motivation is something that energizes, directs, and sustains behaviour; it gets students moving, leads them in a particular direction, and keeps them going. Practically, some level or form of motivation is present in every learner in a classroom. Some learners in a classroom are motivated by the classroom teaching and interested in more challenging learning content, seek interesting projects and earn high grades in all exams. Whereas some students are more inclined toward classroom peer bonding and interactions, they are motivated towards extracurricular activities and student council or club. We also find poor-performing students in academics very high on athletics and other sports, the only reason behind it is their very high motivation and self-satisfaction in learning sports over academic practices. Sometimes the external rewards like recognition, prizes, respect etc. are the drives that generate the motivation in the learners to perform the learning such motivation is known as extrinsic motivation whereas motivation is the result of inner urge, joy, and satisfaction of doing the task and gaining knowledge is called intrinsic motivation. It is found that learners are very creative with their behaviour during learning when they are intrinsically motivated, though extrinsic motivation too is essential in making learning as well as teaching effective for the learners.

5.4.4 Environment

The environment is our surroundings, it consists of all the animate and inanimate things that may affect us directly or indirectly. Our society and community also represent the social environment in which we are living. Both the physical, psychological, and social environment plays an important role in the process of learning as well as teaching. A teacher needs physical resources to carry out the job of teaching and creating the content. He also needs enough mental support, peace of mind, job satisfaction, and interest to effectively get involved in the teaching-learning process. The social environment shapes the classroom environment as we know, school is simply a miniature society. The physical and socio-cultural environment in which a child grows significantly influences his/her learning. If we observe carefully we will know that learning is in fact the interaction with the environment and gaining experience through it for the acquisition of knowledge which helps the individual to adapt to its environment or modify it. The social constructivist's view of psychology holds that all learning is culturally oriented and guided. The socio-cultural environment can be sub-divided into factors like - family, community, and diversities in a society like caste, race, class, religion, languages etc. Family is the first school of the child, he/she learns all the fundamental motor skills and cognitive abilities in the

117 NSOU GE-ED-31 family. The family has a major impact on the social skill, attitudes, morality, and development of values. The family plays a continuous role in the journey of the entire socialization process of the child. Family is the cradle of all learning, a healthy relationship between the child and the parents provides an environment conducive to overall personality development and learning all good. A distorted and unhealthy environment, on the other hand, adversely affects the learning of the student. The upward mobility brings resistance on the part of the student to learn. Students in such families find themselves unable to cope up. The community in which a child lives also guides learning and behaviour, many attitudes, habits, beliefs, perceptions, stereotypes, and social roles, as well as responsibilities, are formed by the direct experience or interaction of the child with the community and people living in it. For example, we have seen that many of the habits and classroom behaviour of the child is learned by them from their peers and friends. Students' interpersonal relationships form a particular type of emotional climate in the classroom that acts as the foundational support for collaborative learning. A child who doesn't have a supportive peer environment does not learn as desired by society and family. The school thus must support the free and constructive interaction among the learners and peers to make the learning process effective and meaningful. Caste, race, social class, language, and religion too are the significant factors affecting learning in our country. Such factors shape the attitudes, values, achievement goals, and morals of the child. Often the children from the socially disadvantaged group and those from deprived caste and religion do not get proper social as well as economic supports to continue their education. So it is found that social class and status are directly linked to the level of education obtained. Learning is also found to vary across religious and ethnic groups, owing to the distinction in their beliefs, values, attitudes, and practices. It has been seen that an adequately enriching and stimulating environment provides the learner with more learning opportunities and greater control over the environment than an impoverished or needy environment.

5.5 Teaching-Learning Materials: Textbooks, Multimedia, Multilingual Resources for Classroom use, and Remedial Teaching

5.5.1 Concept of Teaching-Learning Materials (TLM)

Suppose you as a teacher, on your first day of the job for the first class you went empty-handed in the classroom and for the next class, you went with a textbook, chalk, and a duster. Now if I ask you which class was more convenient for you and the response

118 GE-ED-31 NSOU of the learners were good? Obviously, your answer will be the latter class. The reason is that in the latter class you were equipped with a textbook for referring in class, also you used chalk and blackboard to write the content and draw any necessary figure or diagram. Such practices will naturally make the learners more interested in the studies and make the teaching-learning process more efficient as well as effective. Here, the textbook, chalk, board, duster are the tools or materials that are used by the teacher to help the learner to develop the concept with ease and efficiency, such materials are known as teaching- learning materials (TLM). TLM is not something new; it has been in practice since ancient times (Lal, 2011). The function of TLM in the pedagogy is to make learning more attractive, practical, meaningful, and joyful for the students. The use of TLM in the classroom by the teachers helps to reinforce the content to be delivered, develop skill, and concrete understanding of the content. It makes the class lecture or demonstration novel and refreshing every time as it makes the learner anxiety-free and removes them from boredom. The most effective TLM are those that are based on direct experiences of the learners like field experiences and dramatic participation, whereas the poor TLM is based on indirect experiences like text or verbal speech. The use of TLM in a classroom is purposeful, it makes the learners motivated to learn new things and they become curious to gain knowledge. As per the Edgar Dale's (1969) cone of experience, the more the TLM is based on giving direct experiences to the learner the more it helps in retaining the learning content by them for a longer time. The learning objectives from the domain of cognitive, affective, and psychomotor could easily be achieved through the use of TLM. The teacher could easily organize the teaching content and present them in a very attractive and meaningful way through the use of TLMs. It helps in the formation of concepts among the learners. Also, they develop the proper learning attitude which remains in them for a very long time. There are various types of TLM, that can be broadly classified into three main categories - (i) Audio TLM, (ii) Video TLM, and (iii) Audio-video TLM. Audio TLM targets the auditory senses of the learner it includes - speech, audio tapes, recordings, telephonic conversations, etc. Video TLM involves the visual sense, it includes materials like - videotapes, charts, graphs, cartoons, models, mock-ups, pictures, textbooks, magazines, newspapers, encyclopedias, programmed learning materials or SLM, video CDs/DVDs etc. Audio-video TLM includes the projected aids, which use both auditory and visual senses to enhance learning. The greatest advantage of these is that they are the closest representation of reality. These include - Motion Picture Film, Television, Video CDs/DVDs/cassettes, Slide-tape presentations, Multimedia computer etc. We will now discuss some of the popular and common TLM materials.

119 NSOU GE-ED-31 5.5.2 Textbook Textbooks are the most popular and omnipresent TLM, it is equally popular among both the teachers and the learners. Textbooks are so essential that a teacher, despite knowing the complete curriculum, can not proceed with the teaching-learning if he/she is not provided with a textbook. Students also use it as the main source of learning the content in a class, it also acts as the reference book for them to understand the contents being explained by the teacher. A textbook is developed by subject experts and experienced teachers strictly based on the prescribed syllabus of the subject for a particular class. The topics in a textbook and the concepts within a topic are arranged in a specific order as per the syllabus and decided by the expert group who developed the textbook. Therefore, the textbook is considered as the sum total experience of the school curriculum in respective subject areas by the students, teachers, parents, and all other stake-holders. The textbook is multifaceted, which aids both learning and teaching so using it is not as simple as we think about it. Some teachers without understanding the objectives of the content in the textbook and without going through the introduction, directly jump to the exercise and summary they often miss the sequences and learning organization. Such improper practice definitely decreases the potentiality of the TLM like textbooks. Textbooks are the most influential TLM and the only one based on which the entire examination and the evaluation systems are functioning. The exam papers are prepared based on the contents in the textbook and the evaluation is also based on it. It will not be wrong to say that all the curricular activities in the school are completely based on the topics of the prescribed textbooks. Textbooks are recognized as the basic material for teaching and learning which require some very important characteristics to be present in it like - Textbooks must possess all the authentic information and verified contents. Content must be organized according to the learning sequence and should be connected to the previously acquired knowledge of the learner. The textbooks must be written in simple language that is easy to understand and memorise. The printing should be clear and fonts should be easy to read. The presentation of contents needs to be conversational and must be based on educational-psychological theories and established principles of pedagogy. Wherever necessary the textbook must have pictures, diagrams, and examples to explain the concept clearly to the learner.

120 GE-ED-31 NSOU The presence of the various activity tasks and self-assessment questions is always an essential feature of a good textbook. Presentation of contents needs to motivate the learners throughout the process of learning. Even in today's digital world the importance and requirement of the textbook will never decrease. A good textbook will always remain the best friend of both teachers and the students. 5.5.3 Multimedia Multimedia TLM in education consists of a combination of five basic items as an aid in teaching-learning: Text, Video, Audio, Graphics, and Animation. Here text does not just indicate printed items in the textbooks but all the printed or written items used for the purpose of teaching-learning. Contents written on the video clip or graphic picture are also considered as text but as a part of multimedia materials required for teaching-learning. Let's try to understand these media one at a time. Audio materials may be as simple as the voice or speech of a teacher. Voice or sound can be a means of teaching in the classroom by conveying messages to the learners. The teachers used to give explanations about the learning content verbally. For that teachers have to modulate his/her voice, express the feeling; put emphasis and pause at the appropriate places, it is known as the lecture method of teaching, which is considered as one of the oldest methods. In the modern classroom along with the lecture teacher also uses other audio TLM like tape-record players, audio CDs/DVDs, radio, podcasts, etc. Tape-records and audio CDs/DVDs are used as TLM in lower classes to present stories, rhymes, dramas etc. in the most interesting ways which make learning very effective. Similarly, such TLM is also used in distance education and adult education to provide teaching-learning experiences right at their finger-tips. Radio once was the most popular media for providing mass education, now FM is very popular among young people and it is slowly growing as the platform to broadcast educational content. In India, the first radio broadcast of educational content was made in 1937, and to date channels like 'Gyan Vani' are following its path. Radio is one of the reasons for the success of the distance education program in India. Unlike radio which is a mass broadcasting media podcast is a personalized broadcasting media. Teachers can make audio content and upload it to the cloud storage from where students can download it and listen to it at their time and place of convenience. It is used to teach specific and

121 NSOU GE-ED-31 target groups of learners. Next, media are the video equipment like projectors, monitors, video CDs/DVDs, TV, etc. The projector is used in the classroom to project the content of learning directly in front of the class. The content may be the lessons from a textbook or some animation or video or diagrams and pictures prepared by the teacher. Video CDs/ DVDs along with the computer monitors are also popular media in a smart classroom to present the learning content to the children in the most interesting possible. TV is audio- visual media that uses both the senses of vision and hearing of the learners as a result it comes out to be a very effective TLM. Multimedia TLM refers to the combination of two or more of the above-mentioned materials. For example, in a classroom, the teacher is teaching about 'effects of global warming', for that teacher is using the textbook as the reference and using the overhead projector along with PC and audio speaker in the classroom to show a small documentary about the melting of polar ice. He/She is also explaining the documentary in between the pauses. This is the scenario where a teacher is using multimedia materials as a TLM to meet the needs of teaching-learning and achieve the objectives of learning. New age classrooms are using many other all-in-one compact multimedia devices like K-YAN which is a combination computer, smartboard, projector, speaker, and ICT devices (Barai, 2018). The use of such all-in-one devices has revolutionized the concept of multimedia TLM and our classroom learning experiences. It can make learning interactive between the learners and the technology. Multimedia will gain more importance in our classroom with time. 5.5.4 Multilingual Resources of the Classroom Multilingualism is the characteristic feature of our India, we have 22 major languages and more than 19500 narrative languages or mother tongues. A Typical Indian classroom has students with many different mother tongues, whereas schools are mostly bilingual, having such linguistically diverse students in the classroom is challenging for the teachers and educationists. It becomes difficult for the teachers to communicate with the students, especially at the elementary levels. Kids at home first learn their mother tongue or native language and when they come to the school for the first time it becomes very difficult for kids to communicate and understand the learning contents or instructional process. In this situation, it becomes essential for the classroom to have the facility of multilingual resources in the form of teachers with the ability to read, write, and speak in multiple languages. Secondly, the teaching and learning content should be in multiple languages which includes multilingual textbooks, charts, maps, and audio-video aids. The new education policy,

122 GE-ED-31 NSOU NEP-2020 has also advocated for the implementation of a multilingual approach to teaching and learning at all levels of education. The justification behind this recommendation is the ease of comprehension by the learners in their mother tongue but at the same time, one cannot neglect the importance of regional or national language. Languages are representative of one's culture, wisdom, knowledge, skill, and expertise. Therefore, multilingualism is a big resource of our society. When one knows the national or regional language and perfectly speaks the native language then the person will be able to synthesize knowledge and express it accordingly. Thus, it is very essential to include indigenous languages, mother tongues, or native languages in education to realize the benefits of synthesizing and clearly expressing knowledge. Multilingualism practices and resources in a classroom enhance the intellectual flexibility and creativity of the learners. Studies have revealed that children who grow up in a supportive environment speaking more than one language from an early age are more perceptive and intellectually flexible than those who speak single language. Multilingual resources like teachers are the human capital so are the learners as they are produced or created at the cost of time, efforts of the experts, purchasing of study and training materials. Language skills are productive especially in the individual's role as a consumer and in the role as a producer. Those deficient in language skills find it very costly. It is therefore beneficial to have many languages entrenched in an education system in order to get a solid and all-around human capital. Multilingual resources not only preserve linguistic diversity through education but also help in national unity through making people know their mother tongue along with the regional or national language, in this process, the people naturally embrace the value of unity, harmony, and togetherness.

5.5.5 Remedial Teaching In any classroom, not every learner is the same, depending upon their cognitive, emotional, interest, motivation, and learning curiosity their learning ability, performance, and achievement varies a lot. Some learners often perform poorly in evaluation or classroom interaction; there may be one or more reasons behind it. Such learners sometimes need to start from the point where they are facing problems and guidance requires to progress toward the success. This need of the learners may be fulfilled through remedial classes or teaching. The word remedial here conveys the meaning of teaching which is developmental in scope. The aim of remedial teaching is not to make any correction in their learning problems but to develop those first-time basic skills that are essential to learn or do any particular task most efficiently.

123 NSOU GE-ED-31 Remedial teaching is just effective teaching in which the learners and their needs are at the center of the teaching process. Remedial teaching is not something different from normal classroom teaching; it includes all the features of good classroom teaching with an emphasis on learning and understanding the difficulties of the learner. In remedial teaching, the teacher takes the learning to the level of the learners and through intrinsic motivation uplifts their standard of competence. It is developed on the basis of proper diagnosis of the problems of the learners to meet their needs and minimize the difficulties of the learners. It must also be noted that most of the learning problems or difficulties of the learners diagnosed in the remedial class are not essentially present within the learners themselves, some of the problems may be relative to the context where the learning is taking place, such as the family background of the child, the physical and learning environment of the school, and also the friends group of the learners. Understanding such factors of learning issues with the students makes the remedial teacher competent to be flexible and try to accept their learning difficulties as a transient and soluble problem. Teachers engaged in remedial class must view the learners as children who can be taught and helped to overcome their learning difficulties. It is essential for a remedial teacher to understand thoroughly the strengths and weaknesses of his/her students so that appropriate teaching approaches can be adapted to meet their individual needs. It is important for the teacher to understand that though learners who need remedial classes are low on academic achievement, it does not signify that they are limited in their potential and their limitations are temporary. With proper remedial help, other TLM, the use of stimulating teaching strategies, closer guidance, and more individual attention, these student's interest in learning can be improved and they would make better progress. The ultimate aim of remedial teaching is to help learners who have fallen behind to learn to the best of their ability and to bring them back into the mainstream class as soon as possible.

5.6 Summary In this unit, we have developed the concept of teaching as the practice of changing behaviour of the learners through proper stimuli or if teaching is the process of 'to know' then it is the set of steps that guide the individual to know from the experiences. Teaching is a tandem to learning or vice-versa. The aesthetic nature of teaching makes it an 'art' but the systematic and sequential nature of it gives it a 'scientific' nature too. There are three variables in teaching - independent variable (teacher), dependent variable (learners), and mediating variables classroom environment. These variables perform many functions like the diagnosis of the learners' needs, prescribing the solutions, and doing an evaluation of

124 GE-ED-31 NSOU the outcomes. Teaching-learning has many different methods and approaches, here we discussed some of the most popular methods like, lecture method, demonstrative method, heuristic method, a problem-solving method, project method, deductive-inductive method, and analytic-synthetic method. We have also explored the various personal factors like intelligence, motivation, and emotion that affect teaching-learning. High intelligence, positive emotions, and intrinsic motivation along with rewards and appreciation are positively related to learning. Environmental factors, especially socio-cultural factors too affect significantly the process of teaching-learning. Lastly, we have studied about the TLM. TLMs are the supportive tool for the teachers which make learning effective and a pleasurable experience for the learners as they find learning interesting, motivating, and able to retain the knowledge for a longer period.

5.7 Self-Assessment Questions

1. Describe the concept of teaching. Why is teaching both Arts and Science?
2. What are the different functions of teaching?
3. What are the different methods of teaching?
4. Write a short note on the significance of teaching.
5. How does the intelligence level of children affect their respective learning?
6. What is the role of motivation in the teaching-learning process?
7. How is the family environment interrelated to the learning of the children?
8. What do you mean by teaching-learning materials and what are their different types?
9. What is the importance of textbooks as TLM?
10. How Audio-visual and interactive TLMs can improve the classroom experiences of the learners?
11. Why is remedial class important for learners with difficulties?

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126 GE-ED-31 NSOU Unit-6 Measurement and Evaluation Structure 6.1 Objectives 6.2 Introduction 6.3 Assessment, Measurement, and Evaluation in Pedagogy 6.3.1 Concept of Measurement 6.3.2 Importance of Measurement 6.3.3 Types of Measurement 6.3.4 Features of Good Measurement Tool 6.3.5 Concept of Assessment 6.3.6 Importance of Assessment 6.3.7 Types of Assessment in Education 6.3.8 Concept of Evaluation 6.3.9 Characteristics of Evaluation 6.4 Evaluating Learner Achievement: Entry Level, Continuous and Comprehensive, and Outcome-Based Evaluation 6.4.1 Understanding Continuous and Comprehensive Evaluation 6.4.2 Objectives of Continuous and Comprehensive Evaluation 6.4.3 Implementation of Continuous and Comprehensive Evaluation 6.4.4 Concept of Outcome-Based Evaluation 6.5 Preparing Results: Scoring, Grading, and Other Component 6.6 Summary 6.7 Self-Assessment Questions 6.8 References 126

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Objectives After completing this unit you will be able to— Explain the concept of measurement; Describe the importance of

measurement in education; Describe the types of measurement; Explain the features of a good measurement tool; Explain the concept of assessment; Describe the importance and types of assessment; Describe the concept of evaluation; Describe the characteristics of the evaluation in education; Explain the concept of the continuous and comprehensive evaluation; Describe the reporting the learner's achievement. 6.2 Introduction Progressive society demands quality in the educational system. One of the ways of improving and maintaining the quality of education is through continuously monitoring the pedagogy and the outcome. Evaluation of the feedback loop in pedagogy gives the ability to understand the areas of improvement and adapt to the changes for improvement. Evaluation of the learners helps in understanding their progress and areas that need improvement. Evaluations are done by various methods of assessment and measurement. Educational measurement is nothing new in pedagogy. Educators have been testing students from the beginning of the educational system, it is widely used to assess what behavioral changes have taken place. A teacher wants to know the shortcomings of the method of teaching he/she uses, for which these tests are very important. The introduction of some of the modern ways of evaluation in the educational world is comparatively new. Such new tools were introduced in this field in order to get rid of the serious shortcomings of measurement. From the beginning of the twentieth century, three types of important progress were noted down in the field of educational measurement: testing, measurement, and evaluation. Nowadays, evaluation is considered to be an important contribution of psychology and education. In this chapter, we will explore the evaluation methods, process and discuss its type, need, importance, and requirements.

128 GE-ED-31 NSOU 6.3 Assessment, Measurement, and Evaluation in Education 6.3.1 Concept of Measurement Measurement is the process by which the attributes or dimensions of some physical objects are estimated or determined like measuring the weight, height, length etc. In education, measurement refers to the application of a standard scale or measuring tool by which the quantitative aspect of progress in the teaching-learning process is determined. Some of the popular definitions of measurement in education given by famous educationists are given below J P Guilford: "measurement means the description of data in terms of numbers and this, in turn, means taking advantage of many benefits that operate with numbers and mathematical thinking". E L Thorndike: "Anything that exists at all, exists in some quantity; and anything that exists in some quantity is capable of being measured." J. M. Bradfield: "Measurement is the process of assigning symbols to the dimension of phenomenon in order to characterize the status of phenomenon as precisely as possible." Encyclopedia of educational research defines measurement in more precise terms as a means to observe or determine the magnitude of a variant. Measurement gives the teacher a quantitative estimate of how much the learner has acquired during the process of learning. In our daily life, we measure various items and objects in units like length, height, weight, etc. using a scale, tapes, and balance; but there is a wrong notion about measurement. The scoring and ranking of the participants in any drawing competition or musical performance is also a kind of measurement so whenever a teacher arranges the achievement of the students in a quantitative fashion then it represents the measurement in education. It is essential in measurement that the assignment of scoring or any other quantitative value must be given to the learners according to certain established rules that means measurement is always based on certain criteria. 6.3.2 Importance of Measurement Measurement involves the process of quantification of behavior in a learner. This quantification indicates to what extent a particular set of skills or knowledge or understanding is present in a learner. It has been found that the measurement in any field involves three characteristics: (a) identification and definition of quantity, attribute, or variable that is to be

129 NSOU GE-ED-31 measured. (b) finding out the set of activities by which the attributes of a variable may be made perceivable. (c) establishing a set of methods or techniques for converting observation about the learner and teaching-learning process into a quantitative statement of degree, extent, or amount. Measurement is important for identifying the individuals who are more capable in terms of their skill, knowledge, and understanding than the others in a class so that the individual need of the high performer as well as the low performer learners could be addressed. This makes measurement an important means through which the grading and promotion system in an educational setting could be operationalized. In education, measurement is largely required for the analysis of data from educational assessment of tests; this makes measurement an important element in all types of research work related to education, educational psychology, and pedagogy. 6.3.3 Types of Measurement Based on the object or the subject which one is intended to measure, we can categorize the measurement into two different types - physical measurement and psychological measurement. (i) Physical measurement: Physical measurement is the measurement of the object which has its absolute existence. The tools which are used to measure the object which has its physical presence are universal and always start with zero of the scales. All such tools are highly standardized and hence used over the world with the common system of measuring units. For example, we measure the length of an object which will remain to some extent fixed all over the world. Similarly, the measurement of the weight of an object is also constant around the world. Physical measurement is always accurate and quantitative. (ii) Psychological measurement: Psychological measurement is also known as mental measurement or educational measurement. There is no absolute zero in the case of psychological measurement and also it is not universal around the world. Such measurements are context-centric and hence the result may vary depending upon the environment in which it is carried out. For example, measuring the creative potential of a person or testing the intelligence level through certain tools are subjective in nature; the result obtained from one socio-cultural group of a sample will not be similar to some other socio-cultural group of the sample. In the educational system, the measurement of performance of the learner is done through various quantitative measuring tests for which the principles of measurement are utilized and such measurement is known as educational measurement. Educational measurement provides a clear picture about the level of acquired skills and knowledge of

130 GE-ED-31 NSOU different groups of learners; it also helps in identifying the strengths and weaknesses of each individual learner. Educational measurement helps the teacher to design the proper instructional process which will guide the learner to achieve the goals of teaching and learning. Educational psychologists take the help of different valid and reliable psychological tests to know the level of different traits within an individual. It helps them to modify human behavior according to academic and social purposes. The different kinds of such educational measurements are - intelligence tests, achievement tests, attitude tests, aptitude tests, inventories, personality tests, creativity tests, emotional intelligence tests, etc. The methods used for these tests are discussion, interaction, interview, observation, rating scale, cumulative scores, etc. 6.3.4 Features of Good Measurement Tool There is a difference between measuring an absolute object and the traits/behavior of an individual. It is very essential in the case of educational measuring tools to be very precise and accurate in measuring the behavior and personality of the individual. Such tools must be free from any kind of personal error, variable errors, interpretative errors, and environmental interference. Some of the important features of good measuring tools are given below: (i) Validity: It is said to be valid if it successfully measures what is it actually intended to measure. Validity is one of the most important criteria for a tool to be good for measurement. For example, if someone wants to measure the divergent thinking ability of an individual then the tool used should measure only the divergent thinking ability not the other dimension of thinking styles. (ii) Reliability: Reliability is the consistency of a measuring tool that means how accurately it measures the dimension which it is designed to measure. For example, if an intelligence test is administered on some individual and the individual has scored 65 in that test then when the test is re-administered on the same individual after some period the score obtained by the individual still remains 65, then one can say that the intelligence test is highly reliable as it has produced a consistent result. (iii) Objectivity: Objectivity of a test refers to two aspects - first, item objectivity, and second, scoring objectivity. Item objectivity means the question of the test will have only one response so that different independent scorers should give a score for only one definite response of a particular question. Score objectivity refers to the condition when all the different examiners will score in a similar manner for a particular question that means their score will not vary significantly. To have high objectivity in a test requires that it should not have any kind of ambiguous questions, double-ended questions, with double negatives,

131 NSOU GE-ED-31 and long and essay-type open questions. Such questions should be avoided to have a clear objectivity in the test. (g) Practicability: A good measurement test needs to be highly practical in nature. The test should be easy for the teacher to use for the purpose for which it is made. (h) Comprehensive and precise: The direction of the test must be easy and clear so that both the administrator and the respondent can make a precise understanding about it and should be able to make responses without any ambiguity. The direction for administration and for scoring must be clearly stated so that in a classroom both the teacher and the learners can easily understand and follow it. (i) Ease of administration: The test must be easy to administer by the teacher in a classroom. The test should not involve too much time and labor to administer. For example, if there is a test that requires more than two or three teachers for a single classroom then it is a resource-hungry test and does not have ease of use. (j) Economical: A good measurement test should be inexpensive in its application and usage so that the educational institute and the teacher can afford it for the benefit of the masses. The test of measurement should not be developed using lots of financial resources only then it will be inexpensive for the users. (k) Readily available: A good test of measurement must be available in an open domain so that it can be used by everyone for the benefit of the learners. Though there are many reliable and standardized tests of measurement available in the market, they are subject to copyright and hence cannot be used without the consent of the author. (l) Ease of scoring: It is very essential for a good measurement test to have clear direction about the scoring system and procedure. The scoring-key must be provided with every good measurement tool.

6.3.5 Concept of Assessment

In its narrowest sense, the meaning of assessment is to give students some tests and then score the responses to provide them marks or grades. This concept of assessment is very limited in its scope and purpose. Assessment is one of the most important ways of understanding the strength and weaknesses of the teaching-learning process. In the most general sense assessment is the process of making a judgment of the worth of a person or learner in an educational context. In education, assessment is widely recognized as an ongoing process that is aimed at understanding and improving the students' learning. Assessment is concerned with converting the goals and aims of the learning into results. It

132 GE-ED-31 NSOU is a process by which various information is collected about the learner through different tools like the test, interview, oral examination, questionnaire, practical problem-solving tasks, etc. After which the data is carefully analyzed to know about the learner's state of preparedness and future prospects in pedagogy. Assessment is a process by which information is obtained relative to some known objective or goal. In an educational context, assessment is often considered synonyms to a test but a test is a form of assessment, so all tests are considered as assessment tools but not vice versa. Test in the form of assessment is used to check how far the goals and objectives of pedagogy are achieved, it helps us to identify individual learners' weaknesses and strengths so that the teacher can provide specialized academic resources and support for the improvement of the learner. The tools of assessment are developed by many groups of people involved in academics like teachers, institutional administrators, district administrators, education officers, cooperative bodies, private companies, the government department of education, etc.

6.3.6 Importance of Assessment

Assessment is important because it affects our decision about the grade achievement, instructional need, curriculum, and overall development of the learner in academics as well as in co-curricular areas. Assessment helps us to know how reliable the teaching-learning process is through which the learners and the educator are going through. A teacher can explore alternatives of the regular teaching-learning modes through the proper assessment of their methods of teaching so that the most efficient method of pedagogy can be identified that fits the context of the classroom of any particular society. Basically, assessment is important because it drives students' learning and predicts their future performance. Assessment is important because it makes the learner aware of their drawbacks so that they can seek the way to reinforce their learning strategies to overcome them. The performance of the learners assessed through different tools also motivates them and directs their learning towards a more meaningful direction. Well, designed assessment strategies and tools play a crucial role in educational decision-making and curriculum design. Assessment in education is a vital component of quality management and improvement so that courses and curriculum at different levels of education could be made more learner- centric, goal-oriented, and efficient. The assessment provides diagnostic feedback and tells us about the student's knowledge, performance, needs, and what are the things that need to be taught better. It helps the teacher to set the standards of the teaching-learning process like what are the things that

133 NSOU GE-ED-31 need more emphasis in the classroom. Assessment tells about the efficiency of the teacher in the classroom also helps in doing self-evaluation of the teacher. Based on the learner's assessment the teacher decides what else is needed in his/her teaching technique so that the learner could be guided towards the objectives and goals of learning.

6.3.7 Types of Assessment in Education Assessment is an important part of the teaching-learning process and it is used at the various stages of teaching and learning. Some assessment is done at the beginning of the process of teaching and learning whereas some are carried out during the process of teaching-learning and some are done at the end of a particular teaching-learning session. Different assessments have different scopes and purposes based on which they can be classified into four major types. Let us discuss each of the four different types of assessment used in education.

(i) Placement assessment: Placement assessment is the most basic type of assessment that is generally conducted at the beginning of the teaching-learning process. It attempts to understand the entry-level behavior or the knowledge of the learners. The purpose of placement assessment is to make the teacher aware of the learner's existing level of knowledge, skill and understanding so that the new learning experience which the learner is going to explore could be related to the previous one. This assessment helps in developing and practicing the most suitable type of teaching-learning activities needed for any particular type of learner.

(ii) Formative Assessment: Formative assessment is a kind of assessment that is used during the ongoing process of teaching-learning. It is often administered more than once by the teacher or the school academic administrator to understand the effectiveness of the ongoing teaching-learning process. The general goal of formative assessment is to collect detailed information that can be used to improve the functioning of the teaching-learning process while it is happening. What makes an assessment formative is not the design of a test, but the technique of self-evaluation, but the way it is used to inform about the effectiveness of the teaching-learning process. Formative assessment helps teachers to identify the concept that the learners are facing difficulty to understand and the skills which they are having difficulty to develop or the learning standards which they have not achieved yet so that the adjustment can be made in the learning process and learning resources to meet the desired objectives. Examples of formative assessment are class tests, monthly examinations, quarterly examinations, and half-yearly examination. Apart

134 GE-ED-31 NSOU from these the questions given at the end of the units are also a form of formative assessment.

(iii) Diagnostic Assessment: Just like the formative assessment, diagnostic assessment is also conducted during the teaching-learning process. As the name suggests, diagnostic assessment is done to diagnose the learning difficulties faced by the learner during the process of teaching and learning. Diagnostic assessment is carried out based on the data obtained from the formative assessment. It uses multiple measures and reports to identify students' strengths and needs in specific areas of skill so that the teacher can provide remedies to address their learning needs. Diagnostic assessment directly guides academic curricular and instructional decisions because there is a better understanding of what a student does or does not know in relation to a specific learning goal. The types of assessment used for diagnostic purposes include universal screening, classroom observation, monitoring, and various other qualitative techniques like teacher-student interaction, group discussion, etc. that are helpful in knowing the learning gaps.

(iv) Summative Assessment: Summative assessment is used to evaluate the students' learning, understanding, skill acquisition, knowledge level, and academic achievement at the end of the defined period of teaching and learning. Such assessments are typically done at the end of a course, semester, program, or school year. Summative assessment is a kind of certification that is given to the learner after achieving a minimum level of accomplishment. Feedback provided in summative assessment is terminal in nature and cannot be used for modification of learner's behavior because it is conducted at the end of a term. There are different techniques and tools which are used in summative assessment; they may be verbal or nonverbal in nature, for example, teacher-made standardized tests, annual examinations, and semester and examinations.

6.3.8 Concept of Evaluation Evaluation is a broader concept of understanding the progress in the process of teaching and learning. Evaluation includes both measurement and assessment procedures to draw a comprehensive picture of the attainment of the goals of pedagogy. Evaluation is done by assigning values to the measured score through its proper assessment and we add judgment to the final result. When we are evaluating we are making a judgment as to the suitability, desirability, or value of a thing. In pedagogy, evaluation is a continuous process and is concerned with more than just the formal academic achievement of students. Evaluation

135 NSOU GE-ED-31 of a learner cannot be done just by their performance in a classroom or through the year- end examination; evaluation needs careful understanding and exploration of the learner's cognitive, affective, and social domains. This exercise of the test depends upon the strategies and resources used by the teacher as well as the learners. The goal of teaching-learning can only be met if the entire dimensions of learners' needs could be understood and satisfied; which is possible only if the evaluation of the entire teaching-learning process is done with most accuracy. Evaluation is the crucial step in improving the quality of education. J.M Brafield defined evaluation as, "the assignment of symbols to phenomena in order to characterize the worth or value of phenomena usually with reference to some social, cultural, and scientific standards." In the classroom, a teacher does the evaluation by considering the sum total of all the measurements done through various tests which are carried out on the learners and by considering all the non-measurement methods used during the process of teaching-learning like observation, interaction, discussion, interviews, etc. Finally, the teacher adds their own value judgment to the entire process to conclude the outcome of the teaching-learning process. Therefore, we can say that evaluation is equal to all quantitative measurements plus the qualitative assessment and the value judgments added by the teacher. It can be said that measurements and assessments are the means and evaluation is the end. In any evaluation process first comes the measurement which provides data for assessment and finally comes the evaluation. In the process of evaluation, assessment is done by comparing two or more sets of data collected through various tests on the learners reflecting the progress of the teaching-learning process and then the judgment about the attainment level is made, the learning outcomes then help in making the decisions. Such decisions help in the improvement of all the different dimensions of pedagogy. Diagrammatic representation of the relationship between evaluation, assessment, and measurement is presented in a figure given below: Fig: 6.1 Relationship between evaluation, assessment, and measurement

136 GE-ED-31 NSOU 6.3.9 Characteristics of Evaluation Evaluation is a continuous process that starts with the entry of a learner into the formal educational system and continues till the completion of the course. Evaluation is not confined to a particular stage of the teaching-learning process, as the child moves from one stage of education to another stage of education the process of evaluation continues. The progress of the child depends upon the process of evaluation. Evaluation requires careful interpretation of the data sets; it requires comparison of various data to arrive at a conclusion based upon which the decision for the improvement in the process of teaching-learning depends. Evaluation is comprehensive in nature. It does not depend only upon the academic status of the learner but includes the overall growth and development of the learner. It includes cognitive, affective, and psycho-motor domains of the learner also. It involves adding values and making judgments about the child's progress to make decisions about improvement and corrective measures in the learner's learning process. Evaluation is not objective in nature. It is subjective judgment depending upon the various dimensions involved in pedagogy. Evaluation is highly systematic in nature, it follows a definite pattern and steps to attend the goals of pedagogy. Evaluation is philosophical in nature. Evaluation involves both quantitative measurement and qualitative assessment alongwith value judgment. 6.4 Evaluating Learner Achievement: Entry Level, Continuous and Comprehensive, and Outcome-Based Evaluation 6.4.1 Understanding Continuous and Comprehensive Evaluation Education aims at making children capable of becoming responsible, productive, creative, knowledgeable, and useful members of a society. All the educational system measures and assesses the achievement level of the learners from time to time. Continuous and comprehensive evaluation refers to one such method of assessing the achievement of the

137 NSOU GE-ED-31 learner which is based on the systems evaluation technique and it covers all the aspects of student's growth and development. It is a developmental process of assessment that emphasizes two major objectives - first, making the evaluation a continuous process, and second, assessing the comprehensive learning and behavior outcomes of the learners. The term continuous is used as a notion that the development of a child through the process of learning is continuous in nature and hence the evaluation should be continuous too, whereas comprehensive means that the evaluation scheme tries to cover both the curricular and the co-curricular aspects of students' growth and development. School education is the necessary foundation for strengthening human resources which is the core element for the development of a nation. From the time of our independence, many educational commissions and policies emphasized upon free and compulsory education in our country. From the Universalization of Elementary Education to the Sarva Siksha Mission, the main goal was to provide quality education for everyone. The various national policy of education recommended improving the quality of education in schools and colleges. The major recommendations include the child-centered approach of teaching-learning through reforms in the context and the process of education, school facilities, professionally trained teachers, laying down the minimum level of learning, and emphasise upon continuous and comprehensive evaluation. The concept of a continuous and comprehensive evaluation is a process of determining the extent to which the objectives of quality education and the overall development of the children are achieved. It is not only aimed towards assessing the achievement level of the learners but also to improve it continuously throughout the learning process. A continuous and comprehensive evaluation is also concerned with the identification of the best learning experience conducive to the overall personality and cognitive development of the learner so that desirable behavioral changes can be fostered in them. In connection to this, the national policy of education (1986) recommended that a minimum level of learning should be ensured at each stage of primary education. For it certain competencies are identified for each subject at every grade of schooling. Each competence constitutes and expects a performance standard that lends itself to criterion testing which is continuous and competency- based. It is very essential for the teachers especially at the school level to adapt a robust scheme of a continuous and comprehensive evaluation that may help in establishing the learner's attainment of a minimum level of competencies. A competency also becomes a criterion to organize the teaching-learning process, and at the same time to access the student. It is a very well-known fact that evaluation is usually done to measure the knowledge and understanding outcomes. The evaluation of skill and higher mental abilities are neglected to a great extent. A good continuous and comprehensive evaluation ensures that the evaluation of non-cognitive aspects like attitude, appreciation, interest, motivation, personal and social

138 GE-ED-31 NSOU qualities of the student are also done properly. At this point, it is necessary to stress upon the fact that evaluation should be comprehensive in nature where all the learning experiences including scholastic, co-scholastic, and personal as well as the social qualities are assessed thoroughly. 6.4.2 Objectives of Continuous and Comprehensive Evaluation A continuous and comprehensive evaluation is required because different specific areas of learners' growth need different types of evaluation through certain techniques. Continuous and comprehensive evaluation helps in decision-making regarding various aspects of the teaching-learning process promoting the students increasing equity, efficiency, and accountability. For the same the teacher has to select the most appropriate technique for the situation and develop the necessary tool for the same and decide upon the time and place of evaluation. Some of the important objectives behind the use of continuous and comprehensive evaluation are: A continuous and comprehensive evaluation is needed to develop the cognitive, emotional, and social skills of the learners. It focuses on shifting the learners from the rote learning practice toward learning based on experience and thought process. One of the important objectives of continuous and comprehensive evaluation is to integrate evaluation with each and every step of the teaching-learning process. Another important objective is to control and improve the quality of education and uplift the performance level and quality of achievement of the learners. To determine the social utility, desirability, or effectiveness of an educational program and to take necessary decisions about the learner, the process and context of learning. In modern pedagogy, a continuous and comprehensive evaluation is aimed to make the learning process a child-centered activity, where the children will learn to evolve into a complete person under the guidance of their teacher. Its objective is to make the teacher as facilitator of learning, not the controller of the process of teaching and learning. 6.4.3 Implementation of Continuous and Comprehensive Evaluation As already discussed, a continuous and comprehensive evaluation is very important for improving learners' overall quality across all the domains of teaching-learning. In the context of school, implementing the continuous and comprehensive evaluation demands the

139 NSOU GE-ED-31 continuous updating of the teacher's judgment about the learners and their performance in academics as well as co-scholastic areas. Some important points to be considered for implementing the continuous and comprehensive evaluation are: Careful examination of the course and specification of competencies to be attended by the learners in terms of knowledge, understanding, application, and skill performance. Knowledge and ability to construct assessment tools that are criterion-based appropriate for assessing the competencies. It is essential to carefully plan the competency-based teaching procedures. There should be complete harmony between the teaching and assessment process without which assessment will be ineffective and distorted. Proper maintenance of record regarding the improvements and drawbacks of the learner should be kept, so that suitable modification pedagogy and evaluation can be done. Proper implementation of continuous and comprehensive evaluation requires knowledge and skill of evaluation, commitment, and assistance to provide remedial teaching on the part of the teacher.

6.4.4 Concept of Outcome-Based Evaluation

Outcome-based education is a learner-centric teaching-learning model that focuses on evaluating students' performance through outcomes. These outcomes include learners' knowledge, skill, understanding, attitude, metacognition, creativity, etc. Its focus remains on the evaluation of outcomes of the program by stating the change in the behavior. Outcome evaluation is the assessment done to measure the final results of a learning program. It is done by educational institutes for calculating the behavioral change and its impact as the product of the teaching-learning process. The outcome-based evaluation focuses on input from the participants and how the activity affected them or brought any change in them. It is concerned with what kind of difference the activity of learning made for them. The importance of outcome-based evaluation lies in the fact that it helps us to know how well the objectives of a learning program were met. The analysis of this short can be useful for educational institutes with learners' learning at different levels. Such evaluation is effective in depicting the picture about the current program of learning and in predicting the direction in which it is heading. Some of the other advantages of outcome-based evaluation are: It helps in estimating the cost of the program and the result helps in designing the

140 GE-ED-31 NSOU other course of future educational programs of action. It helps in understanding the impact of the educational program and how fruitful will be the prospect of such a program of learning to replicate in other scenarios. It helps in gaining the confidence of society over the present quality of education. Keeping outcome-based evaluation an integral part of pedagogy ensures the reliability of educational programs in the future.

6.5 Preparing Results: Scoring, Grading, and other Components

The assessment and evaluation of various dimensions of the learner during and after the completion of the teaching-learning process come in the form of their performance or achievement results. Preparation of the result is an important task carried out by the teacher and the educational institute to reflect the level of accomplishment by the learner at the end of the academic session. In this regard, the national curriculum framework (2005) reported that "a good evaluation and examination system can become an integral part of the learning process and benefit both the learners themselves and the educational system by giving credible feedback. The purpose of assessment is necessary to improve the teaching-learning process and materials, and to be able to review the objectives that have been identified for different stages by gauging the extent to which the capabilities of the learners have been developed." This recommendation makes it mandatory for the educational institutes to record and report the results of the learner for communicating to the parents in a format (having both quantitative and qualitative information) which includes both their scholastic and non-scholastic abilities and performance. We have already discussed that the purpose of assessment and evaluation is to help the teacher to understand the drawbacks and the strength in the process of teaching and learning, as well as it helps the student to enhance and construct their learning. For the same, the teacher must understand the level of performance of each student and the student must also get the necessary feedback on various aspects of their skills, knowledge, understanding, and other non-cognitive aspects. It is possible when the teacher will provide them feedback at the time of performing the activities and also mention in their report both the quantitative and the qualitative accomplishment. Therefore, preparing a result and reporting the performance of the learner is a challenging task performed by the teachers and the academic board of the educational institute. We will discuss here some of the important aspects of preparation for the result of the learners.

141 NSOU GE-ED-31 Use of indicators: While measuring the performance of the learner it can be recorded in terms of two indicators - quantitative and qualitative. The complete picture of the students' development and achievement can be viewed only when both the scholastic and the co-scholastic areas are taken into consideration. The descriptive indicators are qualitative in nature. Such indicators depict the efficiency and the skill of the students that they reflect in their behavior. In junior classes like the primary level of education, descriptive indicators are communicated to the parents and included in their annual and cumulative reports. This report includes the learner's ability to acquire first language and second language skills, ability to be involved in the conversation, and abilities to solve basic mathematical problems. It also includes their ability to cope up with social and environmental phenomena and participation in different co-curricular activities. It is impossible to involve all the qualitative indicators in a report card therefore only certain relevant indicators are generally presented in the learner's report card. The performance and achievement of the learners in academics are generally represented in terms of quantitative indicators like the marks and grade obtained in a class test, periodic test, half-yearly test, annual examination, oral test, and teacher-made test. They are presented in a report card to communicate the performance of the learners to their parents. It is also helpful in deciding a minimum level of achievement necessary to promote the learners to the next stage of education. Scoring and recording: The scores from quantitative data obtained from the different examinations and qualitative data obtained from co-scholastic activities are recorded in the Report Card. It is very vital to follow certain procedures if the scoring is to be done with maximum accuracy and reliability. The necessity for extreme caution and care in scoring has been indicated by many pieces of literature. It has been found that errors can occur due to the failure to understand the proper scoring direction which can be heppened due to carelessness in marking, adding, subtracting, computing, and transcribing the scores. The best way to overcome such errors is by professional training to handle the scorers and by arranging a procedure to re-score the report cards, randomly few of them if not all. A sample report card of the secondary section is given below : Student's Name: Roll No. Class and Section. Mother's/ Father's/Guardian's Name: Date of Birth: Academic session:

142 GE-ED-31 NSOU Co-curricular subjects: Subjects Grade Work education Arts Music Physical education Result of the student: Remarks of the class teacher: Signature of the class teacher: Signature of the principal: Subject Academic Year (Full marks 100) Periodic test (10) Half- yearly examinatio n (10) Noteb ook (5) Project (5) Annua l exami nation (70) Marks obtain ed (in 100) Grade First language Second language Subject 1 Subject 2 Subject 3 Additional subject

143 NSOU GE-ED-31 Grading scale for academic/ curricular areas: Grades are awarded on an 8 point grading scale as presented in the table given below Marks range Grade 91-100 A1 81-90 A2 71-80 B1 61-70 B2 51-60 C1 41-50 C2 33-40 D 32 & below F (Failed) Note for the scorer: Reporting in the academic area is to be done both in the marking and grading systems. The assessment of the co-curricular area is to be done only in grading. In the remarks section for the class teacher, the qualitative description of the individual students can be made. The systematic and proper preparation of the report card helps in preparing a profile of the student, this profile will help the student in excelling his career towards new highs and bigger achievements. Developing a student profile helps to provide a deeper understanding of students' unique interests, traits, and abilities. Thus, it is essential for the educational institutes and the teachers working in those institutes to maintain a scientific and systematic report of each learner so that it could improve the overall quality of the learner and education. 6.6 Summary Education is not simply the acquiring of knowledge but it is the overall personality development of a child so that the child can adapt to the surroundings and thrive in the society by contributing meaningfully to its society and nation. In scholastic areas education includes the development of the mind and the ability to acquire knowledge, develop understanding, analyze and synthesize it, apply the knowledge in practical situations and also critically reflect on various issues. But for the complete development of body, mind,

144 GE-ED-31 NSOU and spirit it is essential to help the learner in co-scholastic (or co-curricular) areas by the development of sense, morality, work experience, art and culture, life skill, and value education. A quality education includes both scholastic and co-scholastic learning in its teaching-learning process. One of the important parts of education to ensure its quality is by making measurement, assessment, and evaluation an integral part of teaching-learning. Measurement, assessment, and evaluation are the elements of the same process where a learner is judged with the value about his/her achievements based on certain quantitative and qualitative indicators. Learning is a continuous process and so is the evaluation. Such evaluation is termed as continuous and comprehensive evaluation which is now an integral part of our modern education system which confirms the quality output from the process of teaching-learning. Based on the output of the process of teaching-learning, evaluations are modified and so are the strategies of instruction thus evaluation based on output is gaining popularity among the teacher and educational administration. Proper evaluation is possible only when proper documentation of the student's achievement is done. Teachers prepare the Report Card of the learner as a mirror to show their achievements, strengths, and weaknesses. The report card should be based on both quantitative and qualitative indicators of the learner so that the parents can get the complete picture of their children.

6.7 Self-Assessment Questions

1. What do you mean by measurement? What is its importance in pedagogy?
2. What do you mean by assessment? Describe the different types of assessment?
3. What are the features of good measuring tools?
4. How evaluation, assessment, and measurement are related in education?
5. What are the characteristics of evaluation in education? Write about the importance of assessment in education.
6. Why is continuous and comprehensive evaluation important in education?
7. What are the objectives of continuous and comprehensive evaluation and how can it be implemented effectively?
8. What is outcome based evaluation?
9. What are the types of indicators based on which the results are prepared?
10. How are the achievements of the learners presented in the report card?

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147 NSOU GE-ED-31 NOTES

148 GE-ED-31 NSOU NOTES .

Hit and source - focused comparison, Side by Side

Submitted text	As student entered the text in the submitted document.
Matching text	As the text appears in the source.

1/32	SUBMITTED TEXT	36 WORDS	67% MATCHING TEXT	36 WORDS
	Unlike Freud's theory of psychosexual development, Erikson's theory described the impact of social experience across the whole lifespan. Erikson was interested in knowing how social interaction and relationships play a role in the development and growth of human beings. '		Unlike Freud's theory of psychosexual stages, Erikson's theory describes the impact of social experience across the whole lifespan. Erikson was interested in how social interaction and relationships played a role in the development and growth of human beings.	
	W http://simindia.co.in/Document/PERSPECTIVES%20IN%20CHILD%20DEVELOPMENT.pdf			
2/32	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
	the type of crisis that needs to be resolved at a particular stage		the types of crisis that need to be resolved at a particular stage.	
	W https://www.distanceeducationju.in/pdf/B.Ed.%20C.%20No.%20102.pdf			
3/32	SUBMITTED TEXT	36 WORDS	92% MATCHING TEXT	36 WORDS
	stage takes place during the very turbulent teenage years. This stage plays an essential role in developing a sense of personal identity which will continue to influence behaviour and development for the rest of a person's life.		stage takes place during the sometimes turbulent teenage years. This stage plays an essential role in developing a sense of personal identity which will continue to influence behavior and development for the rest of a person's life. ?	
	W http://simindia.co.in/Document/PERSPECTIVES%20IN%20CHILD%20DEVELOPMENT.pdf			
4/32	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	to all of the beliefs, ideals, and values that help		to all of the beliefs, ideals, and values that help	
	W http://simindia.co.in/Document/PERSPECTIVES%20IN%20CHILD%20DEVELOPMENT.pdf			
5/32	SUBMITTED TEXT	20 WORDS	87% MATCHING TEXT	20 WORDS
	adequate care and love, the child will come to feel that they cannot trust or depend upon the adults in		adequate care and love, the child will come to feel that he or she cannot trust or depend upon the adults in	
	W http://simindia.co.in/Document/PERSPECTIVES%20IN%20CHILD%20DEVELOPMENT.pdf			

6/32	SUBMITTED TEXT	13 WORDS	96% MATCHING TEXT	13 WORDS
	and achieve more in terms of competence and productivity. On the other hand,		and teachers achieve more in terms of competency and productivity. On the other hand,	
	W https://www.distanceeducationju.in/pdf/B.Ed.%20C.%20No.%20102.pdf			
7/32	SUBMITTED TEXT	53 WORDS	96% MATCHING TEXT	53 WORDS
	During adolescence, children explore their independence and develop a sense of self. Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and feelings of independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future.		During adolescence, children explore their independence and develop a sense of self. ? Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and a feeling of independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future. ?	
	W http://simindia.co.in/Document/PERSPECTIVES%20IN%20CHILD%20DEVELOPMENT.pdf			
8/32	SUBMITTED TEXT	25 WORDS	94% MATCHING TEXT	25 WORDS
	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to themself, while failure leads to role		Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role	
	W http://sadbhavnapublications.org/images/notes-pdf/files/GROWTH-AND-DEVELOPMENT-OF-THE%20LEARNER.pdf			
9/32	SUBMITTED TEXT	16 WORDS	70% MATCHING TEXT	16 WORDS
	s Theory of Cognitive Development 2.3.2 Piaget's Stages of Cognitive Development 2.3.3 Kohlberg's Theory of Moral Development 2.3.4		s theory of Psychosocial Development, Piaget's theory of Cognitive Development Kohlberg's theory of cognitive development.	
	W https://www.distanceeducationju.in/pdf/B.Ed.%20C.%20No.%20102.pdf			
10/32	SUBMITTED TEXT	21 WORDS	60% MATCHING TEXT	21 WORDS
	s theory of cognitive development; Understand Piaget's stages of cognitive development; Understand Kohlberg's theory of moral development;		s theory of Psychosocial Development, Piaget's theory of Cognitive Development and Kohlberg's theory of cognitive development.	
	W https://www.distanceeducationju.in/pdf/B.Ed.%20C.%20No.%20102.pdf			

11/32	SUBMITTED TEXT	14 WORDS	76% MATCHING TEXT	14 WORDS
of development: (i) Piaget's theory of cognitive development, (ii) Kohlberg's theory of moral development,		of Psychosocial Development, Piaget's theory of Cognitive Development and Kohlberg's theory of cognitive development.		
W https://www.distanceeducationju.in/pdf/B.Ed.%20C.%20No.%20102.pdf				
12/32	SUBMITTED TEXT	32 WORDS	90% MATCHING TEXT	32 WORDS
Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair. 1.6 Summary The		Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair. Relevance – 1. The		
W http://sadbhavnapublications.org/images/notes-pdf/files/GROWTH-AND-DEVELOPMENT-OF-THE%20LEARNER.pdf				
13/32	SUBMITTED TEXT	26 WORDS	94% MATCHING TEXT	26 WORDS
theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major themes of Vygotsky's theoretical framework		theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework		
W http://sadbhavnapublications.org/images/notes-pdf/files/GROWTH-AND-DEVELOPMENT-OF-THE%20LEARNER.pdf				
14/32	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
those differences which in their totality distinguish one individual from another.		those differences which in their totality distinguish one individual from another		
W https://www.distanceeducationju.in/pdf/B.Ed.%20C.%20No.%20102.pdf				
15/32	SUBMITTED TEXT	11 WORDS	95% MATCHING TEXT	11 WORDS
always takes place in particular order involving definite stages of cognitive				
SA Draft Full Book.pdf (D159412383)				

16/32	SUBMITTED TEXT	12 WORDS	76% MATCHING TEXT	12 WORDS
<p>helps to explain the relationships between education and child development. Vygotsky asserted that</p> <p>SA PAL Essay.docx (D46668960)</p>				
17/32	SUBMITTED TEXT	32 WORDS	31% MATCHING TEXT	32 WORDS
<p>each learner is a unique individual, with different shades of cognitive and affective development, social maturity, linguistic ability, motivation, aspiration, learning styles, needs, interests, and potential. Apart from this, there are other factors</p> <p>SA Hemlata M.Ed 19-21.docx (D140533047)</p>				
18/32	SUBMITTED TEXT	44 WORDS	75% MATCHING TEXT	44 WORDS
<p>differences in social and economic background, variations in past learning experiences, and perhaps variations in the level of harmony between the learner and the curriculum. Given these factors, catering for individual differences is intended neither to minimize the gap between individuals nor to even out their</p> <p>SA Hemlata M.Ed 19-21.docx (D140533047)</p>				
19/32	SUBMITTED TEXT	21 WORDS	61% MATCHING TEXT	21 WORDS
<p>should aim for understanding why learners are able or unable to learn well and finding appropriate ways to help them learn better.</p> <p>SA Hemlata M.Ed 19-21.docx (D140533047)</p>				
20/32	SUBMITTED TEXT	20 WORDS	82% MATCHING TEXT	20 WORDS
<p>an individual. Individuals inherit various physical traits like face with its features, colour of eyes and hair, type of skin, an individual's inherit various physical traits such as face with its features, colour of eyes and hair, type of skin</p> <p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._Child%20Care%20and%20E ...</p>				

21/32	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
environment consists of physical, intellectual, social, moral, political, economic, and cultural forces. All these forces cause individual differences.		Environment consists of physical, intellectual, social, moral, political, economic and cultural forces, all these forces cause individual differences. 3.		
W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._Child%20Care%20and%20E ...				
22/32	SUBMITTED TEXT	16 WORDS	73% MATCHING TEXT	16 WORDS
Environment significantly influences individual difference. Changes in a child's environment are reflected in the changes in		Environment significantly influences individual differences among children. Owing to the environment, changes in a child's environment are reflected in the changes in		
W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._Child%20Care%20and%20E ...				
23/32	SUBMITTED TEXT	30 WORDS	80% MATCHING TEXT	30 WORDS
mental traits like intelligence, abstract thinking, aptitudes and prejudices. Now it is an admitted fact that heredity differences result in the quantity and rate of physical as well as mental development		mental traits like intelligence, abstract thinking and aptitude. It is an admitted fact that heredity differences result in the quantity and rate of physical as well as mental development		
W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._Child%20Care%20and%20E ...				
24/32	SUBMITTED TEXT	14 WORDS	83% MATCHING TEXT	14 WORDS
Wertsch, J. (1985). Vygotsky and the social formation of mind. Harvard University Press. 54				
SA Draft Full Book.pdf (D159412383)				
25/32	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
People who are socially marginalized are largely deprived of social opportunities.		People who are socially marginalized are largely deprived of social opportunities.		
W https://www.distanceeducationju.in/pdf/B.Ed.%20C.%20No.%20102.pdf				

26/32	SUBMITTED TEXT	31 WORDS	100% MATCHING TEXT	31 WORDS
<p>They may become stigmatized and are often at the receiving end of negative public attitudes. Their opportunities to make social contributions may be limited, and they may develop low self- confidence and self-esteem.</p> <p>W https://www.distanceeducationju.in/pdf/B.Ed.%20C.%20No.%20102.pdf</p>		<p>They may become stigmatized and are often at the receiving end of negative public attitudes. Their opportunities to make social contributions may be limited, and they may develop low self confidence and self esteem.</p>		
27/32	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>a general capacity of an individual consciously to adjust his thinking to new requirements.</p> <p>W https://www.ritps.com/kvrmaterials/uploads/syllabus/1628403740Children_development_and_Learning.pdf</p>		<p>a general capacity of an individual consciously to adjust his thinking to new requirements" 2.</p>		
28/32	SUBMITTED TEXT	15 WORDS	75% MATCHING TEXT	15 WORDS
<p>Objectives After completing this unit you will be able to— Explain the concept of</p> <p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._Child%20Care%20and%20E ...</p>		<p>OBJECTIVES After going through this unit, you will be able to: • Discuss the concept of</p>		
29/32	SUBMITTED TEXT	13 WORDS	95% MATCHING TEXT	13 WORDS
<p>Crow & Crow - "Learning is the acquisition of habits, knowledge, and attitudes."</p> <p>SA Draft Full Book.pdf (D159412383)</p>				
30/32	SUBMITTED TEXT	30 WORDS	100% MATCHING TEXT	30 WORDS
<p>According to Crow and Crow (1973), "Emotion is an affective experience that accompanies generalized linear adjustment to mental and physiological stirred-up states in the individual that shows itself in his/her overt behaviour."</p> <p>SA Draft Full Book.pdf (D159412383)</p>				

31/32	SUBMITTED TEXT	21 WORDS	57% MATCHING TEXT	21 WORDS
	Objectives After completing this unit you will be able to— Explain the concept of measurement; Describe the importance of		OBJECTIVES After going through this unit, you will be able to: • Discuss the concept of emotional expressions in children • Anlayse the importance of	
	W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._Child%20Care%20and%20E ...			
32/32	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
	Gardner, H. (1993). Frames of mind: The theory of multiple intelligences. New York: Basic Books.			
	SA Draft Full Book.pdf (D159412383)			