

B.A. (Honours) in Education. Part- I

Paper- I: Philosophical and Sociological Foundation of Education

Group- A: Philosophy and Education

Unit- II: Role of Philosophy in Education

A. Schools of Indian Philosophy:

- 1. Vedic schools (Sankhya and Yoga)**
- 2. Non- Vedic schools (Buddhist and Jain)**

India has a rich and diverse philosophical tradition dating back to the composition of the Upanishads in the later Vedic period. According to Radhakrishnan, the oldest of these constitute "the earliest philosophical compositions of the world." Indian philosophy the systems of thought and reflection that were developed by the civilizations of the Indian subcontinent. The main schools of Indian philosophy were formalized chiefly between 1000 BC to the early centuries AD.

Indian philosophy is distinctive in its application of analytical rigor to metaphysical problems and goes into very precise detail about the nature of reality, the structure and function of the human psyche and how the relationship between the two have important implications for human salvation (moksha). The following are the different schools of Indian Philosophy:

1. Vedic schools

Sankhya

Sankhya Philosophy is the most ancient philosophy among 6 fundamental philosophies of Vedas. Maharshi Kapila is the very first person who rendered Sankhya philosophy through interpretation of philosophical principles, mentioned in Veda literatures. According to Sankhya Philosophy, Prakruti (i.e., nature) and Purusha (i.e., Soul) are two fundamental elements and there are 23 deformities of Prakruti, thus there are total 25 elements. According to some academicians, it reasserts the number of elements so it is known as Sankhya Philosophy. Some other academicians says that the meaning of Sankhya is—ability of discretion, knowledge of difference between Prakruti (i.e., nature) and Purusha (i.e., Soul); and since Sankhya clearly differentiate the Prakruti and Purusha, so it is called Sankhya. Sankhya believes in independent entity of Prakruti and Purusha, so some academicians keep it in Dwait waadi (dualistic) Philosophy category. It says that there is independent soul in each living organism, so some academicians keep it in Anekaatmawaadi Philosophy category. Sankhya philosophy's metaphysics and epistemology and logic are so scientific and axiology and ethics is so practical, so this Philosophy is very important for education purpose.

Sankhya Philosophy and Education

According to Satkaaryawaad theory of Sankhya, act is already present in reason. According to this theory, human evolution is already present in human, education drag it out only. Sankhya considers Prakruti and Purusha as fundamental elements but it also knows the fundamental difference between them. In its term, true education it that which provides knowledge of difference between Prakruti and Purusha.

Aims of Education

According to Sankhya, the ultimate objective of human life is to get salvation and this salvation is received from knowing the difference between Prakruti and Purusha. So human evolution should occur in that manner that he can understand the difference between Prakruti and Purusha, relieve from

three sorrows, became free. This is the feasible objective of education in its term. Yoga practice is needed to achieve this objective and moral behavior is needed for Yoga practice.

Curriculum of Education

Curriculum is the way to achieve objectives. Physical and Spiritual aspects of human are considered authentic by Sankhya philosophy and give importance in development of both. Accordingly, curriculum should be different for different age group children. Subjects given by them are theology, philosophy and logics etc Ayurveda Science and Astrology. According to Sankhya, human should self-studied in his whole life span and till then he could understand the difference between Prakruti and Purusha. Yoga practice should be continued with this study, Yoga practice is the only way to understand original form of soul, to experience it.

Discipline

Sankhya is proponent of Yoga discipline. First step of Yoga discipline is—Yama. Meaning of Yama is— control on mind, words and deeds. For this Yoga force to follow these five vows Truth, Non-violence, Anti-theft, No storage of things and Celibacy. Second step of Yoga discipline is—Niyama. According to Yoga, Niyama is also 5—Sanitation, Satisfaction, Tenacity, Self-study, Worship. According to Sankhya, the one who follows these 5 vows and 5 rules up to what level, he should be considered disciplined up to that level.

Teacher

According to Sankhya, a teacher should be expert in his subject. If he knows the difference between Prakruti and Purusha, then it is better than the best, in that condition only, he can develop discretion knowledge in student. Sankhya also expects from the teacher that he must have clear knowledge of sources to obtain knowledge and he must be capable to develop knowledge with the use of these sources, must be adept. Sankhya also preaches to teacher to follow discipline.

Student

Sankhya is an Anekaantwaadi philosophy; it respects the personality of student; it supports the overall development of student. It preaches the student for moral behavior, preaches to be in discipline. Only in that condition student can gain the knowledge of matter and self-element.

School

At the time of Sankhya writer, where master (teacher) was, arrangements for education were there. According to Sankhya philosophy, schools should develop in the form of development of physical knowledge and lab of Yoga process.

Yoga

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. 2 Patanjali's 'Yoga-sutras' are the first and foremost systematic and authoritative presentations of yoga in both its theoretical and practical aspects.

The eight-fold yoga (Astanga Yoga)

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.

- i) Yama
- ii) Niyama
- iii) Asana
- iv) Pranayama
- v) Pratyahara
- vi) Dharana
- vii) Dhyana
- viii) Samadhi

Yoga in Education

Education in Yoga is also a spirituous-social necessity because the system aims at attaining the highest evolution of human-self. The aim of entire education, formal and informal is to attain God head or bliss that comes after the empirical self is merged in the transcendental self or God. But the process of self - discipline implies that without the well-being of human body and moral preparation on the part of man, Yoga is not possible. This aspect makes education a social necessity.

Aims of Education

The aim of education according to the Yoga is the comprehensive development of human personality and also to make human child, free from bodily, mental and super natural miseries. This implies that education must care for the physical, mental, intellectual and spiritual growth of the pupil. The aim of education according to the Yoga is the moral preparation of the pupil, spiritual attainment, the development of scientific attitude and logical intellectual faculties. It further means is to evolve a society of person who is noblest in their thoughts and actions.

Role of a Teacher

Great importance is given to teacher. Not only a theoretician but also a demonstrator. Giving practical demonstration to the student (scientific notion). Teacher has been considered as the power of knowledge, power of will and power of action.

Role of a Student

Yoga demands total surrender to his teacher for his total cure. It has been considered that without teachers nothing can be obtained by the student.

Curriculum

System stands for psycho-physical training of human child. Provides literature which arouses interest amongst students in moral life. Embodies such specific sciences as medicine, clinical, psychology, social sciences. Yoga approves all those subjects which deal with human physiology, true human nature and hidden laws of nature. Most appropriate to the evolution of individual and society. If society are highly evolved divine culture can be happily fostered.

Discipline

Yoga considers education and discipline to be identical. Discipline is the means of which yoga is the aim. One has to discipline oneself physically and intellectually. Disciplining of body and mind is the core of educational process. Education system not only in India but the modern globalizing world also really is in great need of taking help of Yoga system. Therefore, it is high time to think seriously on inclusion of Yoga and Yogic values in education system.

Self- Education

Yoga renders self- education. It is nothing but education of self-awareness. Yoga teaches us how to live with wisdom, not with the worldly orientations, present education system should inculcate this yogic value intensively. Yoga system can impart progressive training for the development of self-awareness and educate us about the realities of our being and becoming.

2. NON- VEDIC SCHOOLS

Buddhism

The Buddhist philosophy can be defined as follows, following the principles of the essence of condition, reason, and behaviorism. 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.

Buddhism and education

Buddhism has a great contribution in establishing the structure of education in our country. Even today it helps us in our problems related to education. Following is a description of its effects on education.

Buddhism believes in both worldly as well as godly truths — “dve satye samopakshitya buddhana dharm deshna Lok sanviti satya ch satya na paramarthna. “According to it education is such an important process which makes human compatible with both worldly as well as godly life. With godly life it refers to nirvana. In its view actual education is that which helps human in achieving nirvana.

Curriculum of education

Buddhists have established two types of objectives of education—worldly and godly. Worldly objectives are—physical development, character and value development and professional development. For achieving these objectives, they have incorporated moralful life, exercise, language, knowledge, medicine, surgery, farming, husbandry and astrology, etc into the curriculum. 19 works have been incorporated into Buddhism education. For achieving the prime objective, they have incorporated ‘tripitakon’ and other religious literature, and moralful life into the curriculum.

Teaching techniques

According to the Buddhists there are three ways to learn—body, heart and consciousness. Their clarification is that students of different age groups are different from the view of their body, heart and consciousness, that is why the teaching techniques should also be different for them. They developed different teaching techniques for students of different age groups. The teaching techniques developed by the Buddhists can be divided into two parts—individual teaching techniques and group teaching

techniques. In individual teaching techniques self-analysis is the main technique and in group teaching techniques lecturing technique is the main.

Discipline

In the religion of Buddhism, both the student and the teachers have been given tough ethical conditions and both of them have been ordered to follow them strictly. For the teachers, have been instructed to follow the knowledge of four aryas and arya ashtang path and also triratana, for the general students there are set 10 rules which are instructed to be followed and for the monks undergoing monk education, other than these 10 general rules there are other 8 rules which are instructed to be followed. In the religion of Buddhism, the following of these rules by the teachers and the students, in the field of education, is known as discipline.

Teacher

In Buddhist education only that person could be a teacher who has known the four arya truths and who follows the ashtang path. The right to grant education was only with the monks and that too to those monks who have been monks for a minimum of 10 years and who had pure behavior, sacred thoughts, humbleness and mental capability. Buddhist teachers were divided into two categories—one those which were highly learned, near whom the monks would sit to gather knowledge and the other who used to teach mannerism, learning from whom the students used to get the best manners. At that time the teachers used to prompt the students for their manners and the students used to do the same for the teachers.

Student

According to Buddhism, a student's present is the outcome of his doings in his previous life as well as his doings since his birth till the present. And his future is dependent on his doings in his past life as well as his doings since his birth till present including his present doings that he will do. That is why the right to get education at the monasteries has. But without the permission of their parents, they were no given admission. Other than this, those who were suffering from contagious diseases, severe criminal, unsober, ill mannered, etc., were not admitted.

School

Buddhist education is given at monasteries and recreational places. Only these were the schools, high schools and universities of that time. These schools were home to Buddhist groups. The power of the group was greater than all. The group used to undertake the expenditures of the students and the teachers. They used to create the rules for the behavior of the teachers as well as the students, which they had to follow strictly.

Jainism

Jainism is multielemental philosophy according to which this universe is made of many substances. A substance in Jainism is believed to have two forms: Astikaya (matter) and Anistikaya (time). According to Jainism, the soul is of two types – Free soul and fixed soul. Free soul is universal, omniscience, and almighty. When this soul after becoming captive of deeds forgets its form becomes fixed soul. According to Jainism, fixed soul is the experience of pleasure-pain. Until this is not free of shackles of deeds, it takes birth in different forms (yonis). Jainism is having its own definition of religion lawless. Religion, according to Jain scholars is dynamic organism and iniquity is imagined opposite to religion. According to Jainism, all the substances in the world give results and there is a simple reason behind it—Time. Jainism does not regard God as the doer of this nature but a pious soul

or a saint. According to it, any person can attain this saint-like stage. This is why Jains worship their Teerthankars as God. Jainism believes in objective principle but it is different from other religions-philosophies.

Jainism and education

The substance has been explained comprehensively/elaborately in Jainism. The kind of Vivid/comprehensive explanation of the types or attributes of the substances is apparent in Jainism is not available elsewhere. The chemistry and nature of soul/spirit and time/period which has been discussed in Jainism has drawn the attention of the scientists.

Goals of education

According to Jainism the eventual goal of human life is salvation. The Jainism has mentioned the gem triad (true sight, true co naissance/understanding and true character) as the means to attain salvation. The education should also have the same goal, which is why, it stresses on attaining an ethical life for accomplishing this goal, hence, education should have this goal also. It regards the knowledge and highest truth of various art forms as important for a material/earthly life. Therefore, the education will also have to do this work. The gist of these goals of education is as follows:

1. Goal of Rational Vision (Samyak Darshan)—It's the belief of Jain scholars that in order to live a good material/earthly life and make the soul pure, enlightened and free, the first and foremost need is that the human beings have devotion towards and faith in the sages who educate them about Jain Teerthanakars, agam(religious) granth and jain doctrines.
2. Goal of Absolute knowledge (Samyak Gyaan)—By absolute knowledge, Jain scholars mean to imply with that knowledge of substance (being, on-being/matter and time) which is given by the Teeranthkars and depicted in jain agamas. According to Jainism, this knowledge is like light which dispels the darkness of ignorance. The attainment of this knowledge should be the second goal of education.
3. Goal of true character (Samyak Charitra)—Jainism stresses on the fact that true sight and true knowledge should be concentrated in true character, in other words, the man should inculcate it in his thoughts, voice and behavior.
4. Goal of training in several art forms—Big or small, all the enterprises/industries have been titled as an art form in Jain literature.
5. Goal of developing the belief of highest truth (salvation)—Jainism is the believer of individual spiritual welfare as well as the spiritual welfare of entire humanity.

Discipline

In Jainism, there is a provision of strict discipline for the teacher and student. Mahavir Swami gave much importance to austerity and restraint in discipline. In "Uttaradhyan Sutra", a metaphor is mentioned in the context of discipline. For the people who seek salvation are directed to strictly follow five mahavratas and sacrifice the four astringents. This compliance is called the true discipline but they want to achieve this discipline as a self-inspired discipline. According to Jain texts, a acharya should strictly follow the above mentioned rules.

Teacher

For Teacher, two words have been used in the Jain literature—Upadhyay and Acharya. Upadhyay is the one which is involved in teaching and gives the knowledge of language literature and other physical sciences to his students. Acharya gives the knowledge of religion, philosophy and morality and affects their conduct. Acharyas cannot live a married life but the upadhyays can. According to Jain

scholars, upadhyay should be the master of his subject and also have some knowledge of other subjects. The biggest thing about them is that the Jainism wants to see both of them to serve the mankind with devotion and hard service.

Curriculum

The goals/objectives of education that are decided in Jainism; are divided in two parts-goals pertaining to the practical life and the ones pertaining to knowledge of self. In the sacred text (granth) “vyavahar sutra” of Jainism, five principals for making the curriculum of practical life are mentioned—

1. The principal of a student’s maturity
2. The principal of a student’s caliber
3. The principal of a student’s age
4. The principal of factor
5. The principal of usability

On the basis of these principles, there are different curriculums for different age groups in Jainism. For the physical and mental development of the student, different knowledge and activities of various subjects are given importance in the curriculum.

Teacher -Student relation

Jainism favors a sentiment of service between a teacher and student. In its view both of them should be ready for the welfare of each other. Jain scholars expect from the student that they should remain polite, tolerant, and careful for the teachers even when the teachers are angry. The students are directed to have faith on the teachers and teachers are directed to love his students. If there is affection, faith and respect from both the sides then there would be an excellent relation between the teachers and students.

B.A. (HONOURS) IN EDUCATION. PART I

PAPER -I: Philosophical and sociological foundation

Group – B: sociology and education

Unit V:Nature and scope of educational Sociology. Need for sociological approach in Education.

Nature of educational sociology

Educational sociology is not limited to specific nature or specific period. Its nature isof universal type. Educational sociology is not merely theoretical .it does not merely studythe forces of interaction between the individual and a society or group but it is also practicalbecause besides studying interacting forces it tries to regulate and control the interactingforces. Role of educational of sociology is to find out ways and means to manipulate theeducational process to achieved better personality development and thus obtain bettersocial control. The society has made some rules to have continuity

in society to maintain stability, to protect the things that help working and to establish discipline. For preserving traditions values and customs educational sociology is necessary. Educational sociology is the subject of constant and dynamic interaction of the individual and his cultural environment, it enables us to understand the child from the point of view of social milieu. Educational sociology evolved as a discipline designed to prepare educator for their future tasks. It uses the results of sociological research in planning educational activities and in developing effective methods of realizing these plans. It helps in understanding the cultural, economic, social and political trends in relation to formal and informal agencies of education.

1. Educational sociology aims to develop a curriculum that will adequately socialize each individual student.
2. It tries to find out what would best contribute towards the child's personality development and control the educative process to achieve personality development of each single child.
3. Educational sociology studies the various types of social relationships and their impact on individual development. Thus, nature of educational sociology is both theoretical and practical. It is the scientific study of how people live in social groups, especially study of the education that is obtained by living in social groups and the education that is needed by them to live efficiently in social group.

Scope of Educational Sociology:

Educational Sociology studies the social activity on education and the effect of education on social reactions. Thus, the scope of this science is very wide. In brief, the following important specific problems are the essential part of educational sociology:

1. Place of education in Society.
2. Mutual relation between teacher and the student.
3. Problems, requirements and inspirations of the society.
4. Small units of the society and their mutual relations.
5. Effect of social life on individual and school.
6. Contacts between local social institutions and schools.
7. Encouragement of best education and democratic feeling in schools.
8. Suitable changes in the curriculum for the development of the individual as well as the society.
9. Giving encouragement to invention and critical thinking.
10. Evaluation of press, radio, films etc., in the social activity.
11. Determining of educational method.
12. To investigate means of social progress and social control.

Need for sociological approach in education

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 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. The relationship of education and sociology can be cleared through following points.

1. Sociology is the science of society and education in an implicit aspect of any social system.

2. sociology studies the structure and functions of social system, while education is one of the important functions of any social system.
3. The prime concern of sociology is socialized individuals. Education is the means for achieving the goals of sociology.
4. Education is the laboratory and workshop of sociology.
5. sociology attempts to ascertain the functions performed by the educational system while education adopts the principles of sociology to improve its functioning.
6. In the modern society, sociology generates the data base which is consumed by educational system to realize the goal of social life.
7. sociology develops the law and principles which are adopted by the educational system for its improvement.
8. Education preserves the social and cultural heritage which is owned by sociology.
9. Society is the prime factor in determining the educational patterns so that its sociocultural needs may be satisfied and continues to grow.

Emile Durkheim 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 of theory of education relates more clearly to sociology than any other science.

Unit V- Education as social heritage; education as an instrument of social change, education as a factor of social change, education as a reflection of social change. Agencies of social change;

1. **School as a social sub-system;**
2. **Mass media as a social means.**

Education as social heritage

Preservation of social heritage: So far as preservation of worthwhile knowledge and heritage of society is concerned, education is of vital importance. Young boys and girls go to school for reading and writing and through this act they acquaint themselves with the desirable elements of their social culture. The curriculum meant for children is designed in such a way that it includes knowledge and experience of the society. Duty of the teacher is to present his students with art, science and literature, history and culture which the society had inherited throughout the ages. Any new development or progress may be possible only when the new generation imitates the thought, feeling and activity of the past society. So, from this point of view education is nothing but a big process of imitation. It is through such imitation that preservation and protection of the desirable elements of vast human culture has been possible.

Education as an instrument of social change

Education is considered as one of the most powerful instruments of social change and control. Education can remove darkness of ignorance and narrow-mindedness of human mind and infuse new ideas, new light and new direction for change and development. It can dispel darkness of ignorance, indifference and inactivity of human mind and develop new hope and aspiration. It is through education that the society can bring desirable changes and modernize itself. Education can transform society by providing opportunities and experiences through which the individual can cultivate himself for adjustment with the emerging needs and philosophy of the changing society. A sound social progress needs careful planning in every aspect of life, social, cultural, economic and political. Education must be planned in a manner which is in keeping with the needs and aspirations of the people as a whole. Indian education commission (1964-66) observed that realization of

country's aspirations involves changes in the knowledge, skills, interests and values of the people as a whole. This is basic to every programme of social and economic betterment of which India stands in need.

Education as a factor of social change

The various factors of education as social change are described below. These are:

Assistance in changing attitudes:

1. Education helps to change the attitudes of people in favour of modern ways of life and develops attitudes which can fight prejudices, superstitions and traditional beliefs.
2. It can bring about a change in attitudes of people in favour of small family towards rising above orthodox values and socio-cultural barriers of caste and class and towards religion and secularism.
3. Education interacts with the process of social development which is another name of social change.

Assistance in creating desire for change:

1. Education creates a desire for change in a society which is prerequisite for any kind of change to come.
2. It makes people aware of social evils like drinking, dowry, gambling, begging, bonded labour etc. and creates an urge to fight and change such things.
3. Education makes underprivileged, down-trodden and backward people aware of their lot and instils a desire to improve their conditions. Thus, education creates a desire for change.

Assistance in adopting social change:

1. Whenever some social change occurs, it is easily adopted by some people while others find it very difficult to adjust themselves to this change.
2. It is the function of education to assist people in adopting social changes.

Overcoming resistance to change:

Certain forces create resistance in the way of accepting social change. Education helps in overcoming resistance.

Analysis in change:

Education invests the individual with the capacity to use his intelligence, to distinguish between right and wrong and to establish certain ideas. Education determines the values which act as a criterion for the analysis of social change.

Advances in the sphere of knowledge:

New researches and inventions depends upon education, because only the educated individuals can search for new things in every field. Thus, education contributes by bringing changes in knowledge.

Transmission of culture:

Education is the creator, generator and director of all social change. In short, education is a preservative, consolidating, establishing and creative force democracy. It can help in developing democratic attitudes and values for better living. Democratic values such as liberty, equality, fraternity, justice, tolerance, mutual respect, feeling of brotherhood and faith in peaceful methods are stabilized through education in free India. These values are helpful in bringing about social change.

Education as a reflection of social change

The role of education as an agent or instrument of a social change and social development is widely recognized nowadays. Social change may take place when human needs change, when the existing social system or network of social institutions fails to meet the existing human needs and new materials suggest better ways of meeting human needs. Social changes do not take place automatically or by themselves. As MacIver says, social change takes place as a response to many types of changes that take place in the social and non-social environment. Education can initiate social changes by bringing about a change in outlook and attitude of man. It can bring about a change in the pattern of social relationships and institutions and thereby it may cause social change. There was a time when educational institutions and teachers were engaged in transmitting a way of life to the students. During those days, education was more a means of social control than an instrument of social change. Modern schools, colleges and universities do not place much emphasis upon transmitting a way of life to the students. The traditional education was meant for an unchanging, static society, not marked by rapid changes. But, today, education aims at imparting empirical knowledge that is knowledge about science, technology and other type of specializations. Education was associated with religion. It has, however, become secular today. It is an independent institution now. Education today has been chiefly instrumental in preparing the way for the development of science and technology. Thus, education has brought about phenomenal changes in every aspect of man's life. Francis Brown remarks that education is a process which brings about changes in the behaviour of society. It is a process which enables every individual to participate effectively in the activities of society, and to make positive contribution to the progress of society.

Agencies of social change

In general, it may be said that the total society is the agency for socialization and that each person with whom one comes into contact and interact is in some way an agent of socialization. Socialization is found in all interactions but the most influential interaction occurs in particular groups which are referred to as agencies of socialization. The obvious beginning of the process for the new-born child is his immediate family group, but this is soon extended to many other groups. Other than the family, the most important are the schools, the peer groups (friends circle) and the mass media. The two agencies that are discussed here are below:

1. School as a social sub-system

After family the educational institutions take over the charge of socialisation. In some societies (simple non-literate societies), socialisation takes place almost entirely within the family but in highly complex societies children are also socialised by the educational system. Schools not only teach reading, writing and other basic skills, they also teach students to develop themselves, to discipline themselves, to cooperate with others, to obey rules and to test their achievements through competition. Schools teach sets of expectations about the work, profession or occupations they will follow when they mature. Schools have the formal responsibility of imparting knowledge in those disciplines which are most central to adult functioning in our society. It has been said that learning at home is on a personal, emotional level, whereas learning at school is basically intellectual.

2. Mass media as a social means

From early forms of print technology to electronic communication (radio, TV, etc.), the media is playing a central role in shaping the personality of the individuals. Since the last century, technological innovations such as radio, motion pictures, recorded music and television have become important agents of socialisation. Television, in particular, is a critical force in the

socialisation of children almost all over the newworld. According to a study conducted in America, the average young person (between the ages of 6 and 18) spends more time watching the tube '(15,000 to 16,000 hours) than studying inschool. Apart from sleeping, watching television is the most time-consuming activity of youngpeople. Relative to other agents of socialisation discussed above, such as family, peer group and school, TV has certain distinctive characteristics. It permits imitation and role playing but does not encourage more complex forms of learning. Watching TV is a passive experience. Psychologist Urie Bronfenbrenner (1970) has expressed concern about the insidious influence 'of TV in encouraging children to forsake human interaction for passive viewing.

Individual Differences

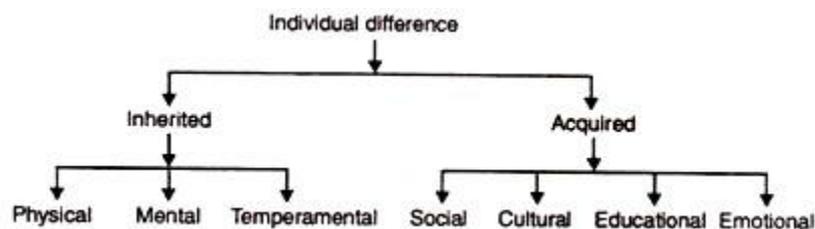
Meaning of Individual Differences:

Dissimilarity is principle of nature. No two persons are alike. All the individuals differ from each other in many a respects. Children born of the same parents and even the-twins are not alike. This differential psychology is linked with the study of individual differences. Wundt, Cattell, Kraepelin, Jastrow and Ebbing Haus are the exponents of differential psychology.

This change is seen in physical forms like in height, weight, colour, complexion strength etc., difference in intelligence, achievement, interest, attitude, aptitude, learning habits, motor abilities, skill. Each man has an intellectual capacity through which he gains experience and learning.

Every person has the emotions of love, anger, fear and feelings of pleasure and pain. Every man has the need of independence, success and need for acceptance.

Broadly individual difference may be classified into two categories such as inherited traits and acquired traits:



Causes of Individual Differences:

i. Heredity:

Some heretical traits bring a change from one individual to other. An individual's height, size, shape and color of hair, shape of face, nose, hands and legs so to say the entire structure of the body is determined by his heretical qualities. Intellectual differences are also to a great extent influenced by hereditary factor.

ii. Environment:

Environment brings individual differences in behaviour, activities, attitude, and style of life characteristics, Personality etc. Environment does not refer only physical surroundings but also it refers the different types of people, society, their culture, customs, traditions, social heritage, ideas and ideals.

iii. Race and Nationality:

Race and Nationality is one cause of individual difference. Indians are very peace loving, Chinese are cruel; Americans are very frank due to race and nationality.

iv. Sex:

Due to sex variation one individual differs from other. Men are strong in mental power. On the other hand women on the average show small superiority over men in memory, language and aesthetic sense. Women excel the men in shouldering social responsibilities and have a better control over their emotions.

v. Age:

Age is another factor which is responsible in bringing individual differences. Learning ability and adjustment capacity naturally grow with age. When one grows in age can acquire better control over our emotions and take better social responsibilities. When a child grows then her maturity and development goes side by side.

vi. Education:

Education is one major factor which brings individual differences. There is a wide gap in the behaviors of educated and uneducated persons. All traits of human beings like social, emotional and intellectual are controlled and modifies through proper education.

This education brings a change in our attitude, behaviour, appreciations, Personality. It is seen that uneducated persons are guided by their instinct and emotions where as the educated persons are guided by their reasoning power.

Educational Significance of Individual Differences:

- i. Aims of education, curriculum, method of teaching should be linked with individual differences considering the different abilities and traits individual.
- ii. Curriculum should be designed as per the interest, abilities and needs of different students.
- iii. The teacher has to adopt different types of methods of teaching considering individual difference related to interest, need, etc.
- iv. Some co-curricular activities such as Drama, music, literary activities (Essay & Debate Competition) should be assigned to children according to their interest.
- v. Teacher uses certain specific teaching aids which will attract the children towards teaching considering their interest and need.
- vi. Various methods such as playing method, project method, Montessori method, story telling methods are to be used considering/discovering how different children respond to a task or a problem.
- vii. The division of pupils into classes should not be based only on the mental age or chronological age of children but the physical, social and emotional maturity should be given due consideration.
- viii. In case of vocational guidance the counselor is to plan the guidance technique keeping in view the needs and requirements of the students.

Transfer of Learning: Types and Theories

Meaning:

The word transfer is used to describe the effects of past learning upon present acquisition. In the laboratory and in the outside world, how well and how rapidly we learn anything depends to a large extent upon the kinds and amount of things we have learned previously.

In simple way transfer may be defined as “the partial or total application or carryover of knowledge, skills, habits, attitudes from one situation to another situation”.

Hence, carryover of skills of one learning to other learning is transfer of training or learning. Such transfer occurs when learning of one set of material influences the learning of another set of material later. For example, a person who knows to drive a moped can easily learn to drive a scooter.

Types of Transfer of Learning

There are mainly three types of transfer of learning:

1. Positive transfer:

When learning in one situation facilitates learning in another situation, it is known as positive transfer. For example, skills in playing violin facilitate learning to play piano. Knowledge of mathematics facilitates to learn physics in a better way. Driving a scooter facilitates driving a motorbike.

2. Negative transfer:

When learning of one task makes the learning of another task harder- it is known as negative transfer. For example: Left hand drive vehicles hindering the learning of right hand drive.

3. Neutral/Zero transfer:

When learning of one activity neither facilitates nor hinders the learning of another task, it is a case of neutral transfer. It is also called as zero transfer. For example, knowledge of history in no way affects learning of driving a car or a scooter.

The following table presents different types of transfer, as adapted from Schunk (2004, p. 220).

Type	Characteristics
Near	Overlap between situations, original and transfer contexts are similar.
Far	Little overlap between situations, original and transfer settings are dissimilar.
Positive	What is learned in one context enhances learning in a different setting.
<u>Negative</u>	What is learned in one context hinders or delays learning in a different setting.
Vertical	Knowledge of a previous topic is essential to acquire new knowledge.
Horizontal	Knowledge of a previous topic is not essential but helpful to learn a new topic.
Literal	Intact knowledge transfers to new task.
Figural	Use some aspect of general knowledge to think or learn about a problem.
Low Road	Transfer of well-established skills in almost automatic fashion.
High Road	Transfer involves abstraction so conscious formulations of connections between contexts.

B.A Education (Honours)

Semester III

EDU-H-DSC-T-7: History of Education in Colonial India.

The Calcutta University Commission (Sadler Commission) 1917-19.

Context

The resolution on Educational Policy (1913) had recommended that a university should be established for each province, that teaching activities should be encouraged and that the colleges located in mofussil (rural areas of India) towns should be developed into teaching universities in due course. But no action could be taken by the Government primarily because of the outbreak of the Great World War (1914). In 1917, the Government of India appointed the Calcutta University Commission which is also known as the Sadler Commission after the name of its chairman, Dr. Michael Sadler, the vice chancellor of Leeds University.

The commission visited all university centers and after 17 months submitted its report in 13 volumes, giving a critical and comprehensive survey of educational problems that it studied that were more or else common to the other universities. The report has greatly influenced the subsequent course of secondary and higher education in the country. The commission had 6 members besides the chairman.

Terms of reference of the commission was:

“to enquire into the condition and prospects of the University of Calcutta and to consider the question of a constructive policy in relation to the question it presents”

Recommendations

Following were the recommendations made by the Commission:

1. Calcutta University Commission studied the problems of secondary education as well as those of university teaching because it held the view that improvement of secondary education was an essential foundation for the improvement of university teaching itself. Therefore, made radical recommendations regarding the reorganization of secondary schools.
2. Supply of necessary money for the improvement of secondary education. Because
 - Teachers are paid poorly. Efficient teacher's salary is high.
 - Want of suitable teachers.
 - Most of the teachers are untrained.
3. First two years of the degree colleges is almost similar to the secondary education. Hence, these be dropped to the secondary system from university.
4. Formation of intermediate colleges. Pursuing of intermediate examination should be compulsory for the entry into university and not matriculation.
5. A board of secondary and intermediate education consisting of the representation of Government, the university, the secondary schools and the intermediate colleges should be established.
6. Curriculum of the intermediate colleges should constitute arts, science, education, agriculture, commerce, medical science etc.
7. Medium of instruction in the secondary and intermediate colleges should be in mother tongue.
8. There should be established a teaching and residential university at Dacca.
9. The teaching resources should be organized in Calcutta in such a way as to create a real teaching university.

10. The development of mofussil colleges should take place in such a way as to ensure the encouragement of gradual rise of university centers at a few places by concentrating all possible resources for higher education on them.
11. The universities should be relieved of the secondary and intermediate education so that they concentrate on only higher teaching.
12. The regulations governing the work of the universities should be less rigid.
13. The output of trained teachers should be substantially increased.
14. Duration of degree colleges should be three years after the intermediate stage.
15. Appointments of professorships and readerships should be made by special selection committee.
16. For women education purdah schools should be organized for Hindu and Muslim girls aged 15 or 16. A special board of women's education should be established in the Calcutta University and a special curriculum should be provided according to the educational needs of women.
17. Make provision for professional and vocational training.
18. An inter-university board for connection and co-ordination among the different Indian universities.
19. Special emphasis on the development of Modern Indian Languages and on the study of vernacular at different stages of education.

Results

Mr. A.N. Basu remarked, "No such important document in the history of education in India has ever been written. The later educational developments were greatly influenced by it. Still its remnants can be found". The reports of the commission had far reaching significance in respect of:

- Medium of instruction.
- Vocational education.
- Research works.
- Establishment of a separate board for secondary education for secondary education.
- Three years degree course.
- Separation of intermediate education from university education.
- Institution of honour courses.
- Formation of academic council.
- Faculties and board of studies.
- Appointment of a director of physical education.
- Appointment of paid and full-time vice chancellor.
- Development of female education.
- Improvement of teacher education. And
- General tone of university administration.

Criticism

The commission was criticized under the following grounds:

1. Establishment of residential universities are very much costly which has been recommended by the commission
 2. Formation of intermediate board of education were narrow, partial, communal and dangerous. It encouraged communal spirit in Indian politics.
 3. Commission had been influenced by the Haldane Commission on London University.
-

Indian Education Commission (1882-1883)

The revolt of 1857 (the conscious beginning of the Independence struggle against the colonial tyranny of the British) shook the very foundation of British Empire in the country and the administration was taken away from the company and transferred to the crown. The normalisation of conditions took some time.

Dispatch of 1854, which led to (1) the creation of a separate department for the administration of education in each province, (2) the founding of the universities of Calcutta, Bombay, and Madras in 1857, and (3) the introduction of a system of grants-in-aid. The Wood's Despatch was a written document which gave forth recommendations to improve education of the country. It was thus a sort of Charter giving Indians the rights of primary, elementary, secondary and higher education. It gave them rights for vocational education and for the education of girls.

Background

1. There was no spread of mass education due to the indifferent and apathetic attitude of the Government since 1854. The progress of primary education was extremely slow.
2. The system of indigenous education (Indigenous schools are those schools which are established and supported by the Native themselves.) was gradually decaying due to will-full neglect of the Government as well as want of native patronage.
3. There was no suitable Government help to primary education.
4. The Government did not help in any way the Indian private enterprise in education which was the directive of the Dispatch. It was practically crushed and consequently primary education was neglected.
5. The Government had little intention to withdraw gradually from the arena of education which the framers of the Despatch intended.
6. The quality of instruction was deteriorated at an alarming rate.
7. The Despatch categorically discarded the Downward Filtration Theory but it was still favoured by the Government.
8. The system of "grant-in-aid" did not work properly. It was not carried out by the Government as suggested by the Despatch.
9. National consciousness was aroused in India which was demanding national education based on national cultural tradition as against western culture.
10. The missionaries were also dissatisfied. After the Despatch they thought they would be the chief agency in Indian education. But their hope was totally frustrated. They criticised the Government policy of religious neutrality in education which they characterised as "Godless and irreligious".

Composition of the Commission

The Commission was appointed on 3rd Feb, 1882, by Lord Ripon. It is the first Education Commission in India. Sir William W. Hunter, a member of the Governor General's Executive Council, was its chairman. Hence it is commonly known as the Hunter Commission. It consisted of twenty members.

The Indian members of the commission were Syed Ahmed Khan, Mr. Haj Ghulam of Amritsar, Mr. Anand Mohan Bose, Mr. P. RanganandaMudaliar, Babu Bhudeb Mukherjee, Justice K. T. Telang and Maharaja Jyotindra Mohan Tagore. Dr. W. Miller was the representative of the

missionaries in the Commission. Mr. B. L. Rice, the then D.P.I, of Mysore was appointed the Secretary of the Commission.

The main objectives of the Commission were:

“to enquire into the manner in which effect had been given to the principles of Despatch of 1854 and to suggest such measures as it might think desirable with a view to the further carrying out of the policy therein laid down”. Further,

1. To enquire especially about the primary education as there was a strong demand for mass education;
2. To consider ways and means about the expansion of the grant-in-aid system;
3. To enquire into the activities of the provincial department of education;
4. To enquire about the respective role of the Government Institutions and private institutions in a national system of education;
5. To decide Government attitude towards religious instruction.

Activities of the Indian Universities, technical education and education of the Europeans were kept outside the purview of the Commission. The Commission toured throughout the country for eight months. It worked for seven weeks in Calcutta. The commission appointed provincial Committees which gave reports about education of their respective provinces. The final report was based on these provincial reports. In 1883 the Commission submitted its voluminous report of 600 pages with 222 resolutions. It is an important historical document.

Criticism

1. The Commission virtually supported the educational policies laid down in the Despatch of 1854 and Standby Despatch of 1859. No new policy was recommended by the Commission. The only and most important policy recommended by the Commission was regarding the place of missionaries in education. But we should remember that it was not the function of the Commission to frame policy but to execute.
2. Vocational education in the upper classes of secondary schools was recommended and two types of Courses ‘A’ and ‘B’ were to be introduced for the purpose. But the ‘B’ course was not implemented. Technical and industrial education was not recommended by the Commission with obvious reasons. This major defect was exhibited later in the field of secondary education which the national leaders wanted to rectify.
3. The Commission laid emphasis on primary education, but it was not made free, universal and compulsory.
4. It failed to make any suitable provision for financing primary education. Most of its financial recommendations with regard to primary education. Most of its financial recommendations with regard to primary education were not carried out due to lack of adequate finances.
5. The principle of “payment by result” was not a happy recommendation. It was not good for the country and as such it was later abolished by Lord Curzon.
6. The Commission was almost silent on the question of medium of instruction at the secondary stage and thereby indirectly supported English as the medium of instruction and neglected the claim of the mother-tongue and other modern Indian languages.
7. The Commission made some recommendations with regard to training of teachers at secondary stage in half-hearted manner and these were not implemented in right earnest, and this non- implementation led to dearth of trained teachers in the field of secondary education.
8. The recommendation for granting special educational facilities to the Muslim students introduced communalism in education in later years.
9. The area of recommendation of the Commission was narrow. The Government desired that the Commission should only enquire into limited and specific fields of education.

10. The Commission made some casual recommendations with regard to higher education. As a result, some defects originated in the field of higher education which Lord Curzon had to heal up. These included lop-sided development of liberal education, neglect of professional education, deterioration in the quality of higher education and neglect of modern Indian languages.

Educational significance

1. Primary Education:

The Commission paid special attention to the subject of primary education. In view of the slow progress of primary education during the period 1854-1882, the subject of primary education figures prominently in the Report of the Indian Education Commission. The Commission declared boldly that while every branch of education can justly claim the fostering care of the State, the elementary education of the masses, its provision, extension and improvement deserves the greatest attention in any national system of education. The Commission made altogether 36 important recommendations for the spread of elementary education which can conveniently be divided into the following six heads:

- A – Policy;
- B – Encouragement to indigenous schools;
- C – Legislation and Administration;
- D – School administration (internal management);
- E – Training of teachers;
- F – Finance.

A-Policy:

- Primary education should be self-sufficient. It should not be preparatory to secondary education.
- Mass education is needed to remove mounting illiteracy. Primary education should be regarded as the instruction of the masses through the vernacular in such subjects as will fit them best for their position in life.
- Efforts of the State should now be directed to the improvement, provision and extension of elementary education of the masses.
- Highest priority should be attached to the extension and development of primary education without which no national system of education can be laid down.
- Immediate attention should be devoted to those districts which are backward in respect of primary education.

B – Indigenous institutions: Encouragement to indigenous schools:

- The Commission was of the opinion that these schools deserved encouragement and incorporation into official system. The Commission was fully aware of the utility of the indigenous schools and recommended that these should form the basis of mass education.
- The commission recognised the merits and demerits of the indigenous schools.
- Instruction in indigenous schools should be secular.
- The Commission suggested that an attempt should be made to improve the teaching in indigenous schools, gradually and steadily. For this purpose, training of teachers should be encouraged.
- The system of inspection and standard of examination should be improved.
- Indigenous schools should be open to all irrespective of caste, creed and sex.
- For democratization of Indian education, The Commission held the view that the administration of indigenous schools should be handed over to the District and Municipal

Boards. Financial support should be given to these schools by the Boards. The Education Departments of the provincial Governments should help financially to the District and Municipal Boards.

- Financial help should be provided to encourage the depressed classes to receive education.

C – Legislation and Administration:

The Commission recommended that the control of primary education should be made over to District and Municipal Boards.

D – School Administration (internal management of schools):

- There should be no attempt to achieve uniformity. The content of instruction, i.e., the curriculum in primary schools should be adopted to the local needs and environment and should be simplified wherever possible,
- Practical subjects such as Indian methods of arithmetic and accounts (book-keeping), agriculture, physical science, hygiene, medicine, fine arts etc. should be introduced.
- School managers should be free to choose the text books for their schools.
- Flexible timing should be permitted regarding hours of the day and the seasons of the year during which schools are to remain open.
- There should be provision for physical exercise and native games and sports in primary schools.
- Primary education should not be compulsory in any province.
- The Inspectors themselves will take examinations as far as possible.
- Instruction should be through the mother-tongue of the children
- There should be one Normal School in each sub-division for training primary teachers.

E – Training of Teachers:

The Commission laid great emphasis on the training of primary teachers. It emphasised the need of establishing more Normal Schools for the training of teachers so that there might be at least one Normal School in each Sub-division and under a Divisional Inspector. The Commission recommended that the teachers should not only know the principles of teaching but also they should learn how to apply them in practice. The Government should bear all the expenses of training of teachers.

F- Finance:

In the opinion of the Commission finance is the greatest obstacle in the way of primary education. There recommendations:

- A specific fund should be created in each local-self Govt. for primary education.
- Local funds should be utilised mainly for primary education.
- It was the duty of the Provincial Government to assist the local funds by a suitable system of grant-in-aid.
- The accounts of the primary education fund in municipal areas should be separated from those for the rural areas.
- The Provincial Governments should bear the expenditure for Normal Schools and School Inspection.
- The Commission desired that one-third of the total expenditure for primary education should be-borne by the Provincial Government ; but it was silent regarding from where the huge money required for primary education would be available. For this lacuna in the Report most of the recommendations of the Commission for the development of primary education remained ineffective.

- The report emphasised “payment by results” to the primary schools. This was no doubt a wrong suggestion.
- Free studentships to poor students and scholarships to meritorious students were also recommended.
- The doors of all the Government and aided primary schools should be open to all.

2. Secondary education

- At least one model high school may be established in such districts, where they may be required in the interests of the people, and where the people themselves may not be advanced or wealthy enough to establish such schools for themselves with a grant-in-aid.
- Bifurcation of the secondary education where one should be towards entrance examination of the universities and the other towards more practical in character, intended to fit youths for commercial or non-literary pursuits.

3. Higher Education

The rate of aid to each college be determined by the strength of the staff, the expenditure on its maintenance, the efficiency of the institution and the wants of the locality.

- Necessity of the maintenance of higher education in India;
- Freedom to private colleges to determine college fees;
- Introduction of a large number of optional subjects;
- Liberal grants for libraries and research work;
- Scholarships to poor but meritorious students.

4. Women Education

The female condition is still in an extremely backward conditions and that it needs to be fostered in every legitimate way.

5. Adult Education:

Mass illiteracy in India attracted the attention of the Commission, and hence it recommended the establishment of Night Schools for adults.

6. Religious Education:

The missionaries demanded that religion should be made an integral part of education. The Commission discarded this demand and recommended complete religious neutrality in the field of education. It, of course, favoured religious instruction on voluntary basis and recommended preparation of text books on morality and organisation of religious lectures.

7. Gradual Withdrawal of the Government from Educational Field:

It was the policy of the Commission to make the Government free from the responsibilities of national education. It recommended that the responsibilities of mass education should be entrusted to the Indian people. Therefore, the people were required to raise funds for their own education.

8. Grant-in-Aid System:

The Commission laid special stress on the improvement and extension in the system of grant-in-aid. The rules of grant-in-aid were liberalised, made simpler and lenient.

Methods of Personality Assessment

Dr. Saul Rosenzweig in Andrew’s book –“**Methods of Psychology**” says.....

Methods of investigating and assessing personality can be divided into following categories:

- I. Subjective methods.
- II. Objective methods.
- III. Projective methods.
- IV. Psycho-analytical methods.

Each one of these categories refers to a number of measuring tools or techniques.

I. The Subjective Methods:

The Subjective Methods are those in which the individual is permitted to disclose what he knows about himself as an object of observation. They are based on what the subject himself has to say about his traits, attitudes, personal experiences, aims, needs and interests.

Some of the important subjective methods are:

- (1) The autobiography,
- (2) The case history,
- (3) The interview, and
- (4) The questionnaire or the inventory.

1. The Autobiography:

The autobiography is a narration by the individual, given either freely or according to certain subject headings provided by the examiner, of his experiences throughout life, of his present aims, purposes, interests and attitudes.

The subject has freedom in selecting experiences which are of significance to him and these reveal his personality. The disadvantage is that what the subjects out of his life are that part of his experience which he is willing to reveal.

2. The Case History:

The case history is dependent to a great or less extent upon the autobiography. In a case history, we integrate the information that we obtain from various sources about the individual. This requires many interviews with individual and other persons who know the individual.

The case-study technique gives information about the individual's parents and grand-parents, his home background, his medical history, his educational career, his friendships, his marital life, his profession and others. This method is more useful in understanding the personality-patterns of an individual who is a problem or is maladjusted. An outline of case-history is given in Appendix 1.

3. The Interview:

The interview is the most common method of judging personality. The interviewer questions or lets the individual speak freely so as to get a clear picture of the individual. From what he says, the interviewer knows about his interests, problems, assets and limitations. The chief dimension in respect to which the interview may vary is the rigidity or flexibility with which the interviewer holds to a pre-decided outline or schedule of questions or topics.

At times, it is useful to have a definite list of points to be covered consecutively. Greater skill is needed in free interviews which are not restricted by a list of definite points or questions.

The interviewer evaluates personality traits not only from the content of answers to questions asked, but also from the dogmatism with which the news are expressed, by the interest shown, by vocabulary or incidental references which the subject employs unwittingly in his conversation, and by observing his hesitations, his fidgeting, his emotionality and the like.

The limitation of the method is that it is subjective and is less valid than one believes it to be.

4. Questionnaires:

Questionnaires are a series of printed or written questions which the individual is supposed to answer. Ordinarily, the subject is expected to answer each question by checking or encircling or underlining 'yes' or 'no' provided against the question. The investigator counts the number of yes's, No's and?'s and thus is in a position to state whether a certain individual possesses certain traits or not.

The questions or statements provided describe certain traits emotions, attitudes or behaviours in situations revealing personality. The yes's or no's are counted in certain groups or sections depending on the traits to be indicated by positive or negative answers.

The limitation of this device is that the subject may not be willing to reveal correct facts about himself or may not be in conscious possession of these facts. The method, at its best, reveals that part of personality which is explicit or available to the subject's scrutiny.

Some of the well- known personality questionnaires are the Bernreuter Personality Questionnaire, The Bell Adjustment Inventory, The Washburne Social-Adjustment inventory. The Indian Statistical Institute has also released a short personality inventory. A copy of the same is given in Appendix 2. Recently, other research centres have also developed their own or adapted some of the well-known inventories.

II. The Objective Methods:/ Behavioural Assessment

The Objective Methods do not depend on the subject's own statements about himself but on his overt behaviour as revealed to others who serve as observers, examiners or judges.

The subject, as far as possible, is observed or studied in certain life situations where his particular traits, habits, needs and other characteristics are brought into play and can thus be observed directly by the examiner. Some of the objective methods are miniature life situations, unobserved observation, physiological measures and rating scales.

1. Miniature life situations:

In miniature life situations, artificial situations resembling real life situations are created and the subject's reactions and behaviour are observed and evaluated. Situations involving honesty, cooperation, persistence, and team-work can be created and the subject's behaviour may be noted and judged accordingly.

For selection of leaders in the army, this method is often used with great advantage. Reactions to failure and success may also be evaluated by putting subjects in situations where they fail and get frustrated or gratified.

2. The method of unobserved observation:

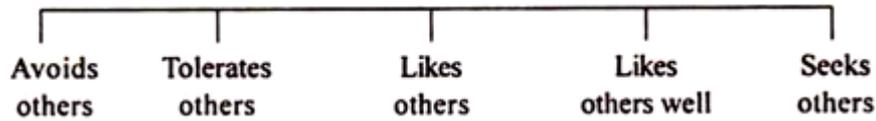
The method of unobserved observation is quite popular in child development centres of guidance clinics. The individual is asked to perform some task or is left himself and his behaviour is observed through a one-way mirror, screen or other device and he is overheard by a concealed microphone setup.

One modification of this method is prolonged observation of an individual in the same situation for several days together. Or the subject is observed by more than one person and the observations are pooled together. Of course, before observation is started, certain decisions must be arrived as to what to observe. One great case that is to be taken in this method is the distinction between what is observed and what is interpreted.

3. Rating scales:

In rating scales we rate an individual of the possession or absence of certain traits on a certain scale. The individual is given a place on the scale or a score which indicates the degree to which a person possesses a given behaviour trait.

For example, if we want, we might ask to rate students on their sociability three or four supervisors or teachers to point out the place of each student on the scale which may be as follows:



This scale has five degrees of the trait to be rated i.e., this is a five-point scale. Some scales have three or seven degrees.

The chief limitation of the rating scale lies in the fact that our raters should be well-trained and should have a definite knowledge of the variables. Often, the raters commit a mistake in that they assign estimates that cluster around the average point, if at all, towards the favourable direction of the scale.

They are loath to commit themselves to the extremes on a rating scale and are likely especially to avoid very unfavourable ratings. The rating scales can be used only by those who know the persons rated and who have observed them in respect of the trait for which they are rating them.

III. The Projective Methods:

In these methods or techniques, the examiner does not observe the overt behaviour of the subject as in miniature life situations; nor does he ask the subject to state his opinion of his own behaviour or his feeling about certain experiences.

Instead, the subject is requested to behave in an imaginative way i.e., by making up a story, interpreting ink-blot or constructing some objects out of plastic material and drawing what he wants.

Thus the subject is encouraged to 'project' or throw his thoughts, emotions, wishes and other reactions freely in some situations which are provided. These methods are, thus, intend to reveal the underlying traits, moods, attitudes and fantasies that determine the behaviour of the individual in actual situations.

The assumption that underlies the use of projective method is that in what he perceives in his unstructured and indefinite environment and what he says about it, an individual is revealing his innermost characteristics or his personality.

The projective techniques have in common the following features:

- (1) The stimulus material is generally neutral, ambiguous or more or less undefined so that the subject can easily leave an impression of his personality on it.
- (2) The psychological reality, rather than the actual reality of the subjects world is important – his wishes, his attitudes, beliefs, ideals, conflicts and fantasies.
- (3) Implicit or unconscious aspects of the personality are revealed in these techniques – and psycho-dynamic principles, therefore, play an important part in the interpretations.
- (4) An untrained interpreter is likely to project his own biases and fantasies into his interpretations of the subject's productions.

Some of the important projective techniques are the Roareschach Test, the TAT or the Thematic Apperception Test, the Sentence Completion Tests, the Tantophone, the play techniques, the word-association method or the picture association method.

1. The Rosschach Ink Blot Test:

Developed by a Swiss psychologist Herman Rosschach (1921), consists of 10 inkblots having symmetrical designs. Five of these cards are in black and white, two with splashes of red and three in other colours. The test is usually administered individually.

When the card is shown or placed before the client he is asked to tell what he sees in the inkblot or what it means to him or what this might be. In the second phase, called the enquiry the examiner ascertains more fully not only what the person sees, but also what and how he sees it.

In the third phase, called "testing the limits", the examiner tries to ascertain whether the subject responds to the colour, shading and other meaningful aspects of the inkblots, or whether the whole or parts of the blots are used by the subject in his responses. All these responses are then subjected to a scoring system, designed either by Beek or by Klopfer and Kelley. Then the interpretation follows.

The scoring categories of the test such as movement and colour, are interpreted as signifying different functions of the personality intellectual creativity, outgoing emotionality, practical mindedness and the like.

From norms based on work with subjects in various well- characterised groups, normal individuals, neurotics, and psychotics – the pattern of the subject's scores may be interpreted as belonging to one or another personality make-up. We need highly trained personnel to administer and interpret Rosschach; and it is a time consuming test there are its limitations.

2. The Thematic Apperception Test:

(TAT) developed by Murray and Morgan (1935) consists of a series of 20 pictures. The person is asked to tell the story that each one suggests to him. These pictures are arranged in appropriate groups for male and female adults and for children. On each picture, the subject tells the story by identifying the characters, explaining their relationships to each other, describing what preceded the situation shown in the picture, and stating an outcome.

The record of story is analysed according to major theories – the hero, sexual interests, vocational ambitions, family conflicts and social status etc. The recurrence of a given topic or the theme is to be noted carefully.

These theme projects implicit attitudes, habits of thought, ideals and drives of the subject, as well as the characteristics of the other characters- father, mother, brother, sister, husband and wife. The Rosschach Test throws light on the structures of personality whereas the TAT throws light on the functioning of personality.

This test is quite popular in India and attempts have been made to adapt it for Indian conditions. One well-known Indian adaptation has been done by the Manovigyanshala of Allahabad. A similar test, specially meant for children is called CAT or the Children's Apperception Test by Bellack. This has been adapted in India as well.

3. Children's Apperception Test (C.A.T.):

This test was constructed Bellack in 1948. It is used to assess the personality of children upto twelve years of age. Young children are very much interested in listening to stories about animals and in playing with animals. Before administering the test, Psychologist establishes rapport with the child so as to win his cooperation. CAT brings to light the child's repressed desires.

4. The tantoplione is introduced by B.F. Skinner:

Here the subject is advised to listen while a phonograph reproduces at low intensity various speech samples in a man's voice. The subject is asked to say what comes to his mind as he listens to each

speech sample in much the same way that he might interpret an ink-blot. Thus, it is the auditory Rosschach technique.

5. Play Techniques:

Play techniques are more applicable to children than to adults. The subject is allowed or encouraged to construct scenes by using dolls, toys, blocks and other building materials. This technique has both diagnostic and therapeutic value and is frequently used in Child guidance clinics.

6. Word Association Test:

Another commonly used technique is the word-association method in which the subject is presented with a list of words, one at a time, with the instruction to respond with the first word that enters his mind. The examiner notes the time required for giving each response and the responses themselves. Departures from the average amount of time and the content of unusual responses help us to identify certain attitudes, anxieties or sentiments.

7. Picture Association Test:

A recent projective technique is the picture- association method in which pictures of social situations are substituted for words as the stimulus material. The picture-frustration study of Rosensweig is a well-known technique of this type. Recently, it has been adapted in India by Dr. UdayaParik.

It consists of 24 cartoons like drawings depicting everyday situations of frustration or stress involving his individuals, one of whom is usually shown as frustrating the other. The subject is asked to write or say in the blank caption box, above the head of the frustrated individual, the first association that comes into his mind as appropriate. Then associations reveal areas of conflict, anxieties and stress in the life of the individual.

8. The Incomplete Sentence Technique:

The incomplete sentence technique given by Rotter, Stein and many others is a type of paper-and-pencil personality inventory which has features of an association test as well as of a projective technique. The subject is represented with a number of incomplete sentences which he finishes in any way that he likes.

A specimen of this technique is given in Appendix III. It is said the portions supplied reveal wishes, anxieties conflicts, healthy or unhealthy attitudes. The examiner tries to see the total pattern of attitudes and feelings revealed in the series of responses and uses it as part of the total study of the individual.

IV. The Psycho-Analytic Method:

This method was propounded by Sigmund Freud, the father of the School of Psycho-analysis.

Two types of tests, in the Psycho-analytic method of investigation of Personality are very popular viz.:

(a) Free Association Test.

Free association is the expression (as by speaking or writing) of the content of consciousness without censorship as an aid in gaining access to unconscious processes. The technique is used in [psychoanalysis](#) (and also in [psychodynamic theory](#)) which was originally devised by [Sigmund Freud](#) out of the [hypnotic method](#) of his mentor and colleague, [Josef Breuer](#).

Freud described it as such: "The importance of free association is that the patients speak for themselves, rather than repeating the ideas of the analyst; they work through their own material, rather than parroting another's suggestions'.

(b) Dream Analysis Method.

Both these tests show the peculiarities of the Personality, in its unconscious aspect. In the dream analysis, the subject describes his dream and without using the mind, meaning thereby the unrestricted state of the mind associates freely the dream objects and activities.

Because of the absence of the mental element, the truth of the unconscious mind is expressed by which the psycho-analyst discovers many peculiarities of a character. Its main difficulty lies in the need for a skilled and experienced psycho-analyst. Often the psycho-analyst analyses his own mind in order to remove the possibility of any prejudice.

Introduction

India is a popular country in South Asia containing 7.3% of the world's population and its own heritage. The Indian Nationality consist of many regional ethnolinguistic groups, reflecting the rich and complex history of India. The caste system of India is considered to be very old, running down from ages. According to Varna system, Sudras were born to look after manual work and this category was considered to execute all polluting and dirty jobs. During the period of British rule in the Indian subcontinent they were known as Depressed Classes. In modern literature, these people are referred as to as Dalits. As India is a sovereign society, secular, democratic, Republic country, it must secure all its citizens Justice, Liberty, Equality and Fraternity. It can only possible when we can eradicate illiteracy from our society. For this the major and most important steps we can take is to educate the backward classes, who are impressed in the darkness of ignorance and superstition. as a country develops the people are making progresses. In this contest the famous saying of Rabindranath can be quoted 'The person whom you have kept behind is pulling you from behind'.

Objectives:-

After doing this practicum I will be, in context to Indian education system able to:

1. Understand problems of socially and economically backward class children. Who represent SCs, STs OBCs and rural segments of Indian population?
2. Acquainted with various measures and programs for the educational welfare of different disadvantaged groups of children and people.
3. Analyse and organize the recommendations of various commissions committees on education of socially and economically and disadvantaged sections.
4. Suggest suitable strategies for improving comprehensive educational well being o those of children and people of India.

Generally here raised question among us –what the term 'backward classes /community', implies?

What are Term 'Backward Classes/Section 'Mean:-

We can notice that the terms used in the constitutions are 'weaker section 'and 'the backward' particularly the SCs and STs. However the term 'backward' is nowhere defined and the task for determining the 'backward classes' was left to the Backward classes commission appointed by the president under article 340 of our constitution in 1953. That commission could not define the term 'backward Classes', and analyzed several dimensions of Indian Community and adopted the following general guidance for the term 'backwardness':-

1. Low social position in the traditional caste hierarchy of Hindu Society.
2. Lack of general educational advancement among the major section of a caste/community.
3. Inadequate representation in the field of trade, commerce and industry.

In the matter of educationally backward ness as evened in various committees some other criteria have been listed.

- a. Those who suffer from stigma of untouchability or near untouchability (clarified as Scheduled Caste).
- b. Those tribes who are not yet sufficiently assimilated in the general social order (clarified as scheduled tribes).
- c. Those who , owing to long negate , have been driven as a community of crime known as criminal tribes before 1953 and now known as Ex –Criminal Tribes or Denitrified Groups.

d. Other Backward Classes include-

1. Those nomads who do not enjoy any social respect and who have no appreciation for a fixed habitation.
2. Communities consisting largely of agricultural or landless laborers.
3. Communities costing largely of tenants without occupancy rights and those with insecure land tenure.

4. Communities consisting of a large percentage of small land owners with economic holdings.
5. Communities enlarged in cattle breeding, sheep breeding, or fishing on a small scale.
6. Social group from among Muslims, Christians, Sikhs, who Are still backward socially and educationally, and
7. Communities occupy low positions in social hierarchy.
8. Communities, the majority of whose people do not have sufficient education, and therefore, have not secured adequate representation in Government Service.

Thus the 'Backward Classes 'could not be defined in a single scale so it has been left to the State Government to have their own list of backward classes as they think for according to their political exigencies keeping in mind the broad guidelines which are mentioned. Over the past fifty years the term backward ness focus on the measures of poverty, educational opportunities and literacy, nutrition, standard of living, female education and empowerment etc.

A..Who are SCs,STs,OBCs:-

Schedules Tribes:-Tribal communities, who never mixed with the man society, are similarly challenged and are categorized into Scheduled Tribes.

- **Majumder (1961)**,defines tribes as –“a collection of families or groups of families, bearing a common name, members which occupy the same territory, speak the same language and observe certain taboos regarding marriage ,profession, or occupation and have developed as well as assessed reciprocity and mutuality of obligations.”

Mishra (2002) defines-Scheduled tribes as-people who 1.claim themselves as indigenous to the soil;

- 1 .Generally inhabits forest and hilly regions.
2. Largely pursue a subsistence level economy.
3. Have strong group lies.

However, all characteristics do not apply to all tribal communities. The term tribe or tribal has not been definable anywhere in the constitution although according to the Article 342, Scheduled Tribes represents the tribe or tribal communities that are notified by the present Article 366(25) defines STs for the purposes of this constitution?

Article 342 prescribes the procedure to be followed in the matter of specification of the STs. The criteria followed for specification of a community as a STs are-

- a. indications of primitive traits.
- b. distinctive culture
- c. geographical isolation.
- d. isolation of contact with the community the large and
- e. Backwardness.

B..Scheduled Castes:-

It was in 1932 that the term SCs was officially defined as only meaning the 'untouchables'. Finally, as recommended by the Simon Commission (1935) the term 'Scheduled Caste' was adopted in the Government of India Act, 1935. For the purpose of social upliftment in 1933 Gandhi coined the term 'Harijans' meaning "Children of God". Although the term SCs has not been defined anywhere in the constitution it signifies a lower status of the people those who belong to it.

C..Other Backward Classes(OBCS):-

The constitution has made separate provisions for the amelioration and advancement of all 'backward classes' in general though it does not define 'backward classes'. The STs and SCs are no doubt backward classes. Kaka Saheb Kalekar Commission (1953), B.P. Mondal Commission (1980) and the Supreme Court of India have made through deliberation regarding classification criteria for the backward classes. OBCs as per the government of India's Notification No.12011/68/93/BCC/(C) dated 10th September, 1993, consists of castes and communities which are common to both the list contained in the Report of the Backward Classes Commission (Mondal Commission) and those of the State Governments prepared for the purpose. So far, Central list of OBCs in respect of 21 States and Union Territories have been notified.

General Development of SCs & STs:

The Scheduled Castes Sub-Plan (SCSP) of 1979 mandated a planning process for the social, economic and educational development of Scheduled Castes and improvement in their working and living conditions. It was an umbrella strategy, ensuring the flow of targeted financial and physical benefits from the general sector of development to the Scheduled Castes. It entailed a targeted flow of funds and associated benefits from the annual plan of states and Union Territories (UTs) in at least a

proportion to the national SC population. Twenty-seven states and UTs with sizable SC populations are implementing the plan. Although the Scheduled Castes population according to the 2001 Census was 16.66 crores (16.23 percent of the total population), the allocations made through SCSP have been lower than the proportional population.

The Objectives and Strategy for SC / ST Development:

The Government has spent a lot of funds on various schemes of SC /ST development during last six decades. This massive fund flow has helped in building up infrastructure facilities like irrigation dams, road network, electrification, health and education in the tribal areas. All these have affected the living standards and quality of life of SC /ST people. The focus of the plan was on improving the economic status of backward and providing basic infrastructure facilities in the tribal areas. The strategy also specifically aimed at improving the living environment of the 91 tribal by giving them better social and civic amenities and facilities. The objectives of the 12th Plan are:

- Reduction in the incidences of poverty and un-employment and thereby reduction in income-in equalities.
- Human resource development of the scheduled tribes by providing them economic & health services and development of the confidence among them through intensive educational efforts.
- Development and strengthening of infrastructure base for further economic exploitation of the resources (physical and human both) in tribal areas.
- Providing physical & financial security against all types of exploitation. The strategy to achieve these objectives has a blend of area based and individual based approach. The efforts will be to strengthen and develop vibrant socio-economic infrastructure on the one hand and on the other to provide better means of livelihood to those who still live on inadequate economic base Thrust Area. Human resources development through education and vocational training receive the importance. Women education will be given special importance because the literacy level of tribal women is very low. Facilities like hostels, residential schools and multipurpose hostels up to college level will be provided during the 12th plan period.

The population profile of the SCs, STs, and OBCs:-

As per available demographic statistics the socioeconomical disadvantaged person in our country

Tabulated as:-

Table: Distribution of SCs , STs ,and OBCs in India.

Group Category	Persons in Million	Percentage of total population	sources
Scheduled Tribes	67.76	8.08	1991 census
Scheduled Castes	179.7	17.5	In 2001 (projected)
OBC including minorities	188.9	18.4	In 2001 (projected)

In India for example, 81 percent of the SCs live in rural areas, but they spread all over the country, except in the state of Nagaland and the two UTs of Andaman and Nicobar Islands and Lakshadweep.

In WB the SCs contribute to 23.6 percent of its total population. According to 1991 census the highest concentration of the STs Population is found in North Eastern States of Mizoram (94.8%) Nagaland (87.7%), Meghalaya (85.8%).

Ensuring equity in all social dimensions, equality of opportunities to education for all and securing empowerment of the socially disadvantaged groups viz. the SCs and the other backward classes (OBCS) and the minorities constitute priority list of country's development agenda since India attained her independence.

Need Of Education For SC, ST and Minorities

In different articles and classes of the Indian Constitution, it has been promised that special concessions shall be given to SCs and STs in preserving their language and culture, providing educational opportunities and granting special facilities for job. The reason is that these people belong to backward communities. On the other hand, the people of the class live in extreme poverty, illiteracy and superstition and on the other hand, they are being exploited tortured by the people of the upper caste for ages. In India people belonging to the SCs comprise 15% of the total population and that belonging to STs 8%. So there is no doubt that a large portion of population of India consist of these two backward classes. But even after long fifty years of independence this literacy in India is 36% as a whole, the percentage of literacy among the SC is 20% and that among STs is only 13.30%.

‘The Morly –Minto Reforms Report Montague’ Chelmsford Report’, and ‘The Simen Commission’ were several initiatives in order to improve the condition of these depressed classes. If proper education is not provided to them their quality of lives will be remain as same and they will be engulfed by superstitions on and illiteracy.

But a long time has spent and there are no such outcomes of these reports/commissions. It needs to understand the nature of the unholy alliance of all political parties on this issue. Much of the deprivation has to do with performance of the state and its educational machinery. State failure in regulation of both public and private education .These now creates a scarcity for equality education and that makes the issue of reservation politically appropriate in a most preserve and reprehensive manner. It could never solver either the problem of higher education or the problem of access that munch of the OBCs (as much as the Indian population) as whole face. So, compulsory and quality primary and secondary education is essential in order to solve the problem of reservation and illiteracy from our society.

Welfare Policy for the Empowerment of the Scheduled Castes:

The welfare policy for the empowerment of the Scheduled Castes includes various schemes. Many a times, there are common schemes for both the Scheduled Castes and the Scheduled Tribes.

1. For the up-liftment of SC and ST population and to facilitate them to secure proper place in the society, various concessions are given to them. The Government has also evolved methods to protect the interests of the SCs and STs through procedural, institutional and other safeguards.

2. A broad strategy was evolved for welfare and development of SCs and STs by introducing 'Tribal sub-Plan' for STs and the Special Component Plan for SCs, from the 5th Five Year Plan.

3. Covering all activities of the Central Government through its various Ministries such as Health and Education. The Ministry of Social Justice and Empowerment runs a number of programs for the development of SCs and STs.

4. State Governments also have standing committees of State Assembly on the welfare of these two communities.

5. The concessions available to them are:

a. Reservation in service/post in government and public sector Undertakings to be filled up by direct recruitment and promotion.

b. Relaxation of maximum age limit for direct recruitment and posts to be filled by promotion.

c. Concessions in recruitment fees, Examination fees etc.

d. Separate interviews for SC/ST candidates for direct recruitment.

e. Relaxation of qualification, experience and other criterion for appointment.

f. Travelling allowance for attending written test interviews for recruitment.

- g. Extension of zone of considerations for promotions to indeed SC/ST employees.
- h. Reservations in general residential accommodations. Provisions in the Conduct Rules against harassment of SC/ST employees.
- i. Reservations in dealerships of PSU products and concessions in the conditions related to dealership.

Various welfare schemes are run by the Central Government itself and also through the State Governments. They are run by the Ministry of Social Justice and Empowerment. They provide grants for hostels, book banks, Ashram schools, grants to voluntary organizations, research and training, investment in share capital, low literacy pockets for girls, vocational training centers, scheme of village gram bank, post-matric scholarships, national 94 overseas scholarships, coaching and allied scheme, scheme for liberation of scavengers etc.

The Special Component Plan (SCP) was introduced in India in 1979 with a view to achieving overall development of SCs and STs and to raise them above the poverty line. It is an umbrella program implemented by Central and State governments for addressing the needs of these communities. Under the Central schemes introduced in 1979-80, the Special Component Plan is to be extended to supplement efforts of State/Union territories for ensuring rapid socioeconomic development of SCs. The objective of the SCP is to give an added thrust to the developmental programs for SCs with reference to their occupational needs for increasing the productivity of and income from their limited assets by taking up family oriented schemes for them. It is used to fill the critical gaps and provide the Central Government a leverage in directing flow of funds in area critical to the developmental needs of the SCs. Government at both the levels have, according to the exigencies of time, evolved and adapted several intervention mechanism for the welfare of the SCs. These measures have been introduced to secure their social, educational and economic development. To achieve their social integration and development and specifically to protect them from exploitation, the protection of Civil Rights Act, 1955, and Prevention of Atrocities Act 1989 were enacted.⁶ these are different instruments aiming 95 at prevention of exploitation of the person belonging to the SCs in any form.

Constitutional Provisions for safeguards of SCs & STs:

The social and economic position of the Scheduled Castes had been the concern of the Constitution. For providing safeguards for Scheduled Castes special provisions were made to promote the social, educational, economic and service interest of this section of the society. In order to ensure that the safeguards are properly implemented the Constitution on its inception, provided for appointment of a special office under Article 338 of the Constitution to investigate all matters relating to the safeguards provided for Scheduled Castes & Scheduled Tribes and report to the President about the working of these safeguards. In pursuance of this provision a Special Officer known as the Commissioner for Scheduled Castes & Scheduled Tribes was appointed for the first time on 18th November, 1950. By 1965 the Commissioner of Scheduled Castes & Scheduled Tribes has 17 regional offices located in various States, headed by Assistant Commissioners for Scheduled Castes and

Scheduled Tribes who were in July 1965, re-designated as Deputy Commissioners. This field organization of the Commissioner was recognized into 5 Zonal offices in June 1967 and placed under the control of the newly created Directorate General of Backward Classes Welfare in the department of Social Welfare. 796 Each Zonal office was headed by a Zonal Director. Backward Classes welfare & the erstwhile regional Deputy Commissioner for SC & ST were re-designated as Deputy Directors. Backward Classes welfare and placed under the control of Zonal Directors located at Chandigarh (Northern Zone), Bhopal (Central Zone), Patna (Eastern Zone), Baroda (Western Zone) and Madras (Southern Zone). The Eastern Zone office has two branches at Bhubaneswar and Shillong and later a branch office of the Central Zone was set up at Lucknow. Each of these branches was headed by a Deputy Director. The Western Zone office was shifted to Ahmedabad in 1969. It was felt that the office of the Commissioner for Scheduled Castes and Scheduled Tribes was not enough to monitor the safeguards provided to SCs & STs. Hence, due to voice raised by Members of Parliament, a proposal was mooted for amendment of Article 338 of the Constitution (46th Amendment) by replacing the single member Special Officer by multi-member system. The first Commission for SC & ST came into being on August, 1978. With effect from 1-12-78 the field offices were transferred to the newly set up Commission for SCs & STs and the Zonal Directors, BCW and the Deputy Directors, BCW were re-christened as Directors for SCs & STs and Deputy Directors for SCs & STs respectively. Later on the Zonal set up was abolished and the Commission once again had 17 field offices. Since the field Directors were also working for the Commissioner for 97 SCs & STs, they were re-designated as Director for SCs & STs and Ex-officio Deputy Commissioner for SCs & STs. The functions of the Commission for SCs & STs and of the Commissioner for SCs & STs co-existed till 11.03.1992. The erstwhile Commissioner for SCs/STs during their office had submitted 30 reports. The setup of the Commission of 1978 underwent change in 1987 and it was named as National Commission for Scheduled Castes and Scheduled Tribes. This Commission being a National Level Advisory body played the role of adviser on major policy and developmental issues relating to SCs/STs. This Commission for SCs & STs had submitted 8 reports during its tenure. The National Commission for SCs & STs came into being consequent upon the 65th Amendment Bill, 1990 notified on 8.6.1990, and rules there under were notified on 3.11.1990. In the 89th Amendment of the Constitution it was decided to have a separate National Commission for Scheduled Castes & separate National Commission for Scheduled Tribes. This came into effect on 19.02.2004. The erstwhile National Commission for SCs & STs was bifurcated into two different Commissions. After bifurcation there are at present 12 State Offices under the jurisdiction of NCSC. These are located at Agartala, Ahmedabad, Bangalore, Chandigarh, Chennai, Guwahati, Hyderabad, Kolkata, Lucknow, Patna, Pune & Thiruvananthapuram.

Constitutional Provisions for the SC/ST/OBC and Minorities:

The constitution has adopted the principle of compensatory discrimination to uplift weaker sections.

Under the principles, the constitution has made provisions to compensate these section by discriminating in favour of them for the past wrongs.

1. Article 15 Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth:-

1. The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, and place of birth or any of them.
2. No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to –
3. access to shops, public restaurants, hotels and places of public entertainment; or
4. The use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of the general public.
5. Nothing in this article shall prevent the State from making any special provision for women and children.

a. [(4) 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.]

b. [(5) Nothing in this article or in sub-clause (g) of clause (1) of article 19 shall prevent the State from making any special provision by law, for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes or the Scheduled Tribes in so far as such special provisions relate to their admission to educational institutions including private educational institutions, whether aided or unaided by the State, other than the minority educational institutions referred to in clause (1) of article 30].

2. Art16. Equality of opportunity in matters of public employment.

1. There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State.

2. No citizen shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them, be ineligible for, or discriminated against in respect of, any employment or office under the State.

3. Nothing in this article shall prevent Parliament from making any law prescribing, in regard to a class or classes of employment or appointment to an office 1[under the Government of, or any local or other authority within, a State or Union territory, any requirement as to residence within that State or Union territory] prior to such employment or appointment.

4. Nothing in this article shall prevent the State from making any provision for the reservation of appointments or posts in favour of any backward class of citizens which, in the opinion of the State, is not adequately represented in the services under the State.
2[(4A) Nothing in this article shall prevent the State from making any provision for reservation 3[in matters of promotion, with consequential seniority, to any class] or classes of posts in the services under the State in favour of the Scheduled Castes and the Scheduled Tribes which, in the opinion of the State, are not adequately represented in the services under the State.]
4(4B) Nothing in this article shall prevent the State from considering any unfilled vacancies of a year which are reserved for being filled up in that year in accordance with any provision for reservation made under clause (4) or clause (4A) as a separate class of vacancies to be filled up in any succeeding year or years and such class of vacancies shall not be considered together with the vacancies of the year in which they are being filled up for determining the ceiling of fifty per cent. Reservation on total number of vacancies of that year.]

5. Nothing in this article shall affect the operation of any law which provides that the incumbent of an office in connection with the affairs of any religious or denominational institution or any member of the governing body thereof shall be a person professing a particular religion or belonging to a particular denomination.

6. Article 16 (4) of the Constitution permits reservation in favour of backward classes of citizens and does not mention anything about Scheduled Castes and Scheduled Tribes specifically. The matter of reservation of SC/ST, to which there is a reference in Article 335, has to be considered with reference to Article 16 (4), which should be read with Article 16 (1) and 16 (2). Article 16 (2) prohibits discrimination against any citizen in respect of any employment or office under the State on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them. Article 16 is placed under the heading 'Right to Equality' of which Article 14 is the general Article covering the concepts of 'equality before the law' and 'equal protection of the laws'

3. Article 17. Abolition of untouchability;

“Untouchability” is abolished and its practice in any forms of forbidden. The enforcement of any disability arising out of “Untouchability” shall be an offence punished in accordance with law.

4. Article 19(5):-It allows the State to impose restriction or freedom of movement or of residence in the benefits of STs.

5. Article 25:-Freedom of conscience and free profession , practice and propagation of religion-

(1)Subject to public order, morality and health and to the other provisions of this part all persons are equally entitled to freedom of conscience and the right freely profess , practice and propagate religion.

(2)Nothing in this article should affect the operation on any existing law or prevent the State from making any law.

6. Article 40:-

Provides preservative in one third seats in Panchayates to SCs/STs.

7. Article 46. Promotion of Educational and Economic interests of SCs, STs, and other weaker sections:-

The State shall promote with special care the educational and economic interests of the weaker sections of the people , and ,in particular , of the SCs and the STs , and shall protect them from social injustice and all forms of exploitation.

7. Article 164.

Appoints special minister for tribal welfare in MP, Orissa, and Bihar.

8. Article 243D

243D. Reservation of seats

[\(1\)](#) Seats shall be reserved for

[\(a\)](#) the Scheduled Castes; and

[\(b\)](#) the Scheduled Tribes, in every Panchayat and the number of seats so reserved shall bear, as nearly as may be, the same proportion to the, total number of seats to be filled by direct election in that Panchayat as the population of the Scheduled Castes in that Panchayat area or of the Scheduled Tribes in that Panchayat area bears to the total population of that area and such seats may be allotted by rotation to different constituencies in a Panchayat.

[\(2\)](#) Not less than one third of the total number of seats reserved under clause (1) shall be reserved for women belonging, to the Scheduled Castes or, as the case may be, the Scheduled Tribes.

[\(3\)](#) Not less than one third (including the number of seats reserved for women belonging to the Scheduled Castes and the Scheduled Tribes) of the total number of seats to be filled by direct election in every Panchayat shall be reserved for women and such seats may be allotted by rotation to different constituencies in a Panchayat.

[\(4\)](#) The offices of the Chairpersons in the Panchayats at the village or any other level shall be reserved for the Scheduled Castes the Scheduled Tribes and women in such manner as the Legislature of a State may, by law, provide: Provided that the number of offices of Chairpersons reserved for the Scheduled Castes and the Scheduled Tribes in the Panchayats at each level in any State shall bear, as nearly as may be, the same proportion to the total number of such offices in the Panchayats at each level as the population of the Scheduled Castes in the State or of the Scheduled Tribes in the State bears to the total population of the State: Provided further that not less than one third of the total number of offices of Chairpersons in the Panchayats at each level shall be reserved for women: Provided also that the number of offices reserved under this clause shall be allotted by rotation to different Panchayats at each level.

[\(5\)](#) The reservation of seats under clauses (1) and (2) and the reservation of offices of Chairpersons (other than the reservation for women) under clause (4) shall cease to have effect on the expiration of the period specified in article 334.

[\(6\)](#) Nothing in this Part shall prevent the Legislature of a State from making any provision for reservation of seats in any Panchayat or offices of Chairpersons in the Panchayats at any level in favour of backward class of citizens.

9. Article 243T

• 243T. Reservation of seats

[\(1\)](#) Seats shall be reserved for the Scheduled Castes and the Scheduled Tribes in every Municipality and the number of seats so reserved shall bear, as nearly as may be, the same proportion to the total number of seats to be filled by direct election in that Municipality as the population of the Scheduled Castes in the Municipal area or of the Scheduled Tribes in the Municipal area bears to the total population of that area and such seats may be allotted by rotation to different constituencies in a Municipality.

[\(2\)](#) Not less than one third of the total number of seats reserved under clause (1) shall be reserved for women belonging to the Scheduled Castes or, as the case may be, the Scheduled Tribes

[\(3\)](#) Not less than one third (including the number of seats reserved for women belonging to the Scheduled Castes and the Scheduled Tribes) of the total number of seats to be filled by direct election in every Municipality shall be reserved for women and such seats may be allotted by rotation to different constituencies in a Municipality

[\(4\)](#) The offices of Chairpersons in the Municipalities shall be reserved for the Scheduled Castes, the Scheduled Tribes and women in such manner as the Legislature of a State may, by law, provide

[\(5\)](#) The reservation of seats under clauses (1) and (2) and the reservation of offices of Chairpersons (other than the reservation for women) under clause (4) shall cease to have effect on the expiration of the period specified in article 334

[\(6\)](#) Nothing in this Part shall prevent the Legislature of a State from making any provision for reservation of seats in any Municipality or offices of Chairpersons in the Municipalities in favour of backward class of citizens.

● Article 244

Other specific safeguards have been provided in Article 244 read with the provisions contained in Fifth and Sixth Schedule to the Constitution.

● Article 275:-

Allows special grant in aids to states for tribal welfare.

Art 320. Functions of Public Service Commission –

1. It shall be the duty of the Union *and* the State Public Service Commission to conduct examinations for appointments to the services of the Union and the services of the State respectively.
2. (2) The Union Public Service Commission or the State Public Service Commission, as the case may be, shall be consulted –
3. (a) on all matters relating to methods of recruitment to civil services and for civil posts;
(b) on the principles to be followed in making appointments to civil services and posts and in making promotions and transfers from one service to another and on the suitability of candidates for such appointments, promotions or transfers;

(c) on all disciplinary matters affecting a person serving under the Government of India or the Government of a State in a civil capacity, including memorials or petitions relating to such matters;

(d) on any claim by or in respect of a person who is serving or has served under the Government of India or the Government of a State or under the Crown in India or under the Government of an Indian State, in a civil capacity, that any costs incurred by him in defending legal proceedings instituted against him in respect of acts done or purporting to

be done in the execution of his duty should be paid out of the Consolidated Fund of India, or, as the case may be, out of the Consolidated Fund of the State;

(e) on any claim for the award of a pension in respect of injuries sustained by a person while serving under the Government of India or the Government of a State or under the Crown in India or under the Government of an Indian State, in a civil capacity, and any question as to the amount of any such award, and it shall be the duty of a Public Service Commission to advise on any matter so referred to them and on any other matter which the President, or, as the case may be, the Governor of the State, may refer to them: Provided that the President as respects the all-India services and also as respects other services and posts in connection with the affairs of the Union, and the Governor, as respects other services and posts in connection with the affairs of a State, may make regulations specifying the matters in which either generally, or in any particular class of case or in any particular circumstances, it shall not be necessary for a Public Service Commission to be consulted.

(4) Nothing in clause (3) shall require a Public Service Commission to be consulted as respects the manner in which any provision referred to in clause (4) of article 16 may be made or as respects the manner in which effect may be given to the provisions of article 335.

Articles 330 and 332

Articles 330 and 332 deals with the reservation of seats in Lok Sabha and State Assemblies respectively.

Article 330 provides for the reservation of seats in the Lok Sabha for Scheduled Castes and Scheduled Tribes. The number of seats reserved in any State or Union territory for such castes and tribes will be made on the population basis.

Similarly, Article 332 provides for the reservation of seats for Scheduled Castes and scheduled tribes in the legislative assemblies of every state. The constitution 58th amendment act 1987 has amended article 332 of the constitution which provides for reservation of seats for “STs” in Arunachal, Meghalaya, Mizoram and Nagaland.

10. Article 334

It provides that reservation of seats for Scheduled Castes and Scheduled Tribes in the Lok Sabha and the State Vidhan Sabhas (and the representation of the Anglo-Indian Community in the Lok Sabha and the State Vidhan Sabhas by nomination) would continue up to January, 2020.

Article 335:-

Allows relaxation in qualifying marks for admission in educational institutes or promotions for SCs/STs.

- In the case of State of MP vs Nivedita Jain, SC held that complete relaxation of qualifying marks for SCs/STs in Pre-Medical Examinations for admission to medical colleges is valid

Art 338/33A/339

Art338/33A/339: Establishes a National Commission of SCs and STs. Art. 339 allow the central govt.

to direct states to implement and execute plans for the betterment of SC/STs. •

338. National Commission for Scheduled Castes –

- (1) There shall be a Commission for the Scheduled Castes to be known as the National Commission for the Scheduled Castes.
- (2) Subject to the provisions of any law made in this behalf by Parliament, the Commission shall consist of a Chairperson, Vice-Chairperson and three other Members and the conditions of service and tenure of office of the Chairperson, Vice-Chairperson and other Members so appointed shall be such as the President may by rule determine.
- (3) The Chairperson, Vice-Chairperson and other Members of the Commission shall be appointed by the President by warrant under his hand and seal.
- (4) The Commission shall have the power to regulate its own procedure.
- (5) It shall be the duty of the Commission –

(a) to investigate and monitor all matters relating to the safeguards provided for the Scheduled Castes under this Constitution or under any other law for the time being in force or under any order of the Government and to evaluate the working of such safeguards;

(b) To inquire into specific complaints with respect to the deprivation of rights and safeguards of the Scheduled Castes;

(c) To participate and advise on the planning process of socio-economic development of the Scheduled Castes and to evaluate the progress of their development under the Union and any State;

(d) To present to the President, annually and at such other times as the Commission may deem fit, reports upon the working of those safeguards;

(e) To make in such reports recommendations as to the measures that should be taken by the Union or any State for the effective implementation of those safeguards and other measures for the protection, welfare and socio-economic development of the Scheduled Castes; and

(f) To discharge such other functions in relation to the protection, welfare and development and advancement of the Scheduled Castes as the President may, subject to the provisions of any law made by Parliament, by rule specify.

(6) The President shall cause all such reports to be laid before each House of Parliament along with a memorandum explaining the action taken or proposed to be taken on the recommendations relating to the Union and the reasons for the non-acceptance, if any, of any of such recommendations.

(7) Where any such report, or any part thereof, relates to any matter with which any State Government is concerned, a copy of such report shall be forwarded to the Governor of the State who shall cause it to be laid before the Legislature of the State along with a memorandum explaining the action taken or proposed to be taken on the recommendations relating to the State and the reasons for the non-acceptance, if any, of any of such recommendations.

(8) The Union and every State Government shall consult the Commission on all major policy matters affecting Scheduled Castes.

(9) In this article, references to the Scheduled Castes shall be construed as including references to such other backward classes as the President may, on receipt of the report of a Commission appointed under clause (1) of article 340 by order specify and also to the Anglo-Indian community.

Article 340

340. Appointment of a Commission to investigate the conditions of backward classes

[\(1\)](#) The President may by order appoint a Commission consisting of such persons as he thinks fit to investigate the conditions of socially and educationally backward classes within the territory of India and the difficulties under which they labour and to make recommendations as to the steps that should be taken by the Union or any State to remove such difficulties and to improve their condition and as to the grants that should be made for the purpose by the Union or any State the conditions subject to which such grants should be made, and the order appointing such Commission shall define the procedure to be followed by the Commission.

[\(2\)](#) A Commission so appointed shall investigate the matters referred to them and present to the President a report setting out the facts as found by them and making such recommendations as they think proper.

[\(3\)](#) The President shall cause a copy of the report so presented together with a memorandum explaining the action taken thereon to be laid before each House of Parliament.

IMPORTANT CONSTITUTIONAL AND LEGAL PROVISIONS FOR WOMEN IN INDIA:-

The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The Constitution not only grants equality to women, but also empowers the State to adopt measures of positive discrimination in favour of women. Within the framework of a democratic polity, our laws, development policies, Plans and programs have aimed at women's advancement in different spheres. India has also ratified various international conventions and human rights instruments committing to secure equal rights of women. Key among them is the ratification of the Convention on Elimination of All Forms of Discrimination against Women (CEDAW) in 1993. 1. CONSTITUTIONAL PROVISIONS, The Constitution of India not only grants equality to women but also empowers the State to adopt measures of positive discrimination in favour of women for neutralizing the cumulative socio economic, education and political disadvantages faced by them. Fundamental Rights, among others, ensure equality before the law and equal protection of law; prohibits discrimination against any citizen on grounds of religion, race, caste, sex or place of birth, and guarantee equality of opportunity to all citizens in matters relating to employment. Articles 14, 15, 15(3), 16, 39(a), 39(b), 39(c) and 42 of the Constitution are of specific importance in this regard. Constitutional Privileges

- (i) Equality before law for women (Article 14)
- (ii) The State not to discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them (Article 15 (1))
- (iii) The State to make any special provision in favour of women and children (Article 15 (3))
- (iv) Equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State (Article 16)
- (v) The State to direct its policy towards securing for men and women equally the right to an adequate means of livelihood (Article 39(a)); and equal pay for equal work for both men and women (Article 39(d))
- (vi) To promote justice, on a basis of equal opportunity and to provide free legal aid by suitable legislation or scheme or in any other way to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities (Article 39 A)
- (vii) The State to make provision for securing just and humane conditions of work and for maternity relief (Article 42)

- (viii) The State to promote with special care the educational and economic interests of the weaker sections of the people and to protect them from social injustice and all forms of exploitation (Article 46)
- (ix) The State to raise the level of nutrition and the standard of living of its people (Article 47)
- (x) To promote harmony and the spirit of common brotherhood amongst all the people of India and to renounce practices derogatory to the dignity of women (Article 51(A) (e))
- (xi) Not less than one-third (including the number of seats reserved for women belonging to the Scheduled Castes and the Scheduled Tribes) of the total number of seats to be filled by direct election in every Panchayat to be reserved for women and such seats to be allotted by rotation to different constituencies in a Panchayat (Article 243 D(3))
- (xii) Not less than one- third of the total number of offices of Chairpersons in the Panchayats at each level to be reserved for women (Article 243 D (4))
- (xiii) Not less than one-third (including the number of seats reserved for women belonging to the Scheduled Castes and the Scheduled Tribes) of the total number of seats to be filled by direct election in every Municipality to be reserved for women and such seats to be allotted by rotation to different constituencies in a Municipality (Article 243 T (3)) (xiv) Reservation of offices of Chairpersons in Municipalities for the Scheduled Castes, the Scheduled Tribes and women in such manner as the legislature of a State may by law provide (Article 243 T (4))

2. LEGAL PROVISIONS

To uphold the Constitutional mandate, the State has enacted various legislative measures intended to ensure equal rights, to counter social discrimination and various forms of violence and atrocities and to provide support services especially to working women. Although women may be victims of any of the crimes such as 'Murder', 'Robbery', 'Cheating' etc, the crimes, which are directed

specifically against women, are characterized as 'Crime against Women'. These are broadly classified under two categories.

(1) The Crimes Identified Under the Indian Penal Code (IPC):-

- (i) Rape (Sec. 376 IPC)
- (ii) Kidnapping & Abduction for different purposes (Sec. 363-373)
- (iii) Homicide for Dowry, Dowry Deaths or their attempts (Sec. 302/304-B IPC)
- (iv) Torture, both mental and physical (Sec. 498-A IPC)
- (v) Molestation (Sec. 354 IPC)
- (vi) Sexual Harassment (Sec. 509 IPC)
- (vii) Importation of girls (up to 21 years of age)

(2) The Crimes identified under the Special Laws (SLL)

Although all laws are not gender specific, the provisions of law affecting women significantly have been reviewed periodically and amendments carried out to keep pace with the emerging requirements. Some acts which have special provisions to safeguard women and their interests are:

- (i) National Commission for Women: In January 1992, the Government set-up this statutory body with a specific mandate to study and monitor all matters relating to the constitutional and legal safeguards provided for women, review the existing legislation to suggest amendments wherever necessary, etc.
- (ii) Reservation for Women in Local Self -Government: The 73rd Constitutional Amendment Acts passed in 1992 by Parliament ensure one-third of the total seats for women in all elected offices in local bodies whether in rural areas or urban areas.
- (iii) The National Plan of Action for the Girl Child (1991-2000) : The plan of Action is to ensure survival, protection and development of the girl child with the ultimate objective of building up a better future for the girl child.
- (iv) National Policy for the Empowerment of Women, 2001 : The Department of Women & Child Development in the Ministry of Human Resource Development has prepared a “National Policy for the Empowerment of Women” in the year 2001. The goal of this policy is to bring about the advancement, development and empowerment of women.

Legislative framework

The Constitution provides a three-pronged strategy to improve the situation of SCs and STs.

- **Protective arrangement**

Such measures as are required to enforce equality, to provide punitive measures for transgressions, to eliminate established practices that perpetuate inequities, etc. A number of laws were enacted to implement the provisions in the Constitution. Examples of such laws include The Untouchability Practices Act, 1955, Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act, 1989, The Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act, 1993, etc

- **Affirmative action:**

Provide positive or preferential treatment in allotment of jobs and access to higher education as a means to accelerate the integration of the SCs and STs with mainstream society. Affirmative action is popularly known as reservation.

- **Development:**

Provide resources and benefits to bridge the socioeconomic gap between the SCs and STs and other communities

Reservations - Constitutional Safeguards

The main objective for providing reservations for Scheduled Castes & Scheduled Tribes in civil posts and services of the Government is not just to give jobs to some persons belonging to these communities and thereby increase their representation in the services, but to uplift these people socially and educationally and make some place for them in the society. This was the more important objective of reservations which included reservation in Legislatures also. With the same end in view, the Constitution envisaged in the Directive Principles of State Policy and elsewhere, economic development of the weaker sections, particularly the SC and ST. 103 Against this Constitutional background, the Central Government has provided for reservation for members of the

Scheduled Castes/Scheduled Tribes. Article 16 (4) of the Constitution permits reservation in favour of backward classes of citizens and does not mention anything about Scheduled Castes and Scheduled Tribes specifically. The matter of reservation of SC/ST, to which there is a reference in Article 335, has to be considered with reference to Article 16 (4), which should be read with Article 16 (1) and 16 (2). Article 16 (2) prohibits discrimination against any citizen in respect of any employment or office under the State on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them. Article 16 is placed under the heading 'Right to Equality' of which Article 14 is the general Article covering the concepts of 'equality before the law' and 'equal protection of the laws'.

Department of Welfare of SC /ST and Minority:-

The Department is fully committed to the highest standard of excellence and transparency in providing the benefits to the people belonging to SC's/ST's/OBC's/Minorities. Numbers of schemes are being implemented by Govt. of NCT of Delhi for socio-economic development of residents of Delhi belonging to SC's /ST's / OBC's / Minorities. Name of the schemes implemented amount of financial assistance given under the schemes and conditions lay down

therein which are to be completed by the applicant, name and telephone number of the officers of the department dealing with the various schemes is given in the last. Format of the application form is published in the newspapers along with advertisement of the schemes.

Equalization of educational Opportunity:-

The aim of democratic education is to make full and all round development of individuality of every person. The main point of equalization of educational opportunity is to create maximum opportunity of education according to the necessity of everybody at the expense of government within its maximum capacity. Every democratic society tries its utmost to nourish and enrich certain value.

A .To promote social justice everybody should get equal opportunity of education irrespective of caste, sex, and colour, social, and economic status.

B .To cultivates all available talent.

C .To minimize gap between the privileged and the under privileged.

D .For rapid social development and economic progress.

E . Developments of individuality.

F .To creates useful and productive citizens to preserve and extend democratic values.

Major Constitutional Provisions on Education in India:-

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.

- (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 there of 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.

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.

6. Instruction in Mother -Tongue:

There is diversity of languages in our country. After the dawn of Independence, Mother-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 there of, 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 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. Kothori 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

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.

The Constitution makes the following provisions under different articles:

Article 15(1) provides that the State shall not discriminate any citizen on groups only of sex.

Article 15 (3) reads: "Nothing in this article shall prevent the State from making any special provision for women and children."

The well-known National Policy on Education was concerned about the status and education of women in the country. It envisages that education would be used as a strategy for achieving a basic change in the status of women. It opined that the national system of education must play a positive role in this direction

ailable. Kothori 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.

To equalize educational opportunities we have to take certain steps:-

A .The first step to be taken in this regard is the nationalization of the system of education. No private agency should be allowed to function in the field of education. These should be the state.

B . The introduction of common school system .It indicates mainly four things:-

1 .School should be open to all.

2 . Education should depend on the wealth or purse of the parents but on talent of the students.

3 .No tuition fees should charge for education provided in public educational institutions.

4. The educational standard in all categories of institutional should be adequate and uniform.

C . The regional imbalances in respect of educational opportunities should be abolished : at least should be minimized.

D. It is necessary to pay special attention to the education of children from the backward classes.

E. It is necessary to give adequate attention to the girls of all steps and in all sectors.

F. Special arrangement should be made for the education of handicapped.

Strategies for Development of backward community:-

The State Government, in its pursuit to bring about socio-economic development of the SC & ST communities, have launched special programs, which include legal aid, rehabilitation of victims, housing facilities, establishment of special employment exchanges, reservation in employment, establishment of residential schools and hostels etc. Some of the strategies, already adopted/proposed by the State Government in this direction are as under: 33

- Education, being the most effective and critical instrument of empowering the groups, has been given priority.
- Efforts are being made to achieve universalization in access and retention at the level of elementary education for the members of the SC & ST. 138
- Steps are being taken to provide hostel facilities, scholarships and other facilities to achieve substantial increase in enrolment and retention.
- Special attention is also being paid to the implementation of employment and income generating programs.
- Prevention of exploitation of tribal in respect of alienation of land, money lending, debt bondage, trade, collection and sale of minor forest produce etc. has also received due attention of Government
- A watchdog role has been given to Gram Panchayats under the amended money lending regulation to enable the community to protect the individual from exploitation by money-lenders.

- In all individual benefit oriented programs like SGSY, adequate training to beneficiaries is ensured through close monitoring.
- In all income-generating activities, community/cluster approach is adopted to cover beneficiaries in group mode rather than single beneficiary to harness strong community feeling inherent in tribal society.
- Panchayati Raj Institutions are the primary vehicles for implementing development programs for the SC & STs to ensure them social justice.
- Women Self Help Groups are vigorously promoted for ensuring both social justice and empowerment.
- Wherever necessary, missing infrastructure support for sustainable economic activities undertaken by Tribal beneficiaries has been provided through SGRY.
- Connectivity is being given high priority in respect of remote Tribal areas by development of rural roads and by construction of minor bridges.
- Particular attention is being given for the development of Particularly Vulnerable Tribal Groups, so that their mainstreaming is ensured..

CONCEPT OF INCLUSIVE SOCIETY An inclusive society is a society that over-rides differences of race, gender, class, generation, and geography, and ensures inclusion, equality of opportunity as well as capability of all members of the society to determine an agreed set of social institutions that govern social interaction. (Expert Group Meeting on Promoting Social Integration, Helsinki, July 2008.)

The World Summit for Social Development (Copenhagen 1995) defines an inclusive society as a “society for all in which every individual, each with rights and responsibilities, has an active role to play” Such an inclusive society must be based on respect for all human rights and fundamental freedoms, cultural and religious diversity, social justice¹⁰ and the special needs of vulnerable and disadvantaged groups, democratic participation and the rule of law. It is promoted by social policies that seek to reduce inequality and create flexible and tolerant societies that embrace all people.

There are different views in terms of how a socially inclusive society functions. “Integration in all its forms may simply imply the existence of a stable community in which people can

find a niche.” (Taylor, 2007:3). This simple expression touches the heart of the definition of social integration and social inclusion, which is: difference among members of society is acceptable. Social integration or social inclusion does not mean a uniformity of people but a society which has room for diversity and still fosters engagement. To achieve social integration and social inclusion, voices of people and their needs and concerns, need to be heard. Not only some but all members of society with different backgrounds must have a say and a stake in their shared society. This inclusiveness of society creates and maintains stability as well as a readiness to embrace change when necessary.

In order to further our understanding of the concept of social integration and social inclusion, we will begin by taking a closer look at what determines or represents an inclusive society, and why it is important to build such a society. In very basic terms, “International human rights law requires governments to respect individuals’ civil and political rights – such as their rights to free speech, fair trial, and political participation – and to promote their economic, social and cultural rights – such as their rights to health care and education.” In an inclusive society, members not only have the right to education or the right to political participation but actually take part in the process, using the right to education and having a vote that actually counts in a political process. What is most significant in creating an inclusive society is the engagement of the individual in the process by which society is managed, ordered and represented.

❖ ELEMENTS NECESSARY FOR CREATING AN INCLUSIVE SOCIETY:-



Inclusion Forum

1. The Social Summit defined that the aim of social integration is to create an inclusive society, in which every individual, each with rights and responsibilities, has an active role to play, but what makes some societies more inclusive than others? What are the critical elements for creating and maintaining an inclusive society in practical terms? An inclusive society is based on the fundamental human rights value, that is, “all human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood”.
2. It is a society in which all members, regardless of their backgrounds, are able and motivated to participate in civic, social, economic and political activities. For this to happen, legal, regulatory and policy frameworks must be inclusive, and uphold and promote just and inclusive processes in all areas of implementation, so that equal access to basic education, public space, facilities and information are ensured, and diversity and cultural pluralism are respected and accommodated.
3. As a pre-requisite, respect for all human rights, freedoms, and the rule of law, both at national and international levels, are fundamental. Every member of society, no matter what his or her economic resources, political status, or social standing, must be treated equally under the law.

4. Legal instruments ensure the guiding principles that will guarantee equity¹⁴, justice and equal opportunities for all citizens. Violators of human rights should be brought to justice. The judiciary which serves to protect just societies must be impartial, accountable and inclusive to giving weight to the opinions of those who defend the inclusiveness of the society at the local, regional and national levels. Maintaining the security of all individuals and their living environment is paramount in creating a feeling of inclusion and an atmosphere of participation in society.

5. To create and sustain inclusive societies, it is critical that all members of society are able and motivated to *participate in civic, social, economic and political activities*, both at the local and national levels. A society where most members, if not all, feel that they are playing a part, have access to their basic needs/livelihoods, and are provided with the opportunity to participate in decision-making processes that affect their lives, is a society that will best foster principles of inclusiveness.

6. *The existence of a strong civil society* is fundamental for active participation and making public policies and institutions accountable. It fosters a respect for the rights, dignity and privileges of all people, while assuming that they fulfill their responsibilities within their society. There must be freedom for people to express diverse views and develop unconventional unique ideas. Members of society must have the confidence to engage and interact with each other, and build mutual trust while acknowledging their differences.

7. In order to encourage all-inclusive participation, there must be *universal access to public infrastructure and facilities* (such as community centers, recreational facilities, public libraries, resource centers with internet facilities, well maintained public schools, clinics, water supplies and sanitation). These are the basic services which will create, when partly or fully put into place, conditions for people to have a sense of belonging by not suffering the painful consequence of being unable to afford them. As long as both the advantaged and disadvantaged have equal access to or benefit from these public facilities and services, they will all feel less burdened by their differences in socio-economic status, thus alleviating a possible sense of exclusion or frustration. It is important to note though, that access alone does not necessarily ensure use of public facilities, as unequal relations within communities and households may inhibit the use of facilities by vulnerable groups.

8. Addressing the unequal power relations is therefore a necessary step to increase participation society, as it will make popular participation possible with well-informed members of society. Information that pertains to the society, such as what a community owns, generates, or benefits from, should be made available to all. Collective participation, through accepted representations of all classes and backgrounds, in the planning, implementation and evaluation of community activities should be sought after. Publication/information sharing and increasing the accessibility of the community's activities will eliminate doubts and suspicions which could otherwise create sense of exclusion. The mass media can be used as an effective tool to educate and enlighten members of society.

9. Equity in the distribution of wealth and resources is another critical element of inclusive societies. How the resources are allocated and utilized will significantly affect the orientation of society, either towards a more integrated, inclusive society, or an exclusive, polarized, and disintegrated one. Therefore, socio-economic policies should be geared towards managing equitable distribution and equal opportunities. Inclusive policies, instructions and programs that are sensitive to and cater to the less advantaged and vulnerable need to be put in place in all areas/sectors, including public health, and effectively implemented. There is a need for a strong monitoring and evaluation tools to demonstrate whether inclusiveness was actually achieved, as well as highlight areas for improvement.

10. This includes societies that celebrate **multiple and diverse expressions of identities**. By celebrating diversity, there is a recognition and affirmation of the differences between and among members of society, which enables societies to move away from labeling, categorizing, and classifying people, towards more inclusive policies. Also, enabling a diversity of opinions provides the checks and balances crucial for the development of society, while allowing for the greatest amount of diverse opinions to enter every discourse.

11. Education plays a critical role in this area, as it will provide opportunities to learn the history and culture of one's own and other societies, which will cultivate the understanding and appreciation of other societies, cultures and religions. Particularly for young people, education provides the opportunity to instill values of respect and appreciation of diversity. At the same time, education can empower those who are marginalized or excluded from participating in discussions and decision-making. Learning about the historical processes and changes allows people to understand the way in which they and others have been affected by socially inclusive or exclusive policies, which ultimately influences the values, choices and judgments of individuals, in particular, those who are in decision-making positions.

12. Effective leadership is crucial to the development of an inclusive society. Where leadership is not representative of the society, a disconnection between the people and their leaders may eventually result. The most common way of addressing this critical element at the local level is by engaging in open consultations with members of society about municipal issues such as the budget, and enhancing the free and timely flow of information to citizens and other stakeholders. Popular participation in decision-making and policy formulation processes could be sought for at all levels of governance. At the same time, there must be an effort made to achieve transparency and accountability by all decision-makers and stakeholders.

13. Finally, there is a need to create positive narratives of an inclusive society of the future, and enable each member of society to share, understand and contribute to those narratives. Potent narratives on the future can act like a magnet drawing society towards its envisioned future. A society with no vision for the future indicates a society in decline. Societies that maintain a unity of purpose, or a shared vision embraced by the community, and encourage broad-based stakeholder participation in the formulation of that goal, will be more inclusive as every member will be working synergistically towards a unified objective.

❖ EXCLUSION IN EDUCATION SYSTEM:-

Exclusion in education does not only mean “out-of-school children.” It has many forms and expressions.

- Exclusion from having the life prospects needed for learning; Examples: living under conditions inadequate for health and wellbeing, e.g. Inadequate housing, food, clothing; living under limited security and safety.
- Exclusion from entry into a school or an educational programmed; Examples: unable to pay entrance fees and tuition fees; being outside the eligibility criteria for entry; dressed in ways considered inadmissible by the school.
- Exclusion from regular and continuing participation in school or an educational programme; Examples: school or programme too far to attend regularly; unable to continuously pay for participation; unable to spare time for attending school due to other life demands; school or programme closed down; illness or injuries.
- Exclusion from meaningful learning experiences; Examples: teaching and learning process not meeting the learning needs of the learner; teaching and learning process not corresponding to the learning styles of the learner; the language of instruction and learning materials is not comprehensible; learner goes through negative and discouraging experiences at school or in the programme, e.g. discrimination, prejudice, bullying, violence.
- Exclusion from a recognition of the learning acquired; Examples: learning acquired in a non-formal programme not recognized for entry to a formal programme; learning acquired is not considered admissible for a certification; learning acquired is not considered valid for accessing further learning opportunities.

- Exclusion from contributing the learning acquired to the development of community and society. Examples: learning acquired is considered to be of little value by society; the school or programme attended is seen to have low social status and is disrespected by society; limited work opportunities that correspond to the area of learning acquired, or limited work opportunities in general; discrimination in society on the basis of socially ascribed differences that disregards any learning acquired by the person.

❖ UNDERSTANDING SOCIAL INCLUSION:-

- The concepts of social integration and social inclusion are similar ones, and in fact overlap each other in many ways. However, some differences exist which are useful to be examined in order to avoid confusion. It is worth mentioning that any attempts to differentiate these two concepts will inevitably face a challenge, as there is no single agreed definition for either. The concept of social integration was created through political consensus among member states at the World Summit for Social Development. Social inclusion or social cohesion were preferred terms for some, however, it was a consensus agreement that the concept of social integration allows broader interpretation. The Social Summit approached social integration in terms of goals, principles and process. It is important to understand that social integration is not an end-state that societies can achieve, but a dynamic process in which societies engage in order to further human development.
- The concept of social inclusion is similar to that of social integration. However, social inclusion, focusing on creating conditions for equal opportunities and equal access for all, is considered to be useful when describing the actual process involved in promoting social integration. Social inclusion is also often more easily accepted as a policy goal, as it clearly eliminates a connotation of assimilation that some associate with the term “integration” - not all individuals and/or groups in societies are eager to be “integrated” into mainstream society, but all strive to be included.
- “Inclusion is community. No one becomes included by receiving handouts, even if these handouts are given by public bodies and with public resources. No one becomes included by being treated by a program in which they are no more than a number or a statistic. Inclusion is connection to the network of community development; it is to become more than a speck of dust, to have a forename and surname, with one’s own distinctive features, skill and abilities, able to receive and give stimulus, to imitate and be imitated, to participate in a process of changing one’s own life and collective life.”
(Busatto, 2007: 4)

- The above quotation places emphasis on the recognition of the individual and the relationship between community and the individual. This suggests that inclusion is a mutually beneficial state for both the community and the individual. When people rely upon each other and the success of their interactions, that responsibility and interdependence creates a commitment to the social processes in a community. The depiction of social inclusion at the local level is useful as it addresses inclusion at a manageable and feasible level. In a smaller geographic region than the nation, there is much greater opportunity to develop inclusive systems, economically and socially as well as politically. Cities can thus be seen to provide the space for testing and expanding notions of social inclusion.
- As mentioned earlier, there are numerous definitions and concepts of social inclusion, and despite a multitude of discussion, it is still difficult to obtain agreement on the term. Lombe notes that: “Inclusion is the realization that everyone has essential dignity and everyone has something to contribute.” (Lombe, 2007:3)
- Social inclusion can be described as a “multi-dimensional process aimed at lowering economic, social and cultural boundaries between those who are included and excluded, and making these boundaries more permeable” (Therborn, 2007.2). It is a dynamic phenomenon, as its boundaries are changing over time, space, and in quality.
- Sen described social inclusion as “being characterized by societal elements that would include the active participation by citizens, equality of opportunities, and basic levels of well-being.”
- At the core of most definitions of **social inclusion lies the concept of full participation in all aspects of life, while exclusion refers to the conditions (barriers and processes) that impede inclusion.** Participation is most significant as it denotes an active involvement in the process, not merely having access to society’s activities, but engaging in them, and building and maintaining a social network. Participation also creates a sense of responsibility towards others, a community or an institution, and influences decisions or enables individuals to have access to the decision-making processes.

❖ EDUCATION AS A MECHANISM OF SOCIAL INCLUSION

- THE ROLE OF EDUCATION IN REDUCING THE RISKS OF SOCIAL EXCLUSION :-

We assume that the inclusive education and lifelong learning are becoming the key mechanisms of social inclusion and reducing the risk of social exclusion. As the indicators of our initial assumptions we will observe: How the availability of the right to education provides equal opportunities for all in terms of the access to educational institutions and scientific achievements? Harmonization of the education system with the labor market contributes to the integration of individuals in the sphere of labor and to reduction of unemployment and poverty; The integration of individuals in the labor sphere, thanks to educational attainment, is increasing the social cohesion of society and participation of the individuals and social groups in the different spheres of social life and activities; Educational strategies, through increased public spending on education, coverage and the quality of education, are leading to social inclusion.

➤ 1.The role of education in poverty reduction:-

- The role of education in terms of reducing the risk of poverty and social vulnerability is invaluable. Education is the key to achieving social inclusion and overcoming poverty that is those situations where individuals, their families and social groups cannot provide the existential conditions of life, nor to participate in activities that are common or accepted by the society to which they belong.
- The percentage of a country's poverty declines with the level of education of its population. The availability of educational services reducestheunemployment of individuals and social groups, and thus the scarcity of material and financial resources

to meet the basic needs. Therefore, the way out of poverty is education at all levels and throughout the life of the individual. By lifelong learning and improving the individual acquires a satisfactory educational status, as well as an enviable level of knowledge and skills aligned with business needs, and thanks to which he is increasingly opening the way to the labor market. Educated individuals on the basis of their own educational achievement are accomplishing the employment, and that, undoubtedly, is improving their standard of living.

- Greater involvement in the education system reduces the possibility for the creation of the ‘culture of poverty’, which is characterized by non-inclusion and non-participating in the main institutions of the wider global society, and a sense of marginalization, dependence and helplessness.
- Although better education will not automatically remove social exclusion, since it is influenced by other factors (income inequality, class and/or ethnic divisions in society, spatial separation, globalization, the distribution of power, the stratified nature of the education market, etc.), it is still, undoubtedly, the foundation of the economic and any other development.

➤ **2.The importance of education for increasing social cohesion and participation of individuals and social groups in different social activities:-**

- Education is not only the basis for the economic prosperity and broader social development, but it is also one of the best ways of achieving social cohesion. Increasing the involvement, in particular individuals and groups who have been excluded or insufficiently involved in society, is contributing to the growth of social cohesion. Thus, the goal of any society that aspires to the ideal of social cohesion is the general social security and it concerns the ensuring of the availability of resources (labor market, education, health care, social welfare, culture, etc.) for the fight against inequality and exclusion.
- In this way, the reduction of economic, social, gender and other inequalities contributes to creating the social cohesion. Individuals and community groups are, thus, creating a better connection by creating the link of the network of horizontal social relations based on mutual trust, solidarity and acceptance of diversity. By joining the sphere of labor and market, or hiring on the basis of good educational and

qualification predisposes individuals are building social connections and contacts, are connecting through a formal sociability (association of membership in various organizations or associations), thereby reducing the risk of social isolation. So, the developed socio-cultural capital increases the possibility of social networking, self-organization, and extends the range of social support.

- As such, social cohesion is essential for achieving social justice, democratic security and sustainable development, because only those societies that are not based on divisions, can ensure the long-term stability and prosperity. Studies have confirmed that greater national wealth, as well as the spread of modern communication technologies contributes to the greater social cohesion and that societies with greater social equality are better connected.

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**PAPER IV-ISSUES AND TRENDS IN CONTEMPORARY
INDIA EDUCATION**

GROUP A- CONVENTIONAL MODE

COURSE CONTENTS:- UNIT II

➤ **SECONDARY EDUCATION-**

○ **Aim & objective of general education:-**

INTRODUCTION-The General Education curriculum will enable students to acquire skills, knowledge, and experiences for living in interconnected contexts, so they can contribute to making life better for others, themselves, and the world. General Education encompasses the breadth of knowledge involving the major intellectual and aesthetic skills and achievements of humanity. This must include understanding and appreciation of the pluralistic nature of knowledge epitomized by the natural sciences, quantitative skills, social and behavioral sciences, humanities, and arts. To achieve and share such an understanding and appreciation, skills in self-expression, quantitative analysis, information literacy, and collaborative interaction are necessary. General Education aids students in developing intellectual curiosity, a strengthened ability to think, and a deeper sense of aesthetic appreciation. General Education, in essence, aims to cultivate a knowledgeable, informed, literate human being.

An effective General Education curriculum shall facilitate teaching and learning through seven key aims and objectives:-

EFFECTIVE COMMUNICATION

The ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES

The ability to identify, interpret, create, communicate, and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING

The habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING

The ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING

The capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING

The intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING

The ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

○ Aims and objectives of vocational education:-

INTRODUCTION -The term vocational education is general and includes every form of education that aims to the acquirement of qualifications related to a certain profession, art or employment or that provides the necessary training and the appropriate skills as well as technical knowledge, so that students are able to. Now our country is developing due to the development of science and technology. This has been possible because of the availability of

material and human resources. Our country is too rich in these two resources. What is needed is their proper utilization. This requires expansion and development of vocational education. The need of the hour is to impart vocational education in order to acquire expertness in the field of “technical know-how”. Vocational education is concerned with the training on vocation. It is related to productivity. Vocational education prepares individuals for jobs. It has adequate employment potentialities. It helps in broadening of horizon. It leads to dignity of labour. It is helpful in the maximum utilization of the material resources of the country. When vocational educational education is mixed with general education it is called vocationalisation of education. Vocationalisation of education is designed to introduce manual skills in general education. Vocationalisation of education means training in some vocations at the secondary, Higher Secondary level with general education. The Indian Education Commission (1966) pointed out that vocationalisation can bring education into closer relationship with productivity.

Following are the aims and objectives of vocationalisation of education

1. To develop a healthy attitude among students towards work and life.
2. To enhance individual employability.
3. To reduce the mismatch between the demand and supply of skill man-power.
4. To provide an alternative for those intending to pursue higher education without particular interest or purpose.
5. To prepare students for identified vocations spanning several area of activity.
6. An emphasis in vocational education will also be on development of attitudes, knowledge, and skills for entrepreneurship and self-employment.
7. To provide opportunities to fulfill the needs of women, rural and tribal students and the deprived sections of society.
8. To give opportunities for professional growth, career improvement and lateral entry into courses of general, technical and professional education through appropriate bridge courses.

❖ **Role of NCERT**

Introduction :

The National Council of Educational Research and Training (NCERT) is an autonomous organization set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education. The major objectives of NCERT and its constituent units are to: undertake, promote and coordinate research in areas related to school education; prepare and publish model textbooks, supplementary material, newsletters, journals and develops educational kits, multimedia digital materials, etc. organize pre-service and in-service training of teachers; develop and disseminate innovative educational techniques and practices ;collaborate and network with state educational departments, universities, NGOs and other educational institutions; act as a clearing house for ideas and information in matters related to school education; and act as a nodal agency for achieving the goals of Universalisation of Elementary Education. In addition to research, development, training, extension, publication and dissemination activities, NCERT is an implementation agency for bilateral cultural exchange programmes with other countries in the field of school education.

The publishing programme of the NCERT is a part of its total effort to improve the quality of school education. The NCERT textbooks published in English, Hindi, and Urdu languages have the unique distinction of being once attractive and inexpensive. These textbooks are freely adopted by states under their nationalized textbooks programme. They are also used widely in schools affiliated to the Central Board of Secondary Education, Kendriya Vidyalays, Jawaharlal Navodaya Vidyalays, Tibetan Schools and several public Schools.

ESTABLISHMENT

Ministry of Education of Indian Government established NCERT in 1961. NCERT is an autonomous-organization, working as an academic using of the Ministry of education. It assists the said Ministry in the formulation and implementation of its policies and programmes in the field of education. It is expected to encourage student teachers and teacher educators to conduct educational research. In order to fulfil these maintain objectives, it has established National Institute of Education (NIE) at Delhi and four regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore. It also works collaboration with the departments in the states, the universities and institutes, following objectives of school education. It also maintains close-contact with similar national and international institutions throughout the world. It communicates result of its researches to a common man by publishing books and journals.

The establishment of NCERT in 1961 was a major step taken for the development of school education which involves teacher education also. Amongst the significant contribution of NCERT are:

- Revamping of Elementary and Secondary Teacher education curriculum.
- Reorganizing of student teaching and evaluation.
- Institution of All-India surveys on teacher education.
- Focus on continuing education of teachers through establishments of centres of continuing education.
- Recognition to contributions to education by outstanding school teachers and teacher educators through a scheme of national awards.

OBJECTIVES OF NCERT

- To launch, organize and strengthen research works in various aspects of education.
- To ensure success of the process, a good no of curricular/learning materials have to be brought out by the NCERT.
- To arrange for pre-service and in-service training at the higher level.
- To provide guidance and counseling services on large scale.
- To establish a National Institute of Education and manage for the development of research and higher training for educational administration and teachers.
- To publish necessary textbooks, journals and other literature for achieving the objectives.
- To organize extension centers in training institutes with the cooperation of state governments and extend facilities pertaining to new methods and technologies among them.

ROLE OF NCERT:

- · To monitor the administration of NIE / Regional colleges of Education.
- · To undertake aid, promote and co-ordinate research in all branches of education for improving school – education
- · To organize pre-service and in-service education programmes for teachers.
- · To prepare and publish study material for students and related teacher’s handbooks. /
- · To search talented students for the award of scholarship in science, Technology and social sciences.
- · To undertake functions assigned by the Ministry of education (Now HRD) for improving school –education.
- · To promote, organize and foster research in all fields of education.
- · To disseminate knowledge of improved educational techniques and practices; and
- · To conduct special studies, surveys and investigations.
- It is quite interesting to know how following constituent institutes works.

MAJOR FUNCTIONS OF NCERT

The functions of NCERT broadly relate to (a) research and development, (b) in-service and pre-service training, and (c) extension and dissemination work- all these tuned to achieve the main objective of improving the quality of school education.

The NCERT, therefore

- Develops curriculum, instructional and exemplar materials, methods of teaching, techniques of evaluation, teaching aids, kits and equipments, learning resources, etc.
- To monitor the administration of NIE/ Regional colleges of education.
- To prepare and publish study material for students and related teacher's handbooks.
- Organizes pre-service and in-service training of teachers, teacher educators and other educational personnel;
- To undertake aid, promote and co-ordinate research in all branches of education for improving school-education.
- Conducts and promotes educational research.
- To search talented students for the award of scholarship in science, technology and social sciences.
- Disseminates improved educational techniques and practices and research findings.
- To undertake functions assigned by the Ministry of education (now HRD) for improving school-education.
- Acts as a cleaning house for ideas and information on all matters relating to school education and teacher education.

CONCLUSION

National Council of Educational Research and Training (NCERT) is an apex resource organization set up by the Government of India, to assist and advice the central and state Governments on academic matters related to school education. NCERT also provides technical advice in how to improve the standard of science based education. The NCERT performs the important functions of conducts and promotes educational research, improve educational techniques, practices and research findings, develops curriculum instructional and exemplar materials, methods of teaching, techniques of evaluation, teaching aids etc. The NCERT offers the pre-service and in-service training of teachers at various levels such as pre-primary, elementary, secondary and higher secondary and also in such areas as vocational education, educational technology, guidance and counselling and special education. NCERT has a large publishing house. It publishes model text books, hand-books, guide books and children's literature or supplementary reading books. The constituents of NCERT are NIE, CIET, ERIC, RIEs etc. NCERT aims at bringing about improvement of education through various kinds of educational technologies. It is a major step taken for the development of school education which involves teacher education also.

❖ Role of SCERT

INTRODUCTION:

State Council for Educational and Training (SCERT) is an apex body, responsible for quality education in the state. The State Institute of Education (SIE), which functioned as a part of the department of general education, was converted to form the SCERT, to give a new thrust and direction to school education. SCERT, Kerala, was established in 1994. It is an autonomous body entrusted with planning, implementation and evaluation of all academic programs from pre-school to higher secondary levels. SCERT is concerned with academic aspects of school education including formulation of curriculum, preparation of textbooks, teacher's handbooks and teacher training. It advises the Government on policy matters relating to school education.

SCERT is closely associated with, Regional Institute of Education, Mysore, The National Council of Educational Research and Training (NCERT), New Delhi, The National Institute of Educational Planning and Administration (NIEPA), New Delhi, The Regional Institute of English, Bangalore, UNICEF and UNFPA, Universities in Kerala etc. The SCERT should have the mission of enhancing the quality of school education by improving the attitudes, increased application of knowledge and enhanced teaching skills of teachers. Besides, it should have the vision of growing into a leading institute of resources, research, educational technology and skill development in the field of teacher education.

Role of SCERT:

- To function as a Research and Development institute at the state level by providing guidance, support and assistance to the State Education Department in its Endeavour to improve the quality of elementary and secondary education and teacher education.
- identify areas of difficulty in learning and teaching, and resolve To them.
- To develop and cultivate tolerance and inclusiveness as the hallmark features of school education.
- To explore and develop new methods and techniques for effective teaching.
- To quickly respond to the changes in content, methodology and evaluation so as to empower teachers and other educational functionaries to enable them to effectively address the problems of students.
- Along with the professional growth of the human component, the development of quality teaching-learning material and undertake research are some of the important tasks conducive for attaining the objectives of quality education and a responsive educational system.
To develop, publish and disseminate Teaching-Learning Materials in the form

Objectives behind setting of State Council of Educational Research and Training (SCERT):

- of Textbooks, Manuals, Question-Banks, Handouts, etc in print format and e-TLM so as to improve the quality of school education.

- To use Information and Communication Technology (ICT) up to the maximum level.
 - To organize and implement the special educational projects sponsored by UNICEF, NCERT and other agencies for qualitative improvement of school education and teacher educators.
 - To produce instructional materials for the use of teacher- educators.
 - To arrange in-service training for different categories of teachers, inspecting officers and teacher-educators and coordinate the work of other agencies operating at the state level.
1. To bring about qualitative improvement in the existing education system.
 2. To develop the curriculum of various school subjects.
 3. To provide pre-service and in-service education for teachers and educational supervisors.
 4. To develop new techniques and methodologies in the field of school education.
 5. To undertake and promote investigation, surveys, studies and researches in various fields and sections of education.
 6. To formulate and implement pilot projects for bringing about quality improvement in different fields of school education.
 7. To evaluate, monitor and develop educational programmes.
 8. To provide career guidance and counseling to school students

❖ **ROLE OF NIEPA**

INTRODUCTION:

The NIEPA is the national apex institution in the field of educational planning and administration. The national university has its origin dating back in 1962 when the UNESCO established the Asian Regional Centre for Educational Planners and Administrators which later became the Asian Institute of Education Planning and Administration in 1965. After four years of its existence it was taken over by the Government of India and renamed as the National Staff for Educational Planners and Administrators. Subsequently with the increased roles and functions of the National College, particularly in capacity building, research and professional support services to government, it was again renamed as the NIEPA in 1979. But in August 2006 it was named as NIEPA.

The National Institute/University of Educational Planning and Administration (NIEPA/NUEPA) occupies a unique position in the network of educational institutions in India, with its functions covering a broad spectrum of academic having both domestic and international ramifications. The genesis of NIEPA's evolutionary journey dates back to February 1962 when the *Asian Regional Centre for Educational Planners, Administrators and Supervisors* was established by UNESCO under an agreement signed by the UN Agency and the Government of India. The principal functions of the Centre were to conduct research on the problems related to educational planning, administration and school supervision as well as conduct short term training programmes for educational planners, administrators and school supervisors in Asia and offer technical assistance to member-states. Subsequently, with

effect from April 1, 1965, the fledgling Centre was rechristened as the *Asian Institute of Educational Planning and Administration*. The taking over of the Asian Institute by the Government of India at the end of a 10-year agreement between it and the UNESCO paved the way for its transformation into the *National Staff College for Educational Planners and Administrators* in 1970. This college was restructured and re-registered as *National Institute of Educational Planning and Administration* (NIEPA) on May 31, 1979, with an expanded mandate.

Role or responsibilities of NIEPA:

- Organize pre-service and in-service training program in the area of educational planning and administration.
- Promote and coordinate research in various aspects of educational planning
- Provide academic and professional guidance
- Organize training, conferences, workshops, meetings, seminars and briefing sessions
- Offer on request, consultancy services
- Organize orientation and training programs and refresher courses for teacher-educators
- Award consultancy work/services to organizations/individuals
- Undertake extra mural studies
- Offer fellowships, scholarships and academic awards
- To provide technical support to State and Central Governments in educational planning and policy.
- To conduct research in all aspects of higher and school education.
- To organize professional development programs in educational administration and planning for education professionals across the country.

- To develop expertise amongst young scholars through programs like M. Phil and Ph.D.
- To extend advisory services to national and international organizations.

This Institute emphasizes planning, management, and capacity building in Educational policy with the help of research training consultancy and dissemination. The financial committee is responsible for all the financial advice to the institute. There are many international organizations like World Bank, UNESCO, COL, etc. that seek the assistance of this institute for several issues. The structure is based on nine academic units and one administrative unit. The chairman for this Institute is the Minister of Human Resources Development, Government of India. The nine departments of this university are as follows Department of Educational Planning Department of Educational Administration Department of Educational Policy Department of the Educational Finance Department of School and Non-formal Education Department of Higher Education Department of International Cooperation Department of Sub-national systems Department of Operations Research and Systems Management

❖ **ROLE OF CBSE**

INTRODUCTION:

The Central Board of Secondary Education (abbreviated as CBSE) is a Board of Education for public and private schools, under the Union Government of India. CBSE conducts the final examinations for Class 10 and Class 12. It is a child centered and holistic education program that prepares students for college life and beyond. It is also an internationally recognized and accepted qualification for entry into higher education. The CBSE provides a holistic approach to learning using innovate methods to develop both disciplinary and interdisciplinary understanding. In addition to academic excellence, it encourages independent learning, inquiry, risk-taking, caring, open-mindedness and intercultural understanding. It strives to adapt and innovate methods to achieve academic excellence in conformity with psychological, pedagogical and social principles. Program Overview

Curriculum. The curriculum is made up of 5 learning areas, consisting of language; social science; mathematics and technology; science; and physical education, performing arts and visual arts.

Five Learning Areas. Five learning areas are represented as the five petals which intersect in a trans-disciplinary approach across various dimensions. The curriculum exposes the student to both depth and breadth of knowledge and understanding.

1. Languages. The language curriculum aims to develop the skills of listening, speaking, reading and writing in a variety of contexts and train students to be able to adapt language to suit different tasks, audiences and purposes. It aims to develop confidence in the students so that they can use their skills and abilities effectively. Students study two languages at classes IX and X. However, they do have the opportunity to study an additional language.
2. Social Science. The social science curriculum aims to develop in students an understanding and evaluation of the social, political, economic and environmental dimensions of the world, and helps them formulate and justify arguments in response to a diverse range of issues.
3. Mathematics and Technology. The mathematics and technology curriculum helps students develop strategies that improve their logical thinking and analytical ability. It helps to develop the ability to approximate and estimate, to use trial and improvement techniques, look for patterns and make hypothesis. It helps in development of computational skills and spatial intelligences. Information and Communication Technology help students assess the impact of new technologies on society and train them to use these productively.
4. Science. Science is studied as individual disciplines of Physics, Chemistry and Biology. The Science curriculum offers students the opportunity to be curious, to question, to investigate, to formulate hypothesis, design and carry out experiments, make critical observations and record results.
5. Physical Education, Performing Arts and Visual Arts. These offer opportunities for the development of imagination, sense of aesthetics, sensitivity and inventiveness - all of which are the requirements of a balanced curriculum.

Main objectives of CBSE are:

- To define appropriate approaches of academic activities to provide stress free, child centered and holistic education to all children without compromising on quality
- To analyze and monitor the quality of academic activities by collecting the feedback from different stakeholders

- To develop norms for implementation of various academic activities including quality issues; to control and coordinate the implementation of various academic and training programmes of the Board; to organize academic activities and to supervise other agencies involved in the process
- To adapt and innovate methods to achieve academic excellence in conformity with psychological, pedagogical and social principles.
- To encourage schools to document the progress of students in a teacher and student friendly way
- To propose plans to achieve quality benchmarks in school education consistent with the National goals
- To organize various capacity building and empowerment programmes to update the professional competency of teachers
- To prescribe conditions of examinations and conduct public examination at the end of Class X and XII. To grant qualifying certificates to successful candidates of the affiliated schools.
- To fulfill the educational requirements of those students whose parents were employed in transferable jobs
- To prescribe and update the course of instructions of examinations
- To affiliate institutions for the purpose of examination and raise the academic standards of the country.

The prime focus of the Board is on:

- Innovations in teaching-learning methodologies by devising students friendly and students centered paradigms
- Reforms in examinations and evaluation practices.
- Skill learning by adding job-oriented and job-linked inputs
- Regularly updating the pedagogical skills of the teachers and administrators by conducting in service training programmes, workshops etc.

Conclusion

The CBSE is a learning experience which does focus on the overall career development of a student by synchronizing its academics with the requirements of competitive exams as well as polishing the students skill sets through various extra-curricular activities. CBSE is extremely focused on science and mathematics with a lot of attention paid to the application of knowledge.

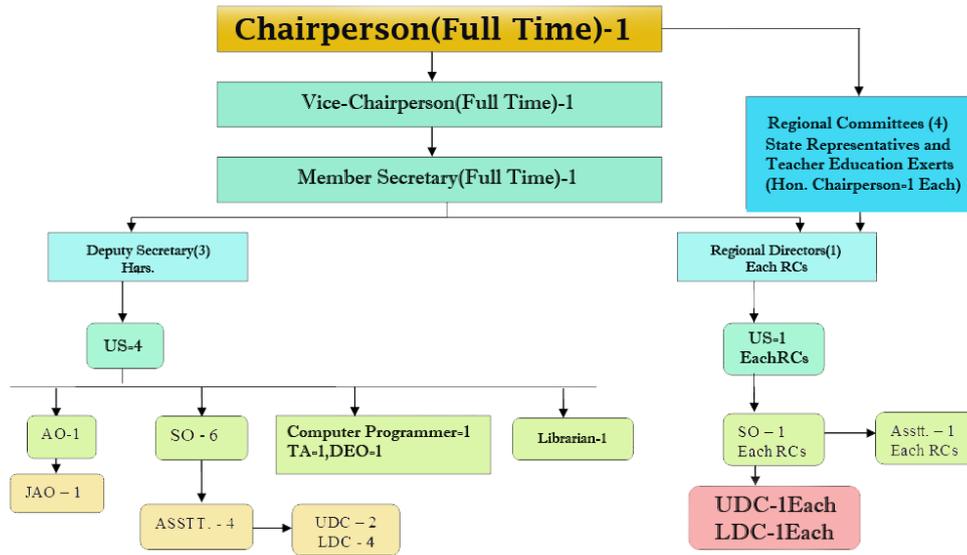
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National Council for Teacher Education (NCTE) was set up in 1973 as an advisory body to advise Government of India, State Governments and Universities regarding all matters concerning teacher education. In August 1995, it attained the status of a statutory and independent body and was given the power of accreditation/non-accreditation of the colleges and the departments of education. Today, it takes policy decisions and develops new curriculum framework to improve the existing courses and structures of diploma, bachelors, Masters in education and other courses related to teacher education as well as implement and regulate the teacher education system of India. The NCTE works in accordance with the NCTE Act and its rules and regulations.

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 **ORGANOGRAM(Total Staff Strength123)**



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RESEARCH IN NCTE STRUCTURE:

Najmuddeen, P & Santhosh ,A.(2019) “WHAT MENTORS AND SUPERVISORS DO? AN ANALYSIS IN THE LIGHT OF NCTE SCHOOL INTERNSHIP FRAMEWORK AND GUIDELINES FOR TWO YEAR B Ed COURSE”-

Objectives of the Study: The major objectives of the study were as follows.

1. To analyze the roles played by faculty supervisors and mentor teachers of various colleges of teacher education.
2. To compare the roles and responsibilities recommended by the National Council for Teacher Education in its school internship guidelines document with the actual roles and responsibilities played by the faculty supervisors and mentor teachers.

Methodology: Normative survey has been employed for the study. Fifteen teacher educators were selected purposefully from four different colleges of teacher education under the Kannur University in Kerala. They were interviewed with the help of an interview schedule. The collected data were analyzed qualitatively to identify the roles and responsibilities assigned to and performed by faculty supervisors, mentor teachers and heads of institutions during school internship.

Findings: No teacher education institute from which the data were collected provided any sort of orientation programme for the mentor teachers regarding internship programme. Teacher educators were of the opinion that, as the teachers who act as mentor teachers are from the schools where the student teachers of the respective teacher education institute have been going for internship for the past several years, the mentor teachers know the exercises and they don't need any orientation regarding this. Only newly joined teachers in the schools who are selected as mentor teachers need some orientation and they are given this by the faculty supervisor in their first school visit in the first week of school internship. The intensive orientation by the teacher education institute for the mentor teachers does not take place.

Briiesh,B.D(2015) “A study of innovative practices in teacher education institutions of Gujarat state”

Objectives of the Study:

- 1) To study the status of Innovative Practices in the Secondary Level Teacher Education Institutions of Gujarat State.
- 2) To study in-depth the Innovative Practices in selected Secondary Level Teacher Education Institutions of Gujarat State.
- 3) To study the factors facilitating and impeding the implementation of innovations.

Methodology: Questionnaires, Check list, Observation Schedule, Semi-Structured Interview Schedule were employed for data collection. All these tools were constructed by the Researcher and validated by the Experts.

Findings:

- a) None of the Teacher Education institutions was found to administer entrance test as an admission modality. The institutions were found to be following merit based admission process where marks of under-graduation/ post-graduation were considered to prepare admission list.
- b) In the area of curriculum (Foundations and Optional Courses), Spoken English and Personality Development, English for Specific Purpose and Life Skills Education were found to be the new courses.
- c) It was found that in many Teacher Education Institutions the faculty members use self-prepared power point presentations, downloaded videos, ready to use worksheets, and multimedia modules for the orientation lessons and theory teaching sessions.

Tasleema,B.(2015) “Development of secondary teacher education in india since independence with special reference to implementation of recommendations made by different committees and Commissions”-

Objectives of the Study: The following objectives were conceived in conducting the present study :

- (i) To study critically the recommendations of all committees and commissions set-up by the Government of India since Independence.
- (ii) To assess the progress in the implementation of these recommendations.
- (iii) To examine the impact of such an implementation programme on the functioning of secondary teacher training institutions,

- (iv) To suggest measures for future improvement of the quality of teacher training programme.

Methodology : It may be stated that purposive stratified random sampling technique was adopted to select the sample. All the four Regional Colleges of Education, about 15 university departments of education and 10 colleges of education were selected for the study. Secondary data was collected from various sources such as reports of the commissions and committees, annual report of the various Ministries, National Council of Educational Research and Training (NCERT) publications, statistical abstracts, research reports etc. Secondary data supplemented the primary data in this study. The collected data was subjected to quantitative analysis.

Findings: One of the recommendations, made by this Commission, was to train teachers from schedule tribe communities with a view to popularize education and reform in the tribal people. Such a significant dimension was not adhered to and inspire of the reservation policy advocated for admission, the teacher training institutions at the state level have still not implemented these recommendations.

According to Grommon, A.H. (2015) “Is the Present Structure of the NCTE Adequate for Today and Tomorrow? “

The management of the affairs of the Council shall be vested in a Board of Directors. The Executive Committee shall conduct the business of the Council subject to the direction of the Board of Directors. Except insofar as the Council may vote to limit its power, the Board of Directors shall have full authority to manage the business and the properties of the Council

The four permanent NCTE Commissions represent another means by which structure has enabled the Council to focus its resources upon major components of the field of English and at the same time accommodate interests of individuals. For example, during its first decades, the Council had no official statements of its views on the nature of the English curriculum in the schools and colleges. But throughout the 1920s the influence of the Hosis Report of 1917 began to be felt by the Executive Committee and the headquarters staff. Administrators and teachers concerned about the implications of the Report and the status of English courses asked for copies of the Council's stand on the issues. The Council had none. Consequently, in 1929 the Board of Directors established the first Commission on the Curriculum, the group that prepared the historic document, especially relevant today, An Experience Curriculum in English (1935), and the follow-up reports, A Correlated Curriculum (1936), and Conducting Experiences in English (1939).

Santhosh,A. (2019) “Structural Changes in Teacher Education Programmes: Some Ground Realities”

The B.Ed. programme comprise of three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. Along with these there is

as courses on Enhancing Professional Capacities (EPC), which has been appreciated by many teacher educators. It includes courses on -

- (i) Reading and Reflecting on Texts
- (ii) Drama and Art in Education
- (iii) Critical Understanding of ICT and
- (iv) Understanding the Self.

Is there any qualitative change in the competence and attitude of student teachers due to the restructured two year curriculum for teacher education is a larger concern which has to be analysed in a larger national context. But the observation of field realities shed light to some of the gray areas which require deeper further analysis. A more thought-out programmes of actions are required to reap the desired fruits of the restructuring of teacher education in India. These must be a more critical and significant concerns of all stake holders as it is decided to introduce four year integrated teacher education programme in the country.

Khan,M. (2017) “Implementation of Two year B.Ed program: Issues and Concerns”

Objectives of the study:

The present study was taken up considering the following two research objectives:

1. To find the B.Ed student experiences in two year B.Ed program.
2. To find the teacher educator experiences in two year B.Ed program.

Methodology of study: The present study is based on descriptive survey method, in which through purposive sampling 110 B.Ed students and 37 teacher educators were selected out of total teacher educators and B.Ed students in Aligarh area. For description the researches prepared two scales for measuring experiences of student teachers and teacher educators separately.

Findings:

The teacher educators didn't have much difference in favorable or unfavorable attitude towards two year B.Ed program, however they should speak straight either it's a good initiative or not. But they have highest unfavorable experiences in organization of two year B.Ed program, which is obvious as they were made to do something they were not prepared for. It might be the root cause of all the unfavorable experiences of teacher educators and B.Ed students as well.

Functions of the Council:

- ▶ The NCTE is a regulatory body involved in the development, implementation and regulation of the teacher education system in India. The council is the general body of NCTE. It is the highest decision making body of the NCTE. It performs the following functions:
- ▶ Undertake surveys and studies relating to various aspects of teacher education and publish the results thereof for consumption by the stakeholders.
- ▶ Make recommendations to the Central and State Governments, Universities, UGC and recognized institutions in the matter of preparing suitable plans and programmes in the field of teacher education.
- ▶ Coordinate and monitor teacher education and its development in the country.
- ▶ Lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or recognized institutions.
- ▶ Lay down norms for any specified category of courses in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the courses, course contents and mode of curriculum transaction
- ▶ Lay down guidelines for compliance by recognized institutions, for starting new courses, and for providing physical and instructional facilities, staffing pattern and staff qualifications.
- ▶ Lay down standards in respect of examinations eligibility criteria of teachers and teacher educators their qualifications, criteria for admission to such examinations and schemes of courses or training.

- Lay down guidelines regarding tuition fees and other fees chargeable by recognized institutions .
- Promote and conduct innovation and research in various areas of teacher education and disseminate the results there of.
- Examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council and to suitably advise the recognized institutions.
- Evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability of recognized institutions. Formulate schemes for various level of teacher education and identify recognized institutions and set up new institutions for teacher development programmed.

- Take all necessary steps to prevent commercialization of teacher education.

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- ▶ **Take all necessary steps to prevent commercialization of teacher education.**

RESEARCH IN NCTE FUNCTONS:

Gupta & Renu (2014)-"An evaluation of ncte programmes for teacher education in terms of its objectives expectations and functions based on perception of teacher educators"-

Objectives of the Study:

- a) To appraise the aims of the NCTE.
- b) To appraise the functions of the NCTE.
- c) To compare appraisal of NCTE by Principals and teachers.
- d) To compare appraisal of NCTE by Male-Female teachers.
- e) To compare appraisal of NCTE by Teachers and Principals of Government Aided and Self Financing Institutions.

Methodology: Research Methodology presents a view point of the research study on which the building of the present study stands. More precisely this chapter dealt with methodology of the research used in the study, population on which results of the present study could be generalized, sample size from where data has been obtained, sampling method by which sampling units were selected from the population, research tools used for collecting data of the study and description of the statistical techniques which have been used in analyzing the data of the present study.

Finding:

If the teachers observe that certain concepts are difficult to understand by pupils, they must share the problems to nearby DIETS/Teacher training institution. Teacher training centers will suggest the alternative solutions. Teachers ought to tell the training institutions, if they find any gap between in-service training and class room practices.

Manju,G. (2008) “Evaluative study of self financing B ED colleges of Himachal Pradesh with respect to NCTE norms”-

Objectives of the Study :

- a) To study the perception of the pupil-teachers about the adequacy of academic inputs and other facilities provided to them;
- b) To study the achievement of objectives of Teacher Training Programme as perceived by the pupil-teachers and teachers;
- c) To find the job satisfaction of the teachers working in private B.Ed, colleges;
- d) To study the adequacy of infrastructural facilities available in the Secondary Teachers' Training Institutions in view of NCTE norms;

To study the problems faced by the managements of these colleges

. **Research Methodology :** Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusions from the facts discovered. Such studies are restricted not only to fact findings but very often result in the formulation of important principles of knowledge and solution of significant problems concerning local, state, national and international issues. Descriptive studies are more than just a collection of data. They include measurement, classification analysis, comparison and interpretation of the phenomena. Survey studies are

very useful to collect detailed descriptions about the existing phenomena with the intent of employing data to justify current conditions and practices or to make intelligent plans for improving them. Hence, survey method, which suits best to the nature of present study, was used.

FINDINGS: It was found that hostel facility is not available in all the colleges. In those colleges, where this facility is available, majority of the students were not satisfied with it. Majority of the students were satisfied with regard to library facilities provided to them by their colleges.

Sharma,S.(2018) “A critical appraisal of secondary teacher Education curricula with specific reference to Ncte curriculum frame work 2014”-

Objectives of the study:

- a) To study the historical background of various National Curriculum Frame works for Teacher Education.
- b) To study and compare the various curricular areas of NCFTE 2009 and NCTE Curriculum Frame work 2014.
- c) To study various curricular areas of Secondary Teacher Education curricula of different universities of North India in comparison to NCTE Curriculum framework 2014.

Methodology: For the present research, mixed method sequential design was used. The study was completed in three phases. The study design was dominantly qualitative in nature followed by minimal quantitative substantiation.

Findings:

- a) While discussing various methods to be utilized in pedagogy papers, NCFTE Curriculum Frame work does not mention Problem solving method .On this exclusion 84% stake holders showed their disagreement.
- b) Most of the universities accepted it and among stake holders more than 92% agreed to it and remaining 8% disagreed for the practice by stating reasons such as; time constraint, mere visit will not reveal the true picture ;single visit will not solve the purpose and multiple visits may not be feasible.

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Presidha, D.S. (2011) “ Functioning of district institute of education and training diets in garo hills of Meghalaya”

Objectives of he study:

- a) To find out the infrastructural facilities available in the three surveyed DIETs in Garo Hills of Meghalaya. **2.** To study the organizational set up of the DIETs in Garo Hills of Meghalaya.
- b) To study the effectiveness of pre-service education programme under taken by the DIETs in Garo Hills of Meghalaya.
- c) To study the various programmes and activities conducted by the DIETs under S.S.A. in the Garo Hills of Meghalaya.
- d) To study the different types of in-service training programmes provided by the DIETs in Garo Hills of Meghalaya.

Research methodology: The present study in confined to the three DIETs of Meghalaya i.e., DIET Tura,Rongkhon (West Garo Hills) , DIET Resubelpara (East Garo Hills) and DIET Baghmara (South Garo Hills). The population consists of the Principals, the Lecturers and the teacher trainees of these three institutions.

Findings:

1.Date of Functioning The study shows that DIET Resubelpara started functioning in the year 2000 while the other two DIETs i.e. DIET Baghmara and DIET Tura Rongkhon started functioning only in the year 2003 and 2004.

2. Physical Infrastructure:

- a) All the three DIETs have their own building on government land.
- b) Only one of the surveyed DIETs i.e. DIET Tura Rongkhon has an adequate land area of approximately 15.7 acres while the other two DIETs do not conform to the standard and norms of the NCTE which is around 10 acres.
- c) Two of the three surveyed DIETs do not have their own playground.
- d) All the three surveyed DIETs do not have a farm or a work shed which are required for work experience activities.

INTERNATIONAL STUDIES-

- [Keck \(1985\) conducted a case study for the historical review of the organization and development of teacher education in the state of Florida.](#)

The study was focused on the strategies used in training teachers and the procedures employed by the state of Florida to monitor the effectiveness of teacher education programmes. The research method of historiography was applied to this problem in educational history. Central to the development of this investigation was the use of the case study approach in the research of Florida teacher education. It was recommended that the study concerning the historical development of teacher education in Florida be updated every 10 to 15 years. Through the study of historical trends, educators can improve teacher education, a fundamental part of our educational system.

OLIVARES (1985) CONSTRUCTED AN EDUCATIONAL PROGRAMME EVALUATION MANUAL USING INFORMATION MAPPING SYSTEM (IMS) AND FLOWCHART TECHNIQUES. THE MANUAL WAS DESIGNED TO EVALUATE TEACHER EDUCATION PROGRAMMES (TEP) IN CHILE.

- The study outcomes were presented as

(a) report of the evaluation material development and

(b) the final version of the evaluation manual. The program evaluation manual divided TEP into six variable fields: learners, curriculum, teachers, administration, facilities and costs.

The main evaluation model was broken into five sub-models:

(A) the inputs;

(B) the process;

(C) the products;

(D) ideological congruence of the programme; and

(E) supplemental information of the evaluation process.

**CHAURASIA AND COTTRELL (2009) PRESENTED
MOST REMARKABLE DEVELOPMENTS IN
TEACHER EDUCATION IN INDIA AS:**

1. Inter-disciplinary approach in teacher education implemented by the four Regional Colleges of Education.
2. Summer-Cum Correspondence Courses for Bachelor of Education Degree for clearing the backlog for untrained teachers.
3. Establishment of NCTE.
4. Establishment of the Centre for Advanced Studies in Education at M.S. University Baroda under the guidance of UGC.
5. Establishment of State Institutes of Education in all States.
6. Publication of Education Commission Report by Government of India in 1966.
7. Increasing role of universities in school improvement.

CONCLUSION:-

- At a time when many people find themselves questioning the behaviors of elected leadership on the national political stage, I have been enormously grateful for the elected leadership of our organization. The Executive Committee of NCTE is chosen by our members to set the strategic direction for the Council as a whole, and this is no easy task.
- NCTE is home to literacy educators who work with students from early childhood through college. Our understanding of what comprises literacy education is broad and detailed. We prioritize inclusion and equity, which means we make room for many seats at the table and strive to listen to every voice.
- This is not work anyone can do alone, and we are so fortunate to be aided in every step by the people your votes put into these leadership roles.

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**UNIVERSITY OF
KALYANI**

DEPARTMENT OF EDUCATION



**TOPIC:
RESEARCH IN NCTE FUNCTION AND STRUCTURE**

NAME: ARPITA MONDAL

ROLL-97/MED NO-190006

PAPER- MEDC-13

SESSION: 2019-2021

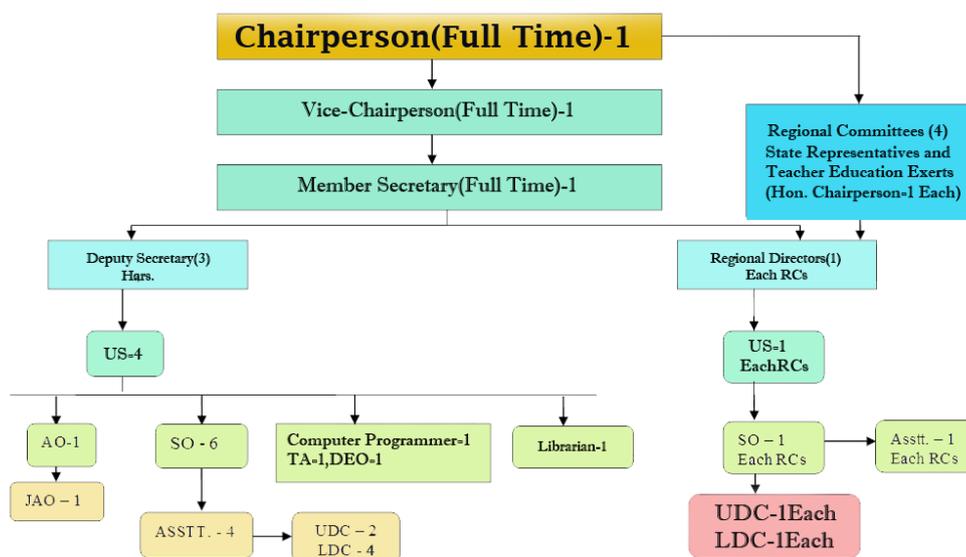
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2. To compare the roles and responsibilities recommended by the National Council for Teacher Education in its school internship guidelines document with the actual roles and responsibilities played by the faculty supervisors and mentor teachers.

Methodology: Normative survey has been employed for the study. Fifteen teacher educators were selected purposefully from four different colleges of teacher education under the Kannur University in Kerala. They were interviewed with the help of an interview schedule. The collected data were analyzed qualitatively to identify the roles and responsibilities assigned to and performed by faculty supervisors, mentor teachers and heads of institutions during school internship.

Findings: No teacher education institute from which the data were collected provided any sort of orientation programme for the mentor teachers regarding internship programme. Teacher educators were of the opinion that, as the teachers who act as mentor teachers are from the schools where the student teachers of the respective teacher education institute have been going for internship for the past several years, the mentor teachers know the exercises and they don't need any orientation regarding this. Only newly joined teachers in the schools who are selected as mentor teachers need some orientation and they are given this by the faculty supervisor in their first school visit in the first week of school internship. The intensive orientation by the teacher education institute for the mentor teachers does not take place.

Briiesh,B.D(2015) “A study of innovative practices in teacher education institutions of Gujarat state”

Objectives of the Study:

- 1) To study the status of Innovative Practices in the Secondary Level Teacher Education Institutions of Gujarat State.
- 2) To study in-depth the Innovative Practices in selected Secondary Level Teacher Education Institutions of Gujarat State.
- 3) To study the factors facilitating and impeding the implementation of innovations.

Methodology: Questionnaires, Check list, Observation Schedule, Semi-Structured Interview Schedule were employed for data collection. All these tools were constructed by the Researcher and validated by the Experts.

Findings:

- d) None of the Teacher Education institutions was found to administer entrance test as an admission modality. The institutions were found to be following merit based admission process where marks of under-graduation/ post-graduation were considered to prepare admission list.
- e) In the area of curriculum (Foundations and Optional Courses), Spoken English and Personality Development, English for Specific Purpose and Life Skills Education were found to be the new courses.
- f) It was found that in many Teacher Education Institutions the faculty members use self-prepared power point presentations, downloaded videos, ready to use worksheets, and multimedia modules for the orientation lessons and theory teaching sessions.

Tasleema,B.(2015) “Development of secondary teacher education in india since independence with special reference to implementation of recommendations made by different committees and Commissions”-

Objectives of the Study: The following objectives were conceived in conducting the present study :

- (v) To study critically the recommendations of all committees and commissions set-up by the Government of India since Independence.
- (vi) To assess the progress in the implementation of these recommendations.
- (vii) To examine the impact of such an implementation programme on the functioning of secondary teacher training institutions,
- (viii) To suggest measures for future improvement of the quality of teacher training programme.

Methodology : It may be stated that purposive stratified random sampling technique was adopted to select the sample. All the four Regional Colleges of Education, about 15 university departments of education and 10 colleges of education were selected for the study. Secondary data was collected from various sources such as reports of the commissions and committees, annual report of the various Ministries, National Council of Educational Research and Training (NCERT) publications, statistical abstracts, research reports etc. Secondary data supplemented the primary data in this study. The collected data was subjected to quantitative analysis.

Findings: One of the recommendations, made by this Commission, was to train teachers from schedule tribe communities with a view to popularize education and reform in the tribal people. Such a significant dimension was not adhered to and inspire of the reservation policy advocated for admission, the teacher training institutions at the state level have still not implemented these recommendations.

According to Grommon, A.H. (2015) “Is the Present Structure of the NCTE Adequate for Today and Tomorrow? “

The management of the affairs of the Council shall be vested in a Board of Directors. The Executive Committee shall conduct the business of the Council subject to the direction of the Board of Directors. Except insofar as the Council may vote to limit its power, the Board of Directors shall have full authority to manage the business and the properties of the Council.

The four permanent NCTE Commissions represent another means by which structure has enabled the Council to focus its resources upon major components of the field of English and at the same time accommodate interests of individuals. For example, during its first decades, the Council had no

official statements of its views on the nature of the English curriculum in the schools and colleges. But throughout the 1920s the influence of the Hosis Report of 1917 began to be felt by the Executive Committee and the headquarters staff. Administrators and teachers concerned about the implications of the Report and the status of English courses asked for copies of the Council's stand on the issues. The Council had none. Consequently, in 1929 the Board of Directors established the first Commission on the Curriculum, the group that prepared the historic document, especially relevant today, An Experience Curriculum in English (1935), and the follow-up reports, A Correlated Curriculum (1936), and Conducting Experiences in English (1939).

Santhosh,A. (2019) “Structural Changes in Teacher Education Programmes: Some Ground Realities”

The B.Ed. programme comprise of three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. Along with these there is a course on Enhancing Professional Capacities (EPC), which has been appreciated by many teacher educators. It includes courses on -

- (v) Reading and Reflecting on Texts
- (vi) Drama and Art in Education
- (vii) Critical Understanding of ICT and
- (viii) Understanding the Self.

Is there any qualitative change in the competence and attitude of student teachers due to the restructured two year curriculum for teacher education is a larger concern which has to be analysed in a larger national context. But the observation of field realities shed light to some of the gray areas which require deeper further analysis. A more thought-out programmes of actions are required to reap the desired fruits of the restructuring of teacher education in India. These must be a more critical and significant concerns of all stake holders as it is decided to introduce four year integrated teacher education programme in the country.

Khan,M. (2017) “Implementation of Two year B.Ed program: Issues and Concerns”

Objectives of the study:

The present study was taken up considering the following two research objectives:

1. To find the B.Ed student experiences in two year B.Ed program.
2. To find the teacher educator experiences in two year B.Ed program.

Methodology of study: The present study is based on descriptive survey method, in which through purposive sampling 110 B.Ed students and 37 teacher educators were selected out of total teacher educators and B.Ed students in Aligarh area. For description the researches prepared two scales for measuring experiences of student teachers and teacher educators separately.

Findings:

The teacher educators didn't have much difference in favorable or unfavorable attitude towards two year B.Ed program, however they should speak straight either it's a good initiative or not. But they have highest unfavorable experiences in organization of two year B.Ed program, which is obvious as they were made to do something they were not prepared for. It might be the root cause of all the unfavorable experiences of teacher educators and B.Ed students as well.

Functions of the Council:

- The NCTE is a regulatory body involved in the development, implementation and regulation of the teacher education system in India. The council is the general body of NCTE. It is the highest decision making body of the NCTE. It performs the following functions:
- Undertake surveys and studies relating to various aspects of teacher education and publish the results there of for consumption by the stakeholders.
- Make recommendations to the Central and State Governments, Universities, UGC and recognized institutions in the matter of preparing suitable plans and programmes in the field of teacher education.
- Coordinate and monitor teacher education and its development in the country.
- Lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or recognized institutions.
- Lay down norms for any specified category of courses in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the courses, course contents and mode of curriculum transaction
- Lay down guidelines for compliance by recognized institutions, for starting new courses, and for providing physical and instructional facilities, staffing pattern and staff qualifications.
- Lay down standards in respect of examinations eligibility criteria of teachers and teacher educators their qualifications, criteria for admission to such examinations and schemes of courses or training.
- Lay down guidelines regarding tuition fees and other fees chargeable by recognized institutions .
- Promote and conduct innovation and research in various areas of teacher education and disseminate the results there of.
- Examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council and to suitably advise the recognized institutions.
- Evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability of recognized institutions.
- Formulate schemes for various level of teacher education and identify recognized institutions and set up new institutions for teacher development programmed.
- Take all necessary steps to prevent commercialization of teacher education.

RESEARCH IN NCTE FUNCTONS:

Gupta & Renu (2014)-"An evaluation of ncte programmes for teacher education in terms of its objectives expectations and functions based on perception of teacher educators"-

Objectives of the Study:

- f) To appraise the aims of the NCTE.
- g) To appraise the functions of the NCTE.
- h) To compare appraisal of NCTE by Principals and teachers.
- i) To compare appraisal of NCTE by Male-Female teachers.

- j) To compare appraisal of NCTE by Teachers and Principals of Government Aided and Self Financing Institutions.

Methodology: Research Methodology presents a view point of the research study on which the building of the present study stands. More precisely this chapter dealt with methodology of the research used in the study, population on which results of the present study could be generalized, sample size from where data has been obtained, sampling method by which sampling units were selected from the population, research tools used for collecting data of the study and description of the statistical techniques which have been used in analyzing the data of the present study.

Finding:

If the teachers observe that certain concepts are difficult to understand by pupils, they must share the problems to nearby DIETS/Teacher training institution. Teacher training centers will suggest the alternative solutions. Teachers ought to tell the training institutions, if they find any gap between in-service training and class room practices.

Manju,G. (2008) “Evaluative study of self_financing B ED colleges of Himachal Pradesh with respect to NCTE norms”-

Objectives of the Study :

- e) To study the perception of the pupil-teachers about the adequacy of academic inputs and other facilities provided to them;
- f) To study the achievement of objectives of Teacher Training Programme as perceived by the pupil-teachers and teachers;
- g) To find the job satisfaction of the teachers working in private B.Ed, colleges;
- h) To study the adequacy of infrastructural facilities available in the Secondary Teachers' Training Institutions in view of NCTE norms;
- i) To study the problems faced by the managements of these colleges.

Research Methodology : Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusions from the facts discovered. Such studies are restricted not only to fact findings but very often result in the formulation of important principles of knowledge and solution of significant problems concerning local, state, national and international issues. Descriptive studies are more than just a collection of data. They include measurement, classification analysis, comparison and interpretation of the phenomena. Survey studies are very useful to collect detailed descriptions about the existing phenomena with the intent of employing data to justify current conditions and practices or to make intelligent plans for improving them. Hence, survey method, which suits best to the nature of present study, was used.

FINDINGS: It was found that hostel facility is not available in all the colleges. In those colleges, where this facility is available, majority of the students were not satisfied with it. Majority of the students were satisfied with regard to library facilities provided to them by their colleges.

Sharma,S.(2018) “A critical appraisal of secondary teacher Education curricula with specific reference to Ncte curriculum frame work 2014”-

Objectives of the study:

- d) To study the historical background of various National Curriculum Frameworks for Teacher Education.
- e) To study and compare the various curricular areas of NCFTE 2009 and NCTE Curriculum Framework 2014.
- f) To study various curricular areas of Secondary Teacher Education curricula of different universities of North India in comparison to NCTE Curriculum framework 2014.

Methodology: For the present research, mixed method sequential design was used. The study was completed in three phases. The study design was dominantly qualitative in nature followed by minimal quantitative substantiation.

Findings:

- c) While discussing various methods to be utilized in pedagogy papers, NCFTE Curriculum Framework does not mention Problem solving method. On this exclusion 84% stake holders showed their disagreement.
- d) Most of the universities accepted it and among stake holders more than 92% agreed to it and remaining 8% disagreed for the practice by stating reasons such as; time constraint, mere visit will not reveal the true picture ;single visit will not solve the purpose and multiple visits may not be feasible.

Presidha, D.S. (2011) “Functioning of district institute of education and training diets in garo hills of Meghalaya”

Objectives of the study:

- e) To find out the infrastructural facilities available in the three surveyed DIETs in Garo Hills of Meghalaya. 2. To study the organizational set up of the DIETs in Garo Hills of Meghalaya.
- f) To study the effectiveness of pre-service education programme undertaken by the DIETs in Garo Hills of Meghalaya.
- g) To study the various programmes and activities conducted by the DIETs under S.S.A. in the Garo Hills of Meghalaya.
- h) To study the different types of in-service training programmes provided by the DIETs in Garo Hills of Meghalaya.

Research methodology: The present study is confined to the three DIETs of Meghalaya i.e., DIET Tura, Rongkhon (West Garo Hills), DIET Resubelpara (East Garo Hills) and DIET Baghmara (South Garo Hills). The population consists of the Principals, the Lecturers and the teacher trainees of these three institutions.

Findings:

1. Date of Functioning The study shows that DIET Resubelpara started functioning in the year 2000 while the other two DIETs i.e. DIET Baghmara and DIET Tura Rongkhon started functioning only in the year 2003 and 2004.

2. Physical Infrastructure:

- e) All the three DIETs have their own building on government land.

- f) Only one of the surveyed DIETs i.e. DIET Tura Rongkhon has an adequate land area of approximately 15.7 acres while the other two DIETs do not conform to the standard and norms of the NCTE which is around 10 acres.
- g) Two of the three surveyed DIETs do not have their own playground.
- h) All the three surveyed DIETs do not have a farm or a work shed which are required for work experience activities.

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Paper-IV :ISSUES AN TRENDS IN CNTEMPORARY INDIAN EDUCATION

GROUP –A

UNIT-II

- **HIGHER EDUCATION**

➤ ROLE OF UGC

INTRODUCTION: UGC or the University Grants Commission or Committee, India, is an Indian Union Government initiative compliant with the UGC act 1956 Under the Ministry of Human Resources Development and affiliated to the Ministry of Higher Education. The responsibilities of the commission boil down to coordination, determination and vetting of standards of higher education all across the country. The commission managed to form its headquarters in Bahadur Shah Zafar Marg in New Delhi and regional centers in major states like Hyderabad, Bhopal, Bangalore, Pune, Guwahati and Kolkata to decentralize various operations. The UGC is the statutory body responsible for coordinating, determining and regulating standards of higher education. It authorizes the recognition to universities across India and disburses funds to those recognized universities and colleges.

The University Grant Commission (UGC) has granted the academic equivalence to Chartered Accountancy qualification with the postgraduate degree. As a result, the Chartered Accountant members can now pursue Ph.D. in all the Indian universities as against 106 universities, two IITs, and seven IIMs which presently recognize the Chartered Accountancy qualification for the specific purpose of registration to Ph.D. programme.

➤ **Roles and Functions OF UGC**

The University Grants Committee (UGC) has neither statutory nor executive powers. Each of the higher education institutions is an autonomous body with its own Ordinance and Governing Council. The institutions have substantial freedom in the control of curricula and academic standards, the selection of staff and students, initiation and acceptance of research, and the internal allocation of resources. Nevertheless, because the institutions are largely supported by public funds, and in view of the social, cultural and economic importance of higher education, the Government and the community at large have a legitimate interest in the operation of the institutions to ensure that they are providing the highest possible standards of education in the most cost-effective manner. The UGC seeks to maintain an appropriate balance in these matters.

The UGC seeks to promote responsible understanding between the institutions, the Government and the community at large. It mediates interests between institutions and the Administration. On the one hand, the UGC safeguards the academic freedom and institutional autonomy of the institutions, while on the other it ensures value for money for the taxpayers. The Committee has open channels to both the institutions and Government, since it offers advice to, and receives advice from, both.

The main function of the UGC is to allocate funding to its funded institutions, and to offer impartial and respected expert advice to the Government on the strategic development and resource requirements of higher education in Hong Kong. Specifically, the Committee has to determine precise grant recommendations in the light of indications of the level of funding that can be made available, overall student number targets by level of study and year to meet community needs as agreed with the Government, the breakdown of these numbers between

institutions, as agreed in principle by the institutions. The Committee also provides the institutions with developmental and academic advice, having regard to international standards and practice.

In respect of capital works projects, the UGC advises both institutions and the Government on campus development plans and proposals made by institutions, with a view to supporting their academic and overall development.

The Committee takes its role in quality assurance very seriously, with a number of peer reviews being carried out in the past decade. It also promotes and supports institutions in quality assurance and enhancement initiatives and processes, and monitors academic standards of the institutions, in accordance with their role. To strengthen its role in quality assurance, the UGC establishes under its remit the Quality Assurance Council in April 2007.

In respect of research, the Committee carries out Research Assessment Exercises primarily to inform the distribution of the research portion of block grants, to discharge public accountability and to induce improvements in research. The commission has the power to allocate funds to Universities and Institutions of Higher Learning as well as ensuring that these institutions abide by the standards imposed by the commission. Institutions that fail to fall under the category are deemed fake universities or colleges, and the University Grants Commission generates a list of the same regularly. Besides, some other roles of UGC are:

- Promote and coordinate UGC approved universities
- Formulate regulations to set up minimum higher education standards
- Evaluate the advancement in the field of University and College Education
- Organize examination standards for UGC Net, CSIR NET, and ICAR NET etc.
- Maintain Coordination between State Governments, Union governments, and Institutions of Higher Learning
- Make suggestions to the Central and State Governments to bring about positive changes in Higher Education

Besides, to stimulate progression in the education and research sector, the commission imparts fellowship programs, awards, research grants and scholarships. These scholarships provide financial assistance to meritorious students who can contribute to the development of the country.

➤ **ROLE OF AIU**

The Association of Indian Universities (AIU) acts as a centre for Indian Universities. It was originated in our country according to the recommendations of saddler commission -1917. The Commission had recommended for establishing an inter-university board in the country for maintaining proper liaison and coordination between the universities. So the board took

final shape in a conference of the vice-chancellors of Universities convened by the then viceroy of India at Simla in 1924.

The Inter-University Board (IUB) of India subsequently formed on March 23, 1925, to promote university activities, by sharing information and co-operation in the field of education, culture, sports and allied areas. The Board acquired a legal status with its registration in 1967 as a society under the Societies Registration Act, 1860. In 1973, it assumed its present name "The Association of Indian University (AIU).

Objectives:

- (1) To act as a bureau of information and to facilitate, communication,
- (2) To act as a liaison between the universities and the government as well as the state government and to coordinate with other university boards of national or international in matters of common interest.
- (3) To act as representative of Universities of India
- (4) To promote or to undertake such programmes as would help in standards of institution, examination, research, textbooks, scholarships, publications, library organisations as contribute to the growth and propagation of knowledge.
- (5) To help universities to obtain their autonomous character. Coordination, mutual consultation amongst universities.
- (6) To facilitate exchange of members of teaching and research staff.
- (7) To assist universities in obtaining recognition for their degrees, examinations from other universities, Indian as well as foreign.
- (8) To undertake, organize and facilitate conferences, seminars, workshops, lectures and research on higher learning.
- (9) To establish and to maintain a sports organisation for promoting rapport among member universities.

ROLES OF AIU:

Some of the major roles of the AIU are as follows:

(a) Affiliation:

Association of Indian Universities grants affiliation to the universities established through the acts of state and central government. The Association reserves the right of refusing affiliation if it is not satisfied by the standards of a particular university. The Association also helps

Indian students in seeking admission abroad by certifying the bonafides of the university in question. So it maintains proper liaison with the foreign universities.

(b) Exchange of views:

The Association acts as a forum for the meeting of Vice-Chancellors for exchange of views on matters pertaining to system of education, curriculum, admission, examination system and research works etc. for bringing about suitable reforms in the field of higher education.

(c) Coordination:

The Association establishes proper liaison, cooperation and coordination between the universities. It also helps in providing facilities with regard to the efficiency.

(d) Information Bureau:

The Association also acts as a information bureau to provide authentic and valid information to call universities pertaining to new schemes, changes and reforms being made in the field of higher education. It also helps to provide information with regard to facilities being extended by the foreign universities to the Indian students.

(e) Platform for solution of problem:

The Association provides platform for discussing university problems and seek their solutions and helps to implement them in universities. It is a platform where all the vice-chancellors meet and discuss academic problems and evolve a common policy to be implemented in future. The Association of Indian Universities is an important institution that helps in the development and improvement of higher education. It acts as a central agency for the government.

➤ **Role of AICTE**

INTRODUCTION: What Is AICTE?

All India Council for Technical Education (AICTE) is a national-level Apex Advisory Body that was established in November 1945 with an aim to conduct a survey on the facilities and provisions available for technical education in the institutes. The council aims to encourage India's development in an integrated and coordinated manner. It comes under the Department of higher education and received a statutory status by an Act of Parliament in the year 1987. AICTE takes complete care of the planning and development of technical education in the institutes of the country. AICTE was initially established in November 1945 as an advisory body for promoting development in India in a coordinated and integrated manner. AICTE

also conducted surveys on the facilities that were available for technical education. It attained the statutory status in the year 1987 and is a national-level council for technical education.

Objectives Of All India Council For Technical Education (AICTE)

1. To create, implement and maintain the norms and standards by acting as a statutory authority.
2. To offer quality assurance through accreditation in institutes.
3. To offer quality assurance through accreditation in institutes
4. To understand the need, and provide funding for the priority areas.
5. To maintain parity of certification & awards in institutes
6. To implement and develop the technical education system of India.

AICTE Schemes and Initiatives

Multiple schemes and programmes have been initiated by the All India Council For Technical Education (AICTE) for the development of education in the country. Discussed below are the same in brief:

1. Student Development Schemes
 - Pragati Scheme to award meritorious girls
 - Saksham Scholarship for Different Abled students
 - Prerna Scheme for SC/ST Students preparing for higher education
 - Smariddhi Scheme for SC/ST students to help them with their startups
2. Faculty Development Schemes
 - National Initiative for Technical Teachers Training (NITTT)
 - Distinguished Visiting Professorship Scheme
3. Institutional Development Schemes
 - AICTE-IDEA (Idea Development, Evaluation & Application) Lab
 - AICTE Scheme for promoting Interest, Creativity and Ethics among Students

E- SHODH SINDHU for free access to e-Journals/ e-Resources to AICTE approved Government/ Government-Aided technical institutes

4. Research & Innovation Development schemes
 - Entrepreneurship Development Cell
 - Collaborative Research Scheme (CRS) to provide research grant to young faculty members
5. General Schemes
 - Saansad Aadarsh Gram Yojana for rural development

➤ **ROLE OF ICSSR**

INTRODUCTION: Indian Council of Social Science Research (ICSSR) was established in the year of 1969 by the Government of India to promote research in social sciences in the country. The Council aims to:

- Review the progress of social science research and give advice to its users;
- Sponsor social science research programmes and projects and administer grants to institutions and individuals for research in social sciences;
- Institute and administer scholarships and fellowships for research in social sciences;
- Indicate areas in which social science research is to be promoted and adopt special measures for development of research in neglected or new areas;
- Give financial support to institutions, associations, and journals engaged in social science research;
- Arrange for technical training in research methodology and to provide guidance for research;
- Co-ordinate research activities and encourage programmes for interdisciplinary research;
- Develop and support centers for documentation services and supply of data;
- Organize, sponsor, and finance seminars, workshops and study groups;
- Undertake publication and assist publication of journals and books in social sciences;

Advise the Government of India on all matters pertaining to social science research as may be referred to it from time to time; and take such measures generally as may be necessary from time to time to promote social science research and its utilization.

The Indian Council of Social Science Research is an important organization of the Central Government. This council was established in August, 1969 by the Central Government. It is an autonomous organization. This council helps to provide opportunities for conducting research in the field of higher education. Its head office is situated at New Delhi. The Council undertakes various research activities in the field of social science.

The ICSSR has a Governing Council which is the highest decision-making body. It consists of 26 members including the chairman and the member-secretary. The Chairman along with 18 social scientists is nominated by the Government of India.

In addition there are six representatives of the Government of India including one each from the Department of Education, Ministry of Social welfare and Ministry of Finance. The term of the Chairman, Member-Secretary and other nominees is generally of three years.

ROLES AND FUNCTIONS OF THE ICSSR:

- (1) Review the progress of social science research and give advice to its users;
- (2) Sponsor social science research programmes and projects and administer grants to institutions and individuals for research in social sciences;

- (3) Institute and administer scholarships and fellowships for research in social sciences;
- (4) Indicate areas in which social science research is to be promoted and adopt special measures for development of research in neglected or new areas;
- (5) Give financial support to institutions, associations, and journals engaged in social science research;
- (6) Arrange for technical training in research methodology and to provide guidance for research;
- (7) Co-ordinate research activities and encourage programmes for interdisciplinary research
- (8) Develop & support centres for documentation services and supply of data.

➤ **ROLES OF CSIR**

INTRODUCTION: Council of Scientific and Industrial Research (CSIR) is the largest research and development (R&D) organization in India. CSIR has a pan-India presence and has a dynamic network of 37 national laboratories, 39 outreach centers, 3 Innovation Complexes and 5 units.

- Established: September 1942
- Headquarters: New Delhi
- CSIR is funded by the Ministry of Science and Technology and it operates as an autonomous body through the Societies Registration Act, 1860.
- CSIR covers a wide spectrum of streams – from radio and space physics, oceanography, geophysics, chemicals, drugs, genomics, biotechnology and nanotechnology to mining, aeronautics, instrumentation, environmental engineering and information technology.
 - It provides significant technological intervention in many areas with regard to societal efforts which include the environment, health, drinking water, food, housing, energy, farm and non-farm sectors.

ROLES OF CSIR:

1. CSIR activities cover a wide spectrum of science and technology from radio and space physics, geophysics, oceanography, chemicals, drugs, genomics, biotechnology, nanotechnology, mining, aeronautics, instrumentation, environmental engineering, information technology etc
2. It is known for its cutting edge R&D knowledge base.

- Swaraj ,the first tractor of the country, baby milk powder developed by CFTRI,the first supercomputer of the country, indelible ink, HANSA(India's first all-composite aircraft),ASMON(novel herbal medicine for asthma) etc were some of the accomplishments of CSIR.
 - Be it a tsunami or home-shattering earthquakes, CSIR has always been the first to lend a helping hand.
 - 1999: when the super cyclone ravaged Orissa, CSIR rushed to provide safe drinking water to the worst affected district, producing 40,000 liters of water everyday.
 - 2001: when the worst ever earthquake hit Gujarat, CSIR scientists rushed 30,000 packets of high-nutrition food with traditional taste.
 - CSIR technologies have helped enrich poor grade coal for efficient use, with twenty-two coal washeries in India upgrading over 29 million tons of coal.
 - CSIR won the turmeric and the Basmati patent battle.
-
- The objectives of the Council are scientific and industrial/applied research of national importance.
 - The activities include:
 - Promotion, guidance and coordination of scientific and industrial research in India including the institution and the financing of specific researchers.
 - Establishment and assistance to special institutions or departments of existing institutions for the scientific study of problems affecting particular industries and trade.
 - Establishment and award of research studentships and fellowships.
 - Utilization of the results of the research conducted under the auspices of the Council towards the development of industries in the country.
 - Payment of a share of royalties arising out of the development of the results of research to those who are considered as having contributed towards the pursuit of such research.
 - Establishment, maintenance and management of laboratories, workshops, institutes and organisations to further scientific and industrial research.
 - Collection and dissemination of information in regard not only to research but to industrial matters generally.
 - Publication of scientific papers and a journal of industrial research and development.

➤ **ROLE OF ICA**

INTRODUCTION: This Network was formally the European Conference of Higher Agricultural Education (ECAHE). ECHAE established a successful series of biennial conferences, which were initiated by Wageningen Agricultural University in 1992. ECHAE became a standing committee of ICA in 2001. ICA-Education was formally launched at the ICA Week of Conferences 2012 in Bozen - Bolzano.

ICA-Education became a Committee of the ICA Board in 2017. ICA-Education is led by an international executive committee. The relationship between the ICA-Education Board Committee and the ICA Board is defined by the Terms of Reference. The Chair of ICA-Education Board Committee is a co-opted member of the ICA Board.

A Special Interest Group (SIG) has been established by the ICA Board as a group within the ICA Network for Innovation in Life Science Higher Education (ICA-Edu). The SIG has been set up to focus on the development of Sustainable Entrepreneurship Education in the Life Sciences

The ICA-Edu Colloquia aim to provide the opportunity to discuss innovative approaches in higher education in the sciences of agriculture, food, natural resources, rural development and the environment.

The overall objectives of the conferences are to:

- contribute to the European and global agenda for higher agricultural education
- formulate strategies for greater international understanding
- enhance co-operation through networking, and
- share experiences and outcomes from the best current national and international projects to improve the overall quality and relevance of the teaching and learning process.

ICA's priorities and activities centre on promoting and defending the Co-operative Identity, ensuring that co-operative enterprise is a recognized form of enterprise that is able to compete in the marketplace.

- ICA raises awareness about co-operatives. It helps individuals, government authorities and regional and international institutions understand the co-operative model of enterprise. ICA is the voice of the co-operative movement.
- ICA ensures that the right policy environment exists to enable co-operatives to grow and prosper. It helps its members in their lobbying for new legislation and more appropriate administrative procedures that respect the co-operative model, its principles and values. It provides political support as well as technical expertise to enable co-operatives to compete on a level playing field.
- ICA provides its members with key information, best practice and contacts. Through its publications it ensures the sharing of information. It organizes meetings and workshops to address key issues affecting co-operatives and allows discussion among co-operators from around the world. ICA facilitates contacts between co-operatives for trading purposes and intelligence sharing in a wide range of areas.

- ICA provides technical assistance to co-operatives through its development programme. ICA promotes capacity-building and financial support, it facilitates job creation and supports poverty reduction and microfinance programmes around the world. More information on ICA's structure, ICA's activities, ICA's membership, ICA's publications. Also please contact the ICA for any further information.

Bruner's Theory of Cognitive Development

Jerome Bruner is a psychologist who developed a theory of cognitive development to help teachers promote student learning and thinking. Bruner (1961, 1961, 1966, 1983), one of the first to advocate approaching educational psychology from a cognitive perspective, laid the groundwork for the "rediscovery" of Piaget's work in America in the 1960s and 1970s.

Jean Piaget (1896 – 1980), as we know that a cognitive psychologist, is primarily concerned with understanding how children develop intellectually and he describes that all children develop by four stages [i.e. *sensory-motor stage* (from birth to about 2 years), *pre-operational stage* (from 2 – 7 years), *concrete operational stage* (from 7 – 11 years), and *formal operation stage* (about 12 – 15 years)] but Bruner is primarily concerned with understanding how intellectual development relates to learning and teaching. Theories of development serve little purpose, Bruner argues, unless they can be linked to education. He holds that any child can be taught anything at any age if the subject matter is presented in terms that the child can understand. Bruner (1966) identifies **six characteristics** which he calls **benchmarks of cognitive growth** or **intellectual development**. Let us now discuss about such characteristics:

Characteristics of Bruner's Cognitive Development

- 1. *Independency of response*:** Growth is characterized by increasing independence of responses from the immediate nature of the stimulus.
- 2. *Internalizing events*:** Growth depends upon internalizing events into a '*storage system*' that corresponds to the environment.
- 3. *Increased capacity for language*:** Intellectual growth involves an increasing capacity to say to one-self and others, by means of words or symbols, what one has done or will do.
- 4. *Systematic & contingent tutor-learner relationship*:** Intellectual development depends upon a systematic and contingent interaction between a tutor and a learner.
- 5. *Language as an instrument for ordering the environment*:** Teaching is vastly facilitated by the medium of language, which ends by being not only the medium for exchange but also the instrument that the learner can then use himself in bringing order into the environment.
- 6. *Increasing capacity to deal with multiple demands*:** Increasing capacity to deal with several alternatives simultaneously, to tend to several sequences during the same period of time, and to allocate time, and attention in a manner appropriate to these multiple demands, marks intellectual development.

The developmental aspect of Bruner's theory lies in his interest in cognitive stages of development, originally simulated by Piaget and he agrees that children develop by periods or stages but his periods are unlike Piaget's. In each of Bruner's periods, a child has or acquires different ways of looking at and responding to the world or in Bruner's word, of *representating* the world. By '*representating*', Bruner means – '*translating experience into a model of the world.*'

Stages of Development: Bruner believes that people go through three stages of cognitive development: the *enactive stage*, the *iconic stage*, and the *symbolic stage*. These developmental stages, however, are not irreversible. As people get older, they typically use all three stages in acquiring knowledge.

1. Enactive Stage: Infants (from birth to about age three) are in the enactive stage and acquire knowledge by actively engaging in activities. Bruner's enactive stage is similar to Piaget's sensory-motor stage. Young children need lots of opportunities to engage in "hands-on" activities with a variety of objects if they are to learn effectively.

2. Iconic Stage: In the iconic stage, children (between the ages of 3 and 7 / 8) learn through visual stimuli (the word icon means "picture"). At this stage, roughly equivalent to the preoperational stage of Piaget's theory, children rely on visual representations to aid their thinking. Students' visual perceptions determine how they understand the world. Teachers of students in the early grades should use many pictures and visual aids to promote learning. For example, in a lesson on animals, use pictures of different species to illustrate the differences among them. In a lesson on different countries, show pictures of people in different countries to illustrate differences in styles of dress or appearance.

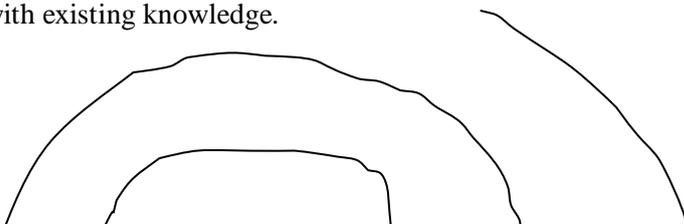
3. Symbolic Stage: In the symbolic stage, children (of 7/8 and above) can understand symbols, including words and mathematical and scientific notations. Bruner's symbolic stage overlaps Piaget's stages of concrete and formal operations. Once students have reached the symbolic stage, they are able to take in large amounts and varied types of information. Symbolic material includes written passages, scientific and mathematical formulas, and abstract charts. If students at this stage are studying a particular country, you could show a bar graph illustrating the pattern of population growth or a pie chart showing the religious or ethnic distribution of the population.

Educational Significance: According to Bruner, developmental growth involves mastering each of the increasingly more complex modes – enactive to iconic to symbolic. An implication of Bruner's developmental theories is that children should be provided with study materials, activities, and tools that are matched to and capitalise on their developing cognitive capabilities. *For example*, a teacher wanting to help children learn about dinosaurs could use all three modes. Students could be asked to construct models of dinosaurs (enactive); they might watch a film about, or involving dinosaurs (iconic); or they could consult reference texts and then discuss their findings (symbolic).

Bruner's Approach to Learning & Instruction

Discovery Learning: Students learn best by discovery (Bruner, 1966), that is, when they have the "aha!" experience of suddenly understanding something. Encourage students to discover the structure of the material they are learning by focusing on ideas and their relationships to one another, not on specific details. Students learn best when they grasp the structure of material instead of memorizing details. Give students numerous examples of general principles so they can learn to use inductive reasoning. A high school history teacher, *for example*, might use examples of Napoleon's rule after the French Revolution and Stalin's rule after the Russian Revolution so students can induce the general principle that dictators take over countries in the wake of revolutions. To foster the discovery of structures, encourage students to make intelligent guesses based on available evidence. Create an accepting atmosphere so students will risk making guesses even though they may be wrong. Make sure students understand that wrong answers are not bad and that intellectual gambles are worth taking. Use the technique of guided discovery, in which you create situations that help students induce ideas and uncover relationships. Give feedback that lets students know how they are doing. You set the stage for students to explore and have the "aha" experience.

Spiral Curriculum: Bruner (1971) also advocates the use of a spiral curriculum in which learners return periodically to a previously covered topic to study it within the context of information they have learned in the meantime. *For example:* A social studies teacher might begin a unit by identifying the oceans and explaining how oceans differ from rivers and seas. The teacher might return to the topic of during a unit on transportation, integrating knowledge about transportation by water with knowledge of oceans and again during a unit on preventing pollution. Each return provides an opportunity to link new knowledge with existing knowledge.



Elementary School

Preschool

College

- Language
- Mathematics
 - Physics
 - Biology
 - Art
 - Music
 - History
- Geography
 - Env.Sc

Middle School

High School

[Spiral

Curriculum]

Importance of Motivation:

Bruner emphasizes active learning. Students learn best by doing. Although extrinsic motivation, the use of rewards and reinforcers, may be useful when starting to teach an idea, Bruner stresses that in the long run, meaningful learning depends on students' intrinsic motivation to know and understand. He therefore recommends that teachers encourage students' curiosity and desire to explore.

Teaching Methods:

Bruner believes – any *theory of instruction* should include four broad features, and his suggestions provide a basis for such a theory that can prove immeasurably helpful for teachers in planning day-to-day teaching.

1. *Predisposition to learn*: A theory of instruction must be concerned with the experiences and contexts that will tend to make child willing and able to learn when he enters school.
2. *Structure of Knowledge*: A theory of instruction must specify the ways in which a body of knowledge should be structured so that the learner can most readily grasp it. The structuring process must involve the enactive, iconic and symbolic modes of representation.
3. *Sequence of Presentation*: A theory of instruction should specify the most effective sequence in which to present the materials to be learned. Bruner suggests that the most effective sequence might follow the pattern of the three modes of representation.
4. *Rewards & Punishments/Reinforcements*: Finally, a theory of instruction should specify the nature and pacing of rewards and punishments in the process of learning and teaching

Discussion:

From the above analysis of Bruner's theory, we find that Bruner's four points concerning a theory of instruction, as a model can serve us in two ways. It can help us to *construct the structure of knowledge* as Bruner intends, and it can guide us in *planning our actual instruction* of our students.

Group – B: Alternative Schooling

Course contents :

Unit-III

➤ MASS MEDIA

INTRODUCTION: Mass communication involves communication with the mass audience and hence the name Courtesy Google Images mass communication. Group communication has now been extended by the tools of mass communication: books, the press, the cinema, radio, television, video and the internet. Mass communication generally identified with these modern mass media, but it must be noted that these media are processes and must not be mistaken for the phenomenon of communication itself. Daniel Lerner termed them ‘mobility multipliers’ and Wilbur Schramm considered them to be ‘magic multipliers’. Indeed, both the terms ‘mass communication’ and ‘mass media’ are inappropriate in the context of developing societies. Mass communication is defined as ‘any mechanical device 39 that multiplies messages and takes it to a large number of people simultaneously ‘.

- DeFleur & Dennis – "Mass Communication is a process in which professional communicators use media to disseminate messages widely, rapidly and continuously to arouse intended meanings in Large and diverse audiences in attempts to influence them in a variety of ways."
- Orlik – "Mass Communication is the process of rapidly conveying identical information, assertions and attitudes to potentially large, dispersed and diversified audiences via mechanisms capable of achieving that task." Berge – "Mass Communication involves the use of print and electronic media such as newspapers, magazines, film, radio or TV to communicate the large number of people who are located in various places often scattered all over the country or the world."

FEATURES OF MASS COMMUNICATION:

We require a sender, a message, a channel and a receiver for communication to occur. Further there is feedback, which is the response or reaction of the receiver, which comes back to the sender through the same or some other channel. Another element, which plays and important role in communication, is noise or the disturbances. It is observed that the term mass communication must have at least five aspects. Large audience• Fairly undifferentiated audience composition• Some form of message reproduction• Rapid distribution and delivery• Low cost to the consumers•

PROCESS OF MASS COMMUNICATION :

Source mostly represents the institution or organization where the idea has been started. In case of source and the sender being different, the sender belongs to media institution or is a professional in media communication. Thus, a scientist or a technologist may use the mass communication media himself for propagating his idea. Or else, they can send the script of the message to the media for delivering the message by an announcer or a reporter. Message: A message needs reproduction for making it communicable through the media. the message is processed and put to

various forms like talk, discussion interview, documentary, play, etc., in case of radio and TV. In case of newspaper the message is processed by means of article, feature news story, etc. Channel: The term channel and media are used interchangeably in mass communication. Modern mass media like radio, television, newspapers spread the message with enormous speed far and wide. The ability of mass communication to encompass by McLuhan's term global village. The term expresses that the world is smaller than before due to advances in mass communication. More information is coming faster, at cheaper rates per unit, from farther away and from more sources through more channels including multimedia channels with more varied subject matter. Channels of mass communication can be classified into two broad categories: 1. Print Media – Newspapers, books, magazine, pamphlets etc., 2. Electronic Media – Radio, Television, Cinema, Internet (New Media) Receiver: Mass communication means communication to the mass, so there remains mass of individuals at the receiver end of the communication. This mass of receivers, are often called as mass audience. Mass audience can be defined as 'individuals united by a common focus of interest (to be informed, educated or entertained) engaging in identical behavior towards common ends (listening, viewing or reading)'. Mass communication has an enormous ability to multiply a message and make it available in many places. The greatest advantage of this mode of communication is the rapid spread of message to a sizeable audience remaining scattered far and wide and thus cost of exposure per individual is lowest. Feedback: Mass communication will have indirect feedback. A source having communicated a message regarding family planning through radio, television or print either has to depend on indirect means like survey of audience reaction, letters and telephone calls from audience members, review of the programme by columnists to know the reaction of audience to the message. Direct feedback which is possible in interpersonal and to a limited extent in group communication, is almost absent in the mass communication. 44 Gate Keeping: This is again a characteristic unique to mass communication. The enormous scope of mass communication demands some control over the selection and editing of the messages that are constantly transmitted to the mass audience. Both individuals and organization do gate keeping. Whether done by individuals or organizations, gate keeping involves setting certain standards and limitations that serve as guidelines for both content development and delivery of a mass communication message. Noise: It is in mass communication is of two types channel noises and semantic noise. Channel Noise is any disturbance within transmission aspects of media. In print media, it may be misspellings, scrambled words or misprinting. Any type of mechanical failure stops the message from reaching the audience in its original form. Semantic Noise will include language barriers, difference in education level, socio-economic status, occupation, age, experience and interests between the source and the audience members. One way of solving the problem of semantic noise is to use simplicity and commonality.

CHARACTERISTICS OF MASS COMMUNICATION :

1. Directs messages toward relatively large, heterogeneous and anonymous audience.
2. Messages are transmitted publicly
3. Short duration message for immediate consumption
4. Feedback is indirect, non-existent or delayed
5. Cost per exposure per individual is minimum
6. Source belongs to organization or institutions
7. Mostly one way

8. Involves good deal of selection that is, medium chooses its audience (newspaper for literates) and audience choose media (poor, illiterates select radio)
9. There is need for fewer media to reach vast and widespread audience because of wide reach of each
10. Communication is done by social institutions which are responsive to the environment in which they operate.

FUNCTIONS OF MASS COMMUNICATION :

The content of mass communication seem diverse in nature to audience as they expose themselves to thousands of media stimuli throughout the day and round the clock. News, reviews, commentaries, advertisements, etc can saturate the audience. Thus, the audience members select the messages according to their needs. The major functions of mass communication are that it informs, enriches, educates and entertains. Mass communication has the following basic functions:

- ♣ To inform
- ♣ To educate
- ♣ To entertain and
- ♣ To persuade

Additionally it also helps in transmission of culture. To inform: Dissemination of information is the primary function of the news media. Newspapers, radio and TV provide us news from around the world and keep us informed. Describing the events, news media have come to include human interest, analysis and factorized 50 treatment to news. Journalists are not just 'reporters' now. They have become news analysis analysts who discuss the implications of important news stories. Also more 'soft stories' are filed these days. In addition to dissemination of information news media provided us information and also helps understand the news events, ideas, policy changes, etc., To entertain: The most common function of mass communication is entertainment. Radio, television and films are basically entertainment media. Even newspapers provide entertainment through comics, cartoons, features, cross word puzzles etc., Entertainment through radio consists of mainly music and also drama, talk shows, comedy etc. Television has become primarily an entertainment medium. Even highly specialized channels like news, nature and wildlife channels also have a lot of humorous and comic content. Among all media, films are perhaps the only medium concentrating or entertainment. To Persuade: Most of the mass media are used as vehicles of promotion and persuasion. Goods, services, 51 ideas, persons, places, events – the range of things that are advertised through mass media is endless. Different media have different features and reach. Advertisers and advertising agencies analyze these features and depending upon the nature of the message and the target audience, choose where and how the message should be placed. Transmission of culture: Any communication leaves a direct or indirect impact on an individual. It becomes part of one's experience, knowledge and accumulated learning. Through individuals, communication becomes part of the collective experience of groups, audiences of all kinds and finally the masses. Mass communication plays an important role in the transmission of culture from one generation to another. Mass media is the term applied to the technical devise that is used to transmit the message. Print and the electronic are the two major classifications of the mass media. Primarily are four major activities or functions of mass media: surveillance, correlation- interpretation, socialization and entertainment.

➤ COMMUNICATION PROCESS

INTRODUCTION:

Definition: The Communication is a two-way process wherein the message in the form of ideas, thoughts, feelings, opinions is transmitted between two or more persons with the intent of creating a shared understanding. Simply, an act of conveying intended information and understanding from one person to another is called as communication. The term communication is derived from the Latin word “**Communis**” which means to share. Effective communication is when the message conveyed by the sender is understood by the receiver in exactly the same way as it was intended.

The communication is a dynamic process that begins with the conceptualizing of ideas by the sender who then transmits the message through a channel to the receiver, who in turn gives the feedback in the form of some message or signal within the given time frame. Thus, there are **Seven major elements of communication process**:

Sender: The sender or the communicator is the person who initiates the conversation and has conceptualized the idea that he intends to convey it to others.

Encoding: The sender begins with the encoding process wherein he uses certain words or non-verbal methods such as symbols, signs, body gestures, etc. to translate the information into a message. The sender’s knowledge, skills, perception, background, competencies, etc. has a great impact on the success of the message.

Message: Once the encoding is finished, the sender gets the message that he intends to convey. The message can be written, oral, symbolic or non-verbal such as body gestures, silence, sighs, sounds, etc. or any other signal that triggers the response of a receiver.

Communication Channel: The Sender chooses the medium through which he wants to convey his message to the recipient. It must be selected carefully in order to make the message effective and correctly interpreted by the recipient. The choice of medium depends on the interpersonal relationships between the sender and the receiver and also on the urgency of the message being sent. Oral, virtual, written, sound, gesture, etc. are some of the commonly used communication mediums.

Receiver: The receiver is the person for whom the message is intended or targeted. He tries to comprehend it in the best possible manner such that the communication objective is attained. The degree to which the receiver decodes the message depends on his knowledge of the subject matter, experience, trust and relationship with the sender.

Decoding: Here, the receiver interprets the sender’s message and tries to understand it in the best possible manner. An effective communication occurs only if the receiver understands the message in exactly the same way as it was intended by the sender.

Feedback: The Feedback is the final step of the process that ensures the receiver has received the message and interpreted it correctly as it was intended by the sender. It increases the effectiveness of the communication as it permits the sender to know the efficacy of his message. The response of the receiver can be verbal or non-verbal.

Importance of Communication Process:

Some of the notable reasons why a process that senders use to message the receiver is of great importance are-

- It is essential for coordination for people to understand the thoughts, and ideas of one another.
- A fluent and organized working in the organization. This is elemental for the smooth and proper functioning of the particular organization.
- It is essential in decision making. In the absence of proper communication, no proper and efficient decision making is possible.
- It helps in increasing the managerial efficiency in organizations.
- It promotes and increases the overall organizational peace and cooperation among all employees holding different places in the hierarchy
- It helps in boosting the morale of all employees and promotes a healthy working environment in the organization.

Following are the essential features of communication:

- **1. It Involves At least Two Persons:**
 - Communication involves at least two persons, a sender and a receiver. The sender is called communicator and the receiver of the message is known as communicate. A person who speaks, writes or issues some instructions is the sender and the person for whom the communication is meant or who receives the message is the receiver or communicate.
- **2. Message is a Must:**
 - A message is the subject matter of communication, e.g., the contents of the letter or speech, order, instructions or the suggestions. A communication must convey some message. If there is no message there is no communication.
- **3. Communication may be Written, Oral or Gestural:**
 - Communication is generally understood as spoken or written words. But in reality, it is more than that. It includes everything that may be used to convey meanings from one person to another, e.g., movement of lips, or the wink of an eye or the wave of hands may convey more meaning than even written or spoken word.
- **4. Communication is a Two Way Process:**
 - It involves both information and understanding. Communication is not complete unless the receiver has understood the message properly and his reaction or response

is known to the sender. Understanding is the end result of communication but it does not imply agreement.

- **5. Its Primary Purpose is to Motivate a Response:**
- The primary purpose of communication is to motivate response or influence human behavior. There is no doubt that motivation comes from within but communicator can also motivate people by good drafting of message, proper timing of communication etc. To create understanding, communication should be relevant to the situation. It must always be remembered that communication is a means of motivating and not an end itself.

- **6. Communication may be Formal or Informal:**
- Formal communication follows the formal channels provided in the organization structure. For example, the Managing Director communicates with the departmental heads, say finance manager, finance manager communicates to deputy finance manager, the deputy finance manager with accounts officer and so on. In simple words, in informal communication, there is no direct communication between the Managing Director and the accounts clerks.

- Informal communication flows from informal channels of communication which are not provided in the organization structure. These channels develop among members because of personal contacts through working with each other.

- **7. It Flows Up and Down and Also from Side to Side:**
- Communication flows downward from a superior to subordinate and upward from subordinate to a superior. It also flows between two or more persons operating at the same level of authority.

- **8. It is an Integral Part of the Process of Exchange:**
- It refers to the exchange of ideas, feelings, emotions and knowledge and information between two or more persons.

How to improve the Communication Process?

Improving communication is crucial for everyone's success- be it an individual, organization, or huge brand. In case you are looking for some powerful tips to improve communication, then the following tips are listed to help you make significant improvements to your communication process-

1. One must be precise, simple and surround their message to a clear point to make sure their message is understood easily.
2. It is essential that one must have good knowledge of their audience to talk about anything and everything about their areas of interests and needs.

3. Good communication is possible only through meaningful questions. Ask needful and appropriate questions to keep the audience constantly interested and engaged in your conversation.
4. Once you are asked a question, take your time to understand the question, for a proper response and come up with a reasonable, well-framed answer.
5. If there are different mediums involved, make sure you are communicating with the proper use of body language. It tells a lot about your personality and might be key to attracting your audience.
6. Keep and maintain eye contact with the person you are talking to. This is a sign of respect and will keep your audience interested in the process of communication.
7. If the receiver is not sure about the message you have conveyed, clarify the message. This will help them in better understanding.
8. Always be open to suggestions from others. The other perspective is instrumental in making one understand something they can't. This is again respectful and shows the audience that you are versatile and open to changes.

➤ **USE OF SOFTWARE IN EDUCATION**

INTRODUCTION: Education software is computer software with the primary purpose of teaching or self-learning. Using computer software and hardware in education and training goes back to the early 40s, when American researchers were able to develop flight simulators that used analog computers for generating simulated onboard instrument data.

These days, education software constituents of the identity of a school as they could deliver all the associated tasks. Software at present even provides the facility and access to parents for a bird's view of the progress of their children in the classroom. More and more educational software organizations, both online and offline are coming up to help fill a need for more personalized, interactive educational experiences for students and teachers alike. There are numerous benefits to these systems and, most importantly, education software is a cost-efficient solution for educational organizations that want to manage information and data regarding their students in an organized way.

Benefits Of Educational Software:

Educational software integrates multimedia content and provides users a high interactivity level. The two features distinguish them from traditional teaching practices. Multimedia content, such as graphics, pictures, and sound help engage students in their lessons. For example, when it comes to learning history, students could go back and see videos or other online-based content related to it. Furthermore, an online education software benefits teachers, allowing them to better connect with the students and help them keep students interested in a lesson. Finally, it also promotes a productive learning environment.

Types Of Educational Software:

An online education software has been an integral teaching tool for teachers as part of their lessons. The implementation of these systems in classrooms has enhanced performance of students and teachers alike. There are numerous educational software available for various subjects. However, educational software firms have started to create educational apps for students and teachers to utilize as a teaching and learning tool. The following are the kinds of educational software that an educational institution must implement.

1. Authoring System.

This helps teachers in developing their own instructional software. They could build electronic flash cards of index cards for teaching children on specific concepts. Furthermore, they could build multimedia content such as lessons, reviews, and tutorials. One could even consider web alternatives, since web authoring systems help teachers in building multimedia content that could be used on a website.

2. Graphic Software.

Students could use graphic software for capturing, creating, and changing images that are available on the web, on the program itself, or online images available. It is particularly useful for building online presentations.

3. Reference Software.

Teachers could include reference software in research projects. Reference software allows students access thesaurus, encyclopedia, atlases, and dictionaries.

4. Desktop Publishing.

A desktop publishing software is used for creating and designing newsletters, handouts, and flyers. Teachers could use the software to inform students and parents on activities or events that are taking in place in school. Desktop publishing software use is a must-have skill for new graduates and thus high schools are now teaching students how to use desktop publishing suites like Adobe Create Suite and Microsoft Office.

5. Tutorial Software.

Through tutorial software, teachers could teach students new lessons and give them a platform through which they could learn the lesson at their own pace. Tutorial software consists of giving students new information for learning, giving them time to practice it and evaluate their performance.

6. Educational Games.

There are several educational gaming software available. Education software companies combined gaming and education into one. This kind of software is very effective for younger children since it motivates them to learn.

7. Simulations.

Simulations software lets teachers teach students via virtual experience. For example, students could use this software to acquire experience of flying a plane.

8. Drill And Practice Software.

Teachers could include drill and practice software for strengthening the current skill set of students. This software is beneficial when teachers prepare students for tests and exams.

9. Math Problem Solving Software.

This kind of software makes it possible for math teachers to strengthen the students' problem solving skills. Furthermore, science teachers could use this software for doing science experiments.

10. Utility Software.

A utility software aids teachers in preparing quizzes, tests, and even serves as a grading book. Teachers who are non-tech would find this software easy to learn and use.

11. Special Needs Software.

Online education software also includes special software that is developed for addressing the needs of a student who has special needs. The system is combined with assistive software that provide students with special needs an effective learning platform. Examples include speech synthesizers, computers that read text aloud, and multimedia software that targets certain learning disabilities.

Definitely, educational institutions have become more diverse and thus they could not risk being simple education temples. Using an educational software has become vital for schools at present.

➤ THE PROGRAMMES CONDUCTED BY UGC

INTRODUCTION: Established in 1953, the University Grants Commission (UGC) of India comes under the Ministry of Human Resource Development (HRD) with its head office located in New Delhi. The University Grant Commission (UGC) has granted the academic equivalence to Chartered Accountancy qualification with the postgraduate degree. As a result, the Chartered Accountant members can now pursue Ph.D. in all the Indian universities as against 106 universities, two IITs, and seven IIMs which presently recognize the Chartered Accountancy qualification for the specific purpose of registration to Ph.D. programme.

1. The Grant of equivalence of Chartered Accountancy course with the postgraduate degree will make the Chartered Accountants eligible to appear in National Eligibility Test (NET) conducted by University Grants Commission. It will make the Chartered Accountants eligible for award of junior research fellowship or assistant professor in the universities across.
2. CA course consideration as equivalent to Post Graduate degree will also aid CA members, who are aspiring to go overseas for higher studies and/or for seeking professional opportunities abroad.

The UGC was established in 1953 and made into a statutory organisation with the UGC Act in 1956.

- UGC is responsible for coordinating, determining and maintaining standards of higher education.
- The University Grants Commission provides recognition to universities in India and disburses funds to such recognized universities and colleges.
- The UGC has its Head Office in New Delhi and six regional offices:
 - Bengaluru
 - Bhopal
 - Guwahati
 - Hyderabad
 - Kolkata
 - Pune

In 2018, the Ministry of Human Resource Development announced its plans to repeal the UGC Act, 1956.

The bill also stipulates the formation of a new body, the Higher Education Commission of India (HECI).

The attempts to formalise a national educational system in India started during the British Raj. The University Grants Committee was formed in 1945 to oversee the functioning of the three central universities of the time – Aligarh, Delhi and Banaras. Its responsibility was extended in 1947 to cover all Indian universities.

The National Assessment and Accreditation Council (NAAC) is an organisation that assesses and accredits higher education Institutions (HEIs) in India.

It is an autonomous body funded by the University Grants Commission and headquartered in Bangalore.

UGC Mandate

The UGC has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education. The UGC's mandate includes:

- Promoting and coordinating university education.
- Determining and maintaining standards of teaching, examination and research in universities.
- Framing regulations on minimum standards of education.
- Monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges.
- Serving as a vital link between the Union and State governments and institutions of higher learning.
- Advising the Central and State governments on the measures necessary for the improvement of university education.

PROGRAMMES AND ACADEMIC IMPROVEMENTS:

The Commission has taken a number of decisions to foster better standards of education such as framing the regulation regarding the qualification of teachers or providing guidelines for minimum examination reform, or advice to the universities on the number of working days and academic calendar. The Commission has also been pressing for modernization and relevance of curricula and methods of teaching which require students to do assignments, tutorials, projects or field work - exercising their initiative and creativity. A number of journals have also been started i.e. journals of Education, Physics, Chemistry, Mathematics and Biology, particularly to help teachers to improve their professional performance. At the undergraduate stage a major programme of reform is the redesigning of courses by which a socially relevant or job-oriented course replaces one of the traditional subjects. In a number of colleges, courses in electronics, computer science etc., have been introduced. Computers have been provided to nearly 800 colleges in order to enrich the knowledge of students of various disciplines. A "country-wide classroom" programme is telecast for two hours everyday. For this purpose, television sets have been made available to about 2,000 colleges. Universities keep on revising the curricula through the Boards of Studies based on the growth of the subject concerned and feedback from the employment market. The UGC has also set up 27 Curriculum Development Centers in different subjects to prepare model curricula for undergraduate and postgraduate courses. Curricula have already been prepared and brought out in many subjects and discussed in various forums. They have also been circulated to universities. The rigidity of the affiliating system deprives the good teachers of the opportunity to take the initiative for creative and innovative activities. Some universities have in the past few years shown signs of flexibility. There are at present about a hundred autonomous colleges. Autonomy for a college implies that the college and its teachers assume full responsibility and accountability for the academic programmes they provide, for the

content and quality of their teaching and for the admission and assessment of their students. An autonomous college is expected to be a pace-setter for other colleges in the system. The Commission has also taken a number of measures to support research programmes of individual teachers as well as of departments and to improve the infrastructure of selected departments to enable them to raise the standards of postgraduate education and attract projects from many national agencies in relation to areas of national importance. A cadre of 18 research scientists in all subjects in the lecturers, readers and professors grades has, also been created so as to make research and excellence-oriented careers an attractive proposition for talented young men and women. It is not possible for a university to set up with limited funds large facilities with costly infrastructure. Therefore, the Commission is creating major research facilities in the university system with autonomous management and for cooperative use of all universities. Such as, the Nuclear Science Centre, set up on the Jawaharlal Nehru University Campus in Delhi, an Inter- university Centre in Astronomy and Astrophysics on the Poona University campus which will work in collaboration with the TIFR and the third is the consortium of Universities at Indore. Linkages are being created or strengthened with other institutions and laboratories to have more national centers of research functioning in close collaboration with the universities. In order to enable universities to have meritorious research fellows, the UGC has since 1984 been holding an eligibility test for Junior Research Fellowships and since 1986 it has been collaborating with the CSIR in respect of science subjects. Junior Research Fellowship can only be awarded to those who have qualified in such national tests. Many university departments have good infrastructure for quality education and research and attract meritorious students from all over the country. This is more so after the introduction of national level tests for research fellowships and also 'for admissions into various courses in several universities. For taking full benefit of the various developments it may be necessary to take additional measures of academic improvement like granting autonomy to colleges and university departments, examination reforms, following an academic calendar, orientation of new teachers, refresher courses etc. The universities have also a special role to play in the national mission of eradication of illiteracy, distance education and mass communication.

➤ OPEN LEARNING SYSTEM

INTRODUCTION: The term "open learning" is used to describe learning situations in which learners have the flexibility to choose from a variety of options in relation to the time, place, instructional methods, modes of access, and other factors related to their learning processes. It should be understood from this perspective that a learning situation or process should be open to everyone, under any circumstances, at any place and at any time. In many situations, the term open learning is used interchangeably to refer to e-learning, flexible learning, and distance learning.

The term "openness" refers to any teaching organization or institution that offers a variety of choices to learners by giving them the opportunity to study and learn in ways that are

independent of time and place. Open learning refers to any educational activity in which learners are separated from the faculty and other learners. The development of open learning was possible through the development of information and communication technologies. Students and their teachers may be in one or more countries. Open learning courses may or may not require physical presence on grounds such as taking examinations or defending a thesis.

Scope of Open Learning System:

Open learning system is for those who leave the school, but are qualified for traditional

- Adults who desire to acquire university level qualification but cannot apply for entry to the
- schooling. conventional universities because of lack of educational qualification required for entry and other Professional and manpower groups which require vocational training professional updating and
- individual family reasons. increasing knowledge levels but cannot be released from their employment to attend a campus based institution or training college. Actually distance learning system was founded for the broad purpose of expanding and enlarging the higher educational opportunities for adults with jobs, and others who are deprived and have no opportunities of conventional teaching system, due to certain individual reasons. Naturally distance learning institutions are called by different name such as institution without walls, television/computer institution, universities of air, correspondence universities etc. The word "Open" in open universities reflects openness, openness with regard to student's openness with regard to place of study, openness with regard to course and openness with regard to completion of studies. Open learning system's education process is not class room based but home based, and students can study at their own place. It offers scope for independent choice of courses and application of effort and its course are flexible. Its teaching method utilizes all the possible communication and information technologies so that student may get ultra learning of knowledge. Generally we use multimedia instructional system as print, broad cost, non broad cost, audio- visuals, practical work and inter personal communication, in open learning system. Open learning system is multidimensional system for modern global village. It has logic that every individual is born free and the man who will read and learn will get the knowledge. Learner is his own decision maker in open learning

314 International Journal of Education, Modern Management, Applied Science & Social Science (IJEMASSS) - January - March, 2021 system. In India non-formal education/distance education is being used as an instrumental of national educational policy because without educational democratization we cannot get the goal of social democracy. The Universities based on(O.D.L.) open distance learning system provide access to higher education for large segments of population and, in particular, disadvantaged groups such as those living in remote and rural areas including working people, homemakers and other adults who wish to upgrade or acquire knowledge through studies. In short we can say that open learning system is future of our teaching -learning process, because India like developing and undeveloped countries have no infrastructure to meet the challenges of higher education in 21st century because of their population growth due to shortage of resources to improve the density of higher education . So it must be promoted by the government to educate our future

generation. Open education is primarily a goal, or an educational policy. An essential characteristic of open education is the removal of barriers to learning. This means no prior qualifications to study, no discrimination by gender, age or religion, affordability for everyone, and for students with disabilities, a determined effort to provide education in a suitable form that overcomes the disability (for example, audio recordings for students who are visually impaired). Ideally, no-one should be denied access to an open educational program. Thus open learning must be scalable as well as flexible.

B.A. (Honours) in Education: Part III

Paper- VIII

Group- A: Educational Thinkers: Oriental and Occidental

M.K. Gandhi

Mohan Das Karamchand Gandhi was born at Porbander, Kathiawar, Western India on 2nd October, 1869. He is popularly known as Mahatma Gandhi and Bappu. Mahatma Gandhi is not only the non-violent freedom fighter, who liberated India from the foreign yoke, but also a world-renowned educational philosopher. He is a statesman turned philosopher. He reacted towards the British system of Education which is purposefully harmful. He gave to the world a system of education called Basic Education; also known as Wardha Scheme of Education and Nai Talim. Gandhiji desired to establish a sarvodaya samaj through his basic education. His social philosophy finds expression in his educational philosophy. His educational thoughts were experimented in Tolstoy farm in South Africa and further tried in Sabarmathi and Sewagram Ashram.

Self - discipline and purification

Gandhiji personified in himself the high ideals of charity, purity, sacrifice and service. He had an ardent desire that India should establish a socialist society where the peasant and the worker will be provided with the means for full development and freedom of expression. As a staunch believer in Ahimsa and Truth, Gandhiji strove hard to make the people realize the futility of resorting to violence. He taught the virtue of "self-discipline" and "self-purification" to the people. He inculcated in them the importance of organized action for overcoming social, economic and political maladies. He introduced religious principles into politics and set about the task of spiritualizing politics with some success. He uplifted the downtrodden people and helped India transform itself into a self-respecting nation.

Service for Humanity as the Core of His Philosophy

Service for Humanity is the core of his philosophy. He believes in the absolute oneness of God irrespective of the different names by which we call Him, and thus there is the essential unity among

His living creations. Man's ultimate goal is the realization of God and all his endeavor- social, political and religious- must be guided to this end. He said, " The immediate service of all human beings becomes a necessary part of the endeavor, simply because the only way to find Good is to see Him in His creation and be one with it - I am a part and parcel of the whole and I cannot find Him apart from the rest of humanity."

True and Righteousness as the Highest Religion

Gandhi remarked, "Life without religion, I hold, is life without principle, and life without principle is like a ship without a rudder." Just as a ship without a rudder will never reach its destination, so will a man without religion never reach his destined goal. By religion Gandhiji does not mean dogmas or rituals. There is no religion as something that transcends, 'which changes one's very nature, which binds one to the truth within and whichever purifies.' Gandhiji emphasizes the moral basis of religion. He said, "True religion and true morality are inseparably bound up with each other." He believes in the universal religion propounded by Swami Vivekananda in the Parliament of religion. He advocates the study of other religions besides one's own, because it 'will give one a grasp of the rock bottom unity of all religions and afford a glimpse also of the universal and absolute truth which lies beyond the dust of Creed's and Faith's."

Gandhiji's Views on Education

Gandhiji propounded his views on education in the following words –

1. Education for a just social order: The ultimate objective of the new education is not only a balanced and harmonious individual but also a balanced and harmonious society - a just social order in which there is no unnatural dividing line between the haves and the have nots and everybody is assured of a living wage and right to freedom."
2. Meaning of education: 'By education, I mean an all-round drawing out of the best in child and man - body, mind and spirit.'
3. Education through craft: The uniqueness of this scheme is that education is to be given through village crafts.
4. Self-supporting education: "Self-sufficiency is not a priority condition, but to me it is the acid test. This does not mean that basic education will be self-supporting from the very start. But taking the entire period of seven years, income and expenditure must balance each other. Otherwise, it would mean that even at the end of this training the basic education student will not be fit for life. This is the negation of basic education. Nai Talking without the self-support basic would be like a lifeless body."
5. Dignity of Labour: "It is a crime to make education merely literary, and to unfit boys and girls for manual work in later life. Indeed, I hold that as the large part of our time is devoted to labour for earning our bread, our children must from their infancy be taught dignity of such labour. Our children should not be so taught as to desist labour."
6. Religious education: According to him, religion means truth and Ahimsa or rather truth alone, because truth includes Ahimsa, Ahimsa being the necessary and indispensable means for its discovery.
7. Spiritual training: Gandhiji opined that children should memorize and recite hymns, and read to them from books on moral training. He thought that through books one could impart training of the spirit.
8. Education and character: 'The end of all knowledge must be building up character.
9. The teacher: 'Woe to the teacher who teaches one thing with the lips and carries another in the heart.'

10. Medium of instruction: "Our language is the reflection of ourselves and if you tell me that our languages are too poor to express the best thought, then I say that the sooner we are wiped out of existence the better for us."
11. The foreign medium: He did not support foreign language as the medium of instruction. He thought it could cause brain fog, put an undue strain upon the nerves of our children.
12. Curriculum and spinning: In any curriculum of the future, spinning must be a compulsory subject.
13. Co-education: According to him, a teacher has to be both father and mother to his pupils and be prepared for all eventualities.
14. Textbooks: He thought books are compulsory for the teachers for preparing the daily lesson.
15. Women's Education: He prioritized women's education. Women should have the same facilities as men have.

Basic Education

Basic education is absolutely a new philosophy of Education which rejected bookish education and verbalism and gave priority to practical manual work. Basic Education aimed to bring a remedy to the educational and social ill and integrate the three agencies of education: Home, School and Society.

Aims of Basic Education

1. All round development of the personality of the child (physical, mental, intellectual, aesthetic, moral and spiritual)
2. Character building
3. Economic self-sufficiency is the most important fruit of good education.
4. Cultural development
5. Social uplift and welfare
6. The development of 3H (Education for Heart, Head and Hand)
7. To develop vocational efficiency
8. The utilitarian aim
9. Training for citizenship
10. Preparation for complete living.

Features of Basic Education

1. Free and compulsory education for all from the age 7 to 14.
2. Craft is the center of education
3. Self-supporting education.
4. Mother tongue as the medium of instruction.
5. Cult of non-violent
6. Ideal of citizenship.
7. Cooperative living.

Values of Basic Education

Gandhiji's basic education has the following values:

1. The basic education is a sound scheme of education from the pedagogic, economic, psychological and social points of view.
2. It maintains a balance between the intellectual and practical phase of experiences.
3. It is based on the educational principle of learning by doing.
4. The student's knowledge is more valuable and effective than bookish knowledge.

5. It removes the artificial distinctions of castes, colour, Creed and race.
6. The attitude of the children towards work will be a good one.

Curriculum

Curriculum should have cultural content. It should be related to the environment of child. It includes vocational subjects, social studies and general sciences. Craft is an essential part of curriculum. It is an activity and utilitarian curriculum.

Method of Teaching

Gandhiji rejected bookish education. He recommended craft-oriented education through the basic method "Learning by Doing" and "Learning by Living". According to him general education is not only purposeless but purposely harmful. His basic education is very practical and it is related to the socioeconomic background and the basic occupation of the child. It is a job-oriented education and productivity. Teaching should be through correlation.

Teacher

The Teacher should possess all the values desirable by the society. He should be a man of sincerity, honesty with love and affection. He should be a committed, convinced, peace-loving nationalist. Instead of being a talker, he has to be a doer, thinker and planner. He should teach through his examples rather than through his words. He has to correlate the various subjects with craft.

Discipline

Self-discipline, freedom is essential. Basic Education, being vocational in nature, needs freedom. Freedom is necessary for the creativity of the child. The child should have freedom to question the established social institutions such as satisfactory, child marriage, dowry, caste, class etc. Dr. M.S. Patel in his book on Gandhiji says, "Gandhi is an idealist as far as aims are concerned, he is a naturalist as far as the setting is concerned and pragmatist is his method of teaching."

Sri Aurobindo

Aurobindo was an Indian nationalist, a freedom fighter, a Philosopher, a Yogi and a Poet. He was born in an educated middle class family of Calcutta (Kolkata) in Bengal on 15th August, 1872. The basis of his entire thought is his stress on the life Divine which can be realized through Integral Yoga. Aurobindo considered that while philosophy is a quest for the truth of things by the human intellect, the endeavor to realize the truth in the inner self and in outer life is 'Dharma'. Sri Aurobindo immersed himself in Vedanta and Yoga. Instead of seeing conflict or finding inconsistencies between the East and the West, he evolved a synthesis of both.

He also evolved a synthesis of spirit and matter, of science and Vedanta. According to Sri Aurobindo, everyone has in him something Divine, something that is his own, a chance of perfection and strength in however small a measure. The task is to find it, develop it and use it. His life is based on spiritual discipline.

Sri Aurobindo considers all forms in the universe as multiple cells of one Consciousness. He considers Yoga as the means through which one can come in contact with the true self and unite the

separate parts of oneself and see the same Divine in others. In his Yoga, work is as important as meditation. His Yoga is of the ordinary man who has put God on the shelf, while he carries on his worldly pursuits. His Yoga is not that of a sanyasi who turns away from life in order to turn towards God. The seeker must experience the ' Annada ', love, consciousness and energy of the Supreme.

Meaning of True Education

What does a true education really signify? Sri Aurobindo said that there are three things that education must take into account: 1) the man, 2) the nation or people 3) universal humanity. To appreciate Sri Aurobindo's educational thesis, we should understand the interrelationship among these three and realize that the purpose of life - individual, national, universal - is spiritual development.

He said that a true and living education helps to bring out to full advantage, makes ready for the full purpose and scope of human life all that is in the individual man, which at the same time helps him to enter into his right relation with the life, mind and soul of the people to which he belongs and with the great total life, mind and soul of humanity of which he himself is a unit and his people or nation a living, a separate and yet inseparable member.

Integral Education

Education to be complete must have five principal aspects relating to the five principal activities of human being: the physical, the vital, the mental, the psychic and the spiritual. Usually, these phases of Education succeed each other in a chronological order following the growth of the individual. This does not mean that one should replace another but that all must continue, completing each other, till the end of life.

Principles of Teaching

Sri Aurobindo enumerated three principles of teaching:

1. The first principle of true teaching is that nothing can be taught. The teacher is not an instructor, he is a helper and guide.
2. The second principle is that the mind has to be consulted in its growth. The idea of hammering the child into shape as desired by the parent or teacher is a barbarous and ignorant superstition.
3. The third principle of teaching is to work from the near to the far, from the known to the unknown. Man's nature is moulded by his soul's past, his heredity and his environment. The past is the foundation, the present is the material and future are the aim. Each of us must find his or her due and natural place in any national system of education.

Teacher - A Guide and Helper

The teacher, according to him, is not an instructor. He is a helper and guide. His business is to suggest and not to impose. He does not actually train the pupil's mind; he only shows him how to perfect his instruments of knowledge and helps and encourages him in the process. He does not impart knowledge to him; he shows him how to acquire knowledge for himself.

Discipline and Liberty

Sri Aurobindo suggests perfect liberty for the child. He says, "I would not like any hard things to be brought into the child's experience." He advises teachers not to be arbitrary, despotic, impatient and ill-tempered.

Physical Education

Perfection is the true aim of all culture. If our seeking is for a total perfection of being, the physical part cannot be left aside, as the body is the material basis and the instrument which we have to use. The body is the means of fulfilment of Dharma, and Dharma means every ideal which we can propose to ourselves and the laws of its functioning and its action.

It is true that in the past the body has been regarded by spiritual seekers rather as an obstacle, as something to be overcome and discarded than as an instrument of spiritual perfection and a field of the spiritual change.

Aims of Education

According to Sri Aurobindo, the aims of education are the following –

1. To achieve complete physical and pure development of a child. Without physical purity no spiritual development is possible.
2. To train all the senses namely, hearing, speaking, listening, touching, smelling and tasting.
3. To achieve mental development of the child.
4. To develop the child morally. Without moral and emotional development, mental development becomes harmful to human progress.
5. To develop the conscience. According to him, it has four levels namely – chitta, manas, intelligence and knowledge.
6. To promote spiritual development.

Curriculum

Curriculum includes mother tongue, English, French, Literature, National History, Art, Painting, General Science, Social Science and Arithmetic at primary stage. English, Mother Tongue, French, Arithmetic, Chemistry, Physics, Botany, Physiology, Health Education, and Social Studies at Secondary Stage. At University Stage, the curriculum includes Indian and Western Philosophy, History of Civilization, English Literature, French Literature, Sociology, Psychology, Chemistry, Physics, Botany, International relations and integration.

It is also mandatory for all students to take yoga, arts, crafts and music lessons through Primary and Secondary school apart from regular curriculum.

John Dewey

John Dewey was born on October 20, 1859, in Burlington, Vermont. He was a famous American Philosopher, educationist as well as a psychologist. John Dewey gave the following statement regarding education: "I believe that all education proceeds by the participation of the individual in the social consciousness of the race." "I believe that the only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself. Through these demands he is stimulated to act as a member of a unity, to encourage from his original narrowness of action and feelings, and to conceive of himself from the standpoint of the welfare of the group to which he belongs."

Philosophical Theories and Beliefs on Education

Dewey's philosophical theories and beliefs on education are discussed below. John Dewey's educational ideas in the aspects of the method of teaching, curriculum, teacher, discipline, and school are also discussed below. Following are the chief educational ideas of John Dewey.

Experimental Education

John Dewey focused his concept of “instrumentalism” in education on “learning by doing or hands-on learning”, which means to learn not only by theory but also by practice. “Instrumentalism” is a theory of knowledge created by Dewey in which ideas are seen to exist primarily as instruments for the solution of problems encountered in the environment.

Dewey thought that people learn the best through experience. He emphasized inquiry-based education

Education as Life

Education is not preparation for life, education is life itself. Education, therefore, is a process of living and not a preparation for future living. A school is a miniature form of society that faces problems, similar to those faced in life outside. Education must enable the students to participate actively in the school and community life of the school and this train in cooperative and mutually helpful living.

Education as Growth

Dewey believed that growth is the real function of education. The individual personality is ever growing and ever-changing personality and therefore, education is to facilitate growth.

Education as social efficiency

Dewey believed that education must transform the immature child into a social human being. Education is a social process and the development of the social efficiency of the individual becomes the aim of all education. In the process of social living, the child owns character and mind, habits and manners, language and vocabulary, good taste, and aesthetic appreciation of his/her interaction with society. Therefore, education must teach the child about this exchange or give and take process to make him/her aware of his/her social obligations.

Educational Ideas on The School’s Role

The school is simply that form of community life. Dewey stressed the importance of education in school not only as a place to gain content knowledge but also as a place to learn how to live. He believed that students should be actively involved in real-life tasks and challenges.

Curriculum

Dewey advocated for an educational structure that makes a balance between the child and the curriculum:

1. The curriculum must be child-centered.
2. The curriculum should reflect the social life and activities. It should have utility.
3. The curriculum should be flexible and changeable according to Child’s interests.
4. The curriculum must follow the principle of progressive organization of knowledge consisting of educative experiences and problems of learners.

Curriculum should consist of educative experiences and problems. Only those experiences are educative which pay due regard to the natural inclinations of the child in the context of social, political and economic conditions of the society: Sciences, Social Sciences, Occupational Education, Craft Education, Aesthetic, moral and religious education was not omitted by Dewey in the curriculum. He does not want to give such education through lessons but by practical experiences.

Methods of Teaching

According to Dewey, the following method of teaching should be used in the teaching-learning process:

1. Learning by doing
2. Project method
3. Learning by integration and correlation
4. Learning through productive and creative activities

The Teacher's Role

He believed that the teacher's role should be that of facilitator and guide. The teacher becomes a partner in the learning process who leads students to independently discover meaning within the subject area. Teachers are responsible for achieving the goals of the school. The learner's past experience should be taken into account in the teaching-learning process, as well as the environment. The teacher is always the "Prophet of the true God"

Discipline

Discipline among pupils should be developed by engaging them in performing their part of the work. Promotes self-discipline. According to him if, in a school, children are given opportunities of working as per their interest, there will be no problem of discipline. Standard for discipline is not how silent a classroom is or how few and uniform the kinds of tools and material that are being used, but the amount of quality work by the individuals and the group. He stresses on the view of individual freedom and social control. The ideal aim of education is creation of the power of self-control. Self-discipline and group-discipline develop through the will of the students themselves. According to Dewey, through the functioning of will in the achievement of self-control and the application of social values, children will themselves develop morally in the social environment through the natural activities.

Jean Jacques Rousseau

Jean Jacques Rousseau was born in Italy on 28th June 1712 and one of the famous philosophers of Naturalism school of thought. His ideas on education have been clearly understood through his books. His books are: The progress of Art and Science, The Origin of Inequality among Men, Discourse on Inequality, The New Heloise, Social Contract and Emile. According to him, nature is the only pure, clean and ennobling influence on children. Human society is thoroughly corrupt. Therefore, man should be freed from the bondage of society and should live in the nature.

Concept of Education

Rousseau suggested the given practices in education:

1. Complete freedom to the child/learner.
2. No imposed physical punishment, only the child can experience natural punishment, that can subsequently help/teach the child to do the right and good things.
3. Follow the natural law(s), because neglect or violation invariably leads to pain and suffering.
4. Naturally possessed fine character

Aims of Education

The following aims of education were suggested by Rousseau:

1. Emphasis on natural activities of the child According to Rousseau, "Goodness is an innate quality of the children. All that is good which we get from nature."
2. Child as the center of education Nature and abilities of children should be kept in mind while planning for their education. Child is not a young adult.
3. Emphasis on Nature According to Rousseau, Nature, Human and Physical environment are the sources of education.

Learning by doing and getting experience is the best learning. Education is gardening of children. As plants develop through care and nutrients and human develop through education. Children must realize their weaknesses, inabilities and dependence so that they can overcome these with hard work and efforts. Rousseau wants life of hard work and not comfort, luxury and weakness. According to him the child should be provided education according to child's nature and love towards nature should be developed in the child. Love of nature will develop all other faculties in the child. He considered natural education as the real education and criticized regular and artificial education imparted in the schools

Curriculum and methods of teaching

The curriculum and methods of teaching as suggested by Rousseau were categorized according to the different stages. These stages were:

1. Infancy (0-5 years):

Curriculum: Development of body and senses. Moral conversation through mother tongue. Debar from developing any bad habit

Methods of teaching: Training of sense organs. Counselling method.

2. Childhood (5-12 years):

Curriculum: Learn everything through direct experience and observation. No prescribed text books. Negative education. Free play, movement and action. No rigid curriculum suggested at this stage.

Methods of teaching: Play way method. Practical work. Self-learning method. Learning through self-experience

3. Adolescence (12-15 years):

Curriculum: Suggest formal curriculum including Natural Science, Language, Mathematics, Woodwork, Music, Painting, etc. Active work-based curriculum; not on books.

Methods of teaching: Learning by doing. Observation, enquiry and experimental method.

4. Youth (15-20 years):

Curriculum: Moral and religious education through actual experience not through formal lectures. Education for bodily health, music and hands on activities.

Methods of teaching: Heuristic method. Demonstration of real objects in teaching.

To analyze the curriculum and methods of teaching suggested by Rousseau, it can be said that he was against book reading and rigid curriculum, especially at the early stage of life. He suggested formal

curriculum only at the stage of adolescence. The methods which engage the child in hands-on activities and learning by doing something had given importance by him.

Role of the Teacher

According to him, a teacher is not the source of information but must act as a motivator for learning. Children should not be directed but guided. Teacher must understand the nature of children. So, he/she should be tolerant and able to check his/her emotions. He/she must not think of keeping the child under his/her control as the child needs to be provided with full freedom for exploring and learning. Proper guidance should be provided by the teacher to the child.

Contribution to Education

He discovered and recognized the childhood traits. He advocated basis of child psychology as the founding step for education of children. This led to child centered education in the modern period. He was the forerunner of modern educational psychology. He said that children should be treated as children and not as young adults, so methods of providing them education should be different. He said that the children should be given problems to solve without any help and instructions. Therefore, let them find out the truths themselves by exploring the environment. He laid the foundation of free and positive discipline. He said, "Let the child move freely in nature and learn from his/her own personal experience and through actual participation in day-to-day life activities." He condemned the punishment which destroys original and natural curiosity and intellect of the child due to fear of punishment. He was against strict discipline enforcement on children. He was in favor of providing full freedom to children to do their work in their own creative ways and not interfering in what they are doing.

Negative Education

He emphasized on negative education as compared to positive education as formal and rigid education tries to prepare the child for adult roles before time by providing lot of information and instructions in an artificial environment. Negative education is without any ties and control mechanism. In this the child learns according to his/her nature and at his/her own pace. In this type his/her all faculties develop naturally. Advocating negative education, Rousseau emphasized on the following:

1. No learning through books rather learning through direct experiences from the nature.
2. No time saving (provide enough time to the child to live in nature).
3. No habit formation.
4. No social education for the children (as the upper-class society was corrupt at that time).
5. No direct moral education.
6. No strict and formal discipline.
7. No traditional education method.

B.A. Education (Honours)

Semester- V

EDU-H-T-11: Contemporary Issues in Education

EDUCATION FOR SUSTAINABLE DEVELOPMENT:

MEANING

The concept of sustainable development had its origin in the world Conservation Strategy (WCS) Report, published in 1980.

One of the original descriptions of sustainable development is credited to the Brundtland Commission, 1987: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (World Commission on Environment and Development, 1987, p 43). The overall goal of sustainable development (SD) is the long-term stability of the economy and environment; this is only achievable through the integration and acknowledgement of economic, environmental, and social concerns throughout the decision-making process.

Sustainable development can be defined as those developmental activities that do not degrade the environment and can be carried on for a long period of time. One of the central principles of sustainable development is living within the limits of consumption of natural resources.

Sustainable development is generally thought to have three components: environment, society, and economy. The well-being of these three areas is intertwined, not separate.

The term "Education for Sustainable development" contains two parts, namely education and sustainable development. The concept of Education for Sustainable Development developed basically from environmental education, which was sought to develop the knowledge, skills, values, and behaviour in people to give more attention to protection of environment.

AIMS

- Sustainable development aims at improving the living standards and the quality of people's lives, both now and for the future generations.
- All countries strive to ensure that citizens both in urban and rural areas have clean air to breathe, safe drinking water and adequate supplies of clean renewable energy.
- The task before the governments is to create development strategies that incorporate values of environmental sustainability while increasing economic growth and providing adequate social services.
- Sustainable Development aims at creating a chain of mutual social, economic and environmental benefits at local, intermediate and global levels.
- Education for a sustainable development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

OBJECTIVES

- It helps students to understand the world in which they study, play and live a little better.
- Effective protection of environment.
- Careful use of natural resources.
- Social progress that recognizes the need of everyone.
- Maintenance of high and stable levels of economic growth.
- Sustained and assured to future generation.
- Create equitable standards of living.
- Sustain development to reduce poverty.
- Satisfy the basic needs of all people.
- Establish sustainable political practices.

ROLE OF EDUCATION IN SUSTAINABLE DEVELOPMENT

Education for sustainable development promotes research and provides information needed to solve sustainable developmental problems arising out of human-made decisions. Education as an

investment in human resources plays an important role among factors, which contribute to sustainable development. They are:

1. Education for Sustainable Development promotes and encourages sustainable society

Education for sustainable development promotes the development of the knowledge skills, values and actions required to create a sustainable society, which ensures environmental protection and conservation, promotes social equity and encourages economic well-being.

2. Education for sustainable development aims to develop knowledge about environment

Education for sustainable development aims to broaden knowledge and behaviour of people about the human-made problems. The aim of education for sustainable development is to enable people to make decisions and carry out actions, without compromising the earth's resources.

3. Education for sustainable development outlines integration of principles and practices of sustainable development

The goal of the decade (2005-2014), as outlined by UNESCO, is to integrate the principles, values and practices of sustainable development into all aspects and dimensions of education. Thus, it aims to encourage changes in behaviour that will create a more sustainable future. The government and non-government organisations, civil society, and general public must be engaged in the recognition of Education for sustainable development. Along with a sense of justice, responsibility, exploration and dialogue, Education for sustainable development aims to enable us to adopt behaviours and practices, which will lead us to live a full life, without being deprived of basic human needs and demands.

4. Education for environmental themes and concerns

The Education for Sustainable Development offers a beautiful vision of future with the dominant focus on environmental concerns.

NOTE:

There are 17 sustainable goals. These are:

1. No Poverty
2. Zero hunger
3. Good health and well-being
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below water
15. Life on Land
16. Peace, Justice and Strong Institutions
17. Partnerships for the Goals

GROUP –B : EDUCATIONAL TECHNOLOGY

Course contents: Unit VI

➤ MEANING OF EDUCATIONAL TECHNOLOGY:

.Educational Technology is the field of study that investigates the process of analyzing, designing, developing, implementing, and evaluating the instructional environment, learning materials, learners, and the learning process in order to improve teaching and learning.

The first view which may call *Educational Technology* refers to the application of physical sciences and engineering technology to provide mechanical instruments or “*hardware*” which can be used for instructional purposes. This is the view of *James O. Finn and others (1960)*.

Importance

Educational technology in education is important because it helps today’s teachers to integrate new technologies and tools into their classroom. Teachers are able to upgrade and improve the learner-centeredness of their classroom. It enables teachers to engage their students in unique, innovative, and equitable ways. Teachers are also able to expand their network and connect with other teachers and educators nationally and globally.

➤ Nature of Educational Technology

1. The basis of educational technology is science.
2. Educational Technology studies the effect of science and technology upon education. In other words, science and technology are used under educational technology. Hence, it is the practical aspect of science.
3. Educational Technology is a continuous dynamic, progressive and effect-producing method.
4. New conceptions are possible only due to educational technology such as programmed learning, micro-teaching, simulated teaching, interaction analysis, video-tape, tape-recorder, projector and computer, etc.
5. Educational Technology accepts schools as a system. In this system, the school-building, furniture and teachers act as input while various methods, techniques, strategies and the teaching and examination with the help of audio-visual aids function in the form of a process. Lastly, the output is in of form of ability of the pupils.
6. Audio-visual aids cannot be termed as educational technology. It is because its concern is only with the process-aspect of educational technology and not with the input and output

aspects. But if these A.V. aids are used to achieve educational objectives, then it can be put in the category of Educational technology.

7. Programmed Instruction is also different from Educational Technology. Its main cause is that the student learns himself during the programmed instructions. It does not allow interaction between pupil and teacher.

Hence, it can be used only for limited objectives and limited subject-matter. Therefore, programmed instruction is merely a part of educational technology.

8. Engineering Technology is not the educational technology because the engineering technology has manufactured radio, tape- recorder, video-tape and T.V., etc., which are used in teaching as audio-visual aids, but still engineering technology is different from educational technology. In education, it is accepted as hardware approach only.

9. Educational Technology cannot solve each and every problem of education. It can be used successfully in teaching and instructional system only.

10. Some people assume that educational technology will replace the teacher which will make the teacher unemployed one day. It is their mistake. Educational technology can never replace the teacher. It is because of three aspects of educational technology.

These are 1. Input, 2. Process and 3. Output. Input is the teacher's job and therefore, educational technology cannot snatch the place of a teacher.

➤ **Scope of Educational Technology:**

Educational technology is a process- oriented technique. Educational technology is not limited to teaching and learning process and theories still teaching-learning process is influenced much more by educational technology. Theories have been shifted from learning to teaching only due to educational technology.

If the educational technology is limited to audio-visual aids, mechanical and electronic gadgets the scope of educational technology becomes limited, but educational technology is not limited to all these things rather, it pervades all over. Educational technology should go into:

1. At home.
2. Managed by external assistance.
3. Rigorous task analysis.
4. Specification of direct behaviour.
5. Determination of pre-requisites and the gradual direct behaviour.
6. Clear specification of the problem.
7. Hindrance in solving problems.
8. Management and organization of man, material, resources.
9. Availability of a few media as for example films, television, radio etc.
10. Developing software technology.

➤ **UTILITY / USE OF EDUCATIONAL TECHNOLOGY FOR TEACHERS**

1. It has provided scientific and systematic approach to teachers to conduct action research in the classroom situations to overcome the classroom problems related to classroom environment, content, curriculum etc.
2. It helps the teacher to modernize and mechanize the teaching-learning process. It also helps the learners to study at their own speed/rate with the help of programmed instruction on video or computers.
3. ET supplements the teacher, with AV-aids to make the teaching-learning process more effective.
4. It helps in teacher's professional growth.
5. Add to their teaching competence, modify their teaching behaviour and style, inculcate a scientific outlook, approach & attitude and help them transfer these to their learners.
6. ET supplements teacher in their instructional programmes through the structured lessons for remedial, enrichment or drill purposes.
7. The learners get the training of self instruction and teachers are relieved of the burden of routine repetition for exercise & revision purposes.

➤ **Types of Classroom Communication**

Communication within the classroom is important in order for students to learn effectively and should be put in place from an early stage of learning. Classroom communication exists in three categories: verbal, nonverbal, and written.

Verbal communication refers to sending or receiving a message through sounds and languages. Teachers can address one student or the whole classroom through verbal communication. For example, a teacher may ask a student to stand up which is verbal communication.

Non-verbal communication refers to communicating without words through body language, gestures, facial expressions, the tone and pitch of the voice, and posture. For example, if a teacher is nodding their head while a student is speaking, this can be encouraging or show that they agree with the student.

Written communication is sending or receiving information through writing. For example, a teacher may arrange a written assignment for students to test their knowledge or present lecture slides or notes for complicated information.

➤ **MASS MEDIA APPROACH IN EDUCATIONAL TECHNOLOGY:**

INTRODUCTION: Mass Media comes in various forms. In other words- Mass Media consists of the tools used for circulating information and ideas. It conveys the information to the masses, both generic and targeted. Historically, the ability to transfer information was dependent upon only a few things. They were limited to oral information and some manually written information. It was in the form of books, scrolls, documents, etc. As the world became more advanced and complex, the quality of education also enhanced. Therefore, this helped in imparting education quickly, efficiently, and without geographical limitations.

As such, the old-fashioned medium of information was found to be too unworthy for fulfilling the technicalities of the task. Thus, technology made its introduction into the area of

delivering education. In other words, various mediums are now available to deliver information.

➤ **Role of Mass Media in Educational Technology**

The technological innovation in mass media of educational communication means that education can now be transmitted to far off places. That too without geographical hindrances. A person sitting in India, for instance, can benefit from a lecture being delivered in the United States. This saves a lot of time, effort, and money. With ever-growing innovations in technology, education can now be transmitted in real time over the computer screen from far off places. The major roles mass media plays in the education field are:

- **Universal reach**

Mass media has made the world smaller; it has connected people like never before. Education is something which must be universal. Mass media has helped tremendously bridge that gap. In other words, it is now within everyone's reach and making the world a better place.

- **Storage of information**

Mass media allows storing information which can be accessed from anywhere at any time. It is available at our fingertips literally, which saves a lot of time and energy. Therefore, it serves as a rather useful resource in the field of education.

- **No Physical Constraints**

One of the major drawbacks before mass media was a physical constraint but not anymore. Mass media has reduced the distance and made the world smaller for good. For instance, it is not necessary to be present at the place physically to gain knowledge now.

- **Organized Influence**

Previously, the medium of information was rather unorganized. Now, the mass media of information offers much more organization and sophistication in delivering information. In addition, the authenticity of the information being imparted can be readily checked and reviewed. It is possible with the availability of mass media. This results in the reduction and elimination of false information or rumors.

- **Fruitful Results**

Another huge advantage of current technological innovation in mass media is the increased memorization capability of students. Many scientific pieces of research have proven that transmitting lectures via an audio-visual format is quite effective. It has a far more positive impact on memorization capacity of the brain than merely an audio lecture. Above all, this is only possible because of the mass media.

➤ **ROLE OF COMMUNICATION IN EFFECTIVE TEACHING LEARNING SITUATION:**

Being able to communicate is vital to being an effective educator. Communication not only conveys information, but it encourages effort, modifies attitudes, and stimulates thinking. Without it, stereotypes develop, messages become distorted, and learning is stifled.

Communication is the process of understanding and sharing information where listening plays an important role. Intrapersonal or internal communication includes planning, problem solving, self-talk, and evaluation of self and others. It is a continuous process that prepares the speaker to proceed in a clear and concise manner. Interpersonal communication is sharing meaning between oneself and at least one other person. The goal of interpersonal communication is to send relevant and objective messages. We communicate with others, not only verbally, but by how we act. Since we are constantly sending messages, we need to be aware of our appearance, gestures, posture, eye contact, use of space, body movement, what we carry with us, how close we stand or sit to others, and our facial expressions. When what we say contradicts our nonverbal behavior, mistrust and confusion results because listeners believe what they see.

Examples of incongruence between our nonverbal communication and what we say are:

- A teacher frowns and says to a student: "I am pleased you are in my class."
- An administrator says as he/she looks at a clock: "My door is always open."
- A teacher scowls and says to a parent: "Johnny is such a delight!"

We must be honest as we attempt to be effective communicators.

Listening is the process of receiving and interpreting a message. It occupies more of our time than talking, reading, or writing. We often forget or misinterpret more than half of what we hear. The reasons human beings are inefficient listeners are because:

1. We think more rapidly than someone else can talk, so we spend time daydreaming or thinking of what we are going to say next.
2. We do not want to grapple with difficult material.
3. We are close-minded to the message.
4. We jump to conclusions before we hear the entire message.
5. We let things distract us.

Listening requires active participation and energy. It is the responsibility of both the speaker and the listener make sure that the message was understood. There are five phases of the listening process.

1. Give attention.
2. Physically hear the message.
3. Assign meaning to it.
4. Evaluate it against past experience.
5. Remember it.

If the process goes amiss at any point, communication has not taken place. Effective communication skills that build a positive school environment are self-awareness; sending direct, complete, relevant, congruent messages; listening; using feedback and being

aware of what we are communicating nonverbally. Communication is not only understanding and acknowledgement, it is agreement and commitment. As educational leaders, we know we are effective communicators if those with whom we work have a positive attitude toward each other, their students and their school.

B.A. education (Honours)

Semester- V

EDU-H-DSC-T-11: Contemporary Issues in Education

Universalization of secondary education

MEANING

Education is the basic requirement for success of democracy and progress of the country. While primary education is a basic essential factor for engagement, freedom, leading a decent life, and overcoming basic deprivation, secondary education is the entry point to success, economic progress, and social justice in any country. It opens the country's youth to the world of work and contributes to the socio-economic development of the community. Secondary education is an important stage in the educational ranking because it prepares students for higher education as well as the workforce.

Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes. Universalization of secondary education is a provision to provide free educational opportunities to all children of the society, irrespective of their caste, creed and sex. Universal implies creating universal access and opportunity for all children to receive secondary education. Universalization of secondary education is the universalization of provision, enrolment, retention, participation and achievement. Due to the impact of the programmes undertaken for the Universalization of Elementary Education, there is a rise in the demand of education at the secondary level. In order to meet these demands, there is a need to universalise secondary education.

AIMS

- In order to meet the challenge of Universalisation of Secondary Education (USE), what is important is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years with special reference to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalised categories like SC, ST, OBC and Educationally Backward Minorities.
- The CABE committee on Universalisation of Secondary Education (2005) recommends universal secondary education by 2015.
- By 2020, the target should be universal enrolment, full retention and mastery learning in all kinds of learning tasks by more than 60% learners. Also, by 2020, there will be provision for universal senior secondary education and universal retention. This will be possible because of high transition rate from 10th to 11th standard and high retention rate in the senior secondary grades even now.

OBJECTIVES

- To achieve universal access, equality and social justice, relevance and development, and structural and curricular considerations. There have to be norms for schooling. Such norms should be developed for each state with common national parameters as well as state specific parameters.
- Each state should develop a perspective plan for universal secondary education. Decentralised micro-level planning should be the main approach to planning and implementation of universal secondary education.
- Financial requirements for covering the cost of universal elementary and secondary education will form approximately 5.1 percent of the GDP which is not sufficient. The immediate allocation of 6 percent of the GDP for education and progressive increase in this proportion will be necessary to move towards universalisation of secondary education.

IMPORTANCE

- Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. The rigor of the secondary and higher secondary stage, enables Indian students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way.
- The rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty, it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the 8 years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII. It is also necessary that besides general education up to secondary level, opportunities for improvement of vocational knowledge and skills should be provided at the higher secondary level to enable some students to be employable.
- Since universalisation of elementary education has become a Constitutional mandate, it is absolutely essential to push this vision forward to move towards Universalisation of secondary education.

ROLE OF RMSA

Several centrally sponsored schemes have been launched in the Country for the development of secondary education. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is one of the important initiatives taken by Government of India towards the universalization of secondary education. It came into being after Central Advisory Board of Education (CABE), the highest deliberative and advisory forum on education in the country with education ministers of all the States and eminent educationists as its members, in 2004 and 2005 decided to make secondary education universal. 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. RMSA is a comprehensive programme of the Government of India to drastically change the scenario of secondary school education in the country.

“The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years” (RMSA Framework, MHRD, 2009).

RMSA is the first large scale intervention for universalizing access to and quality of secondary education covering the socio-economic and ecological variations as well as people from diverse educational and cultural backgrounds. The role of RMSA in achieving Universalisation of Secondary education can be summarised through the objectives outlined below:

- To ensure that all secondary schools have physical facilities, staff and supplies, at least according to the prescribed standards through financial support in case of Government/ Local

Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools.

- To improve access to secondary schooling to all young people according to norms – through proximate location (say, Secondary Schools within 5 KMs, and Higher Secondary Schools within 7-10 KMs)/efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However, in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.
- To ensure that no child should be deprived from quality secondary education disability due to gender, socio-economic, disability and other barriers.
- To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- To ensure that all students pursuing secondary education receive education of good quality.
- Achievement of the above objectives would also, inter-alia; signify substantial progress in the direction of the Common School System.

PROBLEMS

Challenges of Universalization of Secondary Education in India

1. Access

Access to secondary education is a big problem in achieving secondary education universalization. Physical, social, cultural, and economic access needs to be taken into account. Access to all socially disadvantaged sections of society, such as differently abled students, SC & ST students, minorities, and other backward classes, still remains a challenge in India.

2. Retention

Dropout rates are quite high at the secondary level, which is another important factor preventing our country's goal of universalizing secondary education. According to Ministry of Human Resource Development data, the dropout rate at the secondary level was 17.86 percent in 2014-15.

3. Equality and Social Justice

As suggested by CIBE (2005), six factors of equality and social justice require attention, for which the school system must work upon. These are:

1. Gender
2. Economic disparity
3. Social i.e. SCs/STs
4. Cultural (including issues of religious and linguistic diversity);
5. Disability both physical and mental
6. Rural/urban.

4. Relevance and Development

Relevancy refers to education that develops the child's potential, such as developing democratic citizenship, adapting values to live in a multicultural community, and skill formation in the context of rapidly changing technology, as well as connecting the child's development with socio-cultural dimensions.

5. Failure

Another difficulty in completing secondary education is mass failure at the IXth and Xth standard levels due to many reasons.

6. Quality

Poor secondary education quality is a highly serious subject, and as a result, even graduates do not receive their proper place in higher education or vocational courses. The non-detention policy

implemented in elementary schools has lowered the standard of secondary education as well as higher education. Poor quality education leads to failure, and students' chances of dropping out are increased.

7. Examination System Examination System

Our examination system has largely failed to provide a true assessment of total learning outcomes. Traditionally, the education system, particularly school education, is guided and controlled by worries for exam results, in spite of whether the quality of learning is weak or productive.

8. Lack of Girls Schools

Due to a lack of secondary schools, there is a low percentage of girls enrolled in secondary school, especially in rural areas. Many sociocultural and economic factors affect girls' education, resulting in relatively low participation of girls in secondary school.

9. Absence of Guidance Services in Schools

Adolescence is a period of increased emotion, and students are more likely to become involved in a variety of problems that are quite unique, and students face difficulty in solving problems in the absence of any help available in school settings. It has a negative impact on students' mental health and educational achievement. It may also result in failure and dropout issues.

PAPER –VI EDUCATIONAL GUIDANCE AND CURRICULUM CONSTRUCTION

GROUP –B : CURRICULUM CONSTRUCTION

COURSE CONTENTS:UNIT-III

➤ EVALUATION OF CURRICULUM

INTRODUCTION: Curriculum, Latin origin, means to run a course. A curriculum is perspective & is based on a more general syllabus which merely specifies what topics must be understood & to what level to achieve a particular grade or standard. A curriculum may be partly or entirely determined by an external, authoritative body like NCF. Curriculum, is a series of experiences undergone by learners in a school, means everything, including extra class activities, guidance & interpersonal relationship. Curriculum has been defined by Tanner & Tanner (1975) as the planned guided learning experience and intended learning out-comes formulated through a systematic reconstruction of knowledge and experiences under the auspices of the school for the learner's continuous and willful growth in academic, personal & social competence. Evaluation goes much deeper than measurement. Curriculum evaluation refers to the process of studying the merit or worth of some aspect, or the whole of a curriculum. 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 Meaning of Curriculum Evaluation

Evaluation essentially is the provision of information for the sake of facilitating decision making at various stages of curriculum development. This information may pertain to the program as a complete entity or only to some of its components. Evaluation also implies the selection of criteria, collection and analysis of data. It includes obtaining information for use

in judging the worth of a programme and procedure. It is a comprehensive term and transcends standardized tests covering all means of ascertaining the results of construction.

Evaluation of curriculum is an integral and essential part of the whole process of curriculum development. It is a continuous activity and not a “tail-end-process”. Evaluation and planning are complementary processes which occur almost simultaneously and continuously. Planning is made on the basis of evaluation and vice versa. However, as a separate state evaluation has its own entity. Identify roles and responsibilities of key groups; • Involve staff, parents, students, and community members in curriculum evaluation; • Ensure participation of eligible students receiving special education services in district-wide assessments. It is the responsibility of the superintendent to keep the board apprised of curriculum evaluation activities, the progress of each content area related to curriculum evaluation activities, and to develop administrative regulations for curriculum evaluation including recommendations to the board.

Purpose of Curriculum Evaluation

In general, the purpose of curriculum evaluation includes two things: *first*, evaluation is used to assess the effectiveness, efficiency and relevance of the program. *Second*, evaluation can be used as a tool in implementing the curriculum (learning). As a tool, evaluation sometimes functions in an effort to improve the program, and sometimes it also functions to determine follow-up on curriculum development. From the two things above, in essence, curriculum evaluation is aimed at improving the curriculum by revealing the successes and shortcomings of the curriculum implementation process in achieving the goals as set out.

Objectives of Curriculum Evaluation

1. To determine the outcomes of a programme.
2. To help in deciding whether to accept or reject a programme.
3. To ascertain the need for the revision of the course content.
4. To help in future development of the curriculum material for continuous improvement.
5. To improve methods of teaching and instructional techniques.

IMPORTANCE OF CURRICULUM EVALUATION

Curriculum evaluation can provide information about the appropriateness, effectiveness and efficiency of the curriculum against the goals to be achieved and the use of resources, which information is very useful as a decision-making material whether the curriculum is still being implemented but needs revision or the curriculum must be replaced with a curriculum. the new one. *Second*, curriculum evaluation is also important in order to adapt to scientific developments, technological advances and changing market needs. In essence, curriculum evaluation is important in presenting information material about areas of curriculum weakness so that a process of improvement can be carried out for the better. It is also important, in assessing the goodness of the curriculum, whether the curriculum is still being implemented or not.

Types of Curriculum Evaluation

According to Screven, following are the 2 main types

1. **Formative Evaluation.** It occurs during the course of curriculum development. Its purpose is to contribute to the improvement of the educational programme. The merits of a programme are evaluated during the process of its development. The evaluation results provide information to the programme developers and enable them to correct flaws detected in the programme. A formative type of evaluation assesses the curriculum as it is used. Instead of waiting until the end of the school year to look back on how well the curriculum worked, using a formative evaluation allows you to get feedback on a consistent basis, according to the Carnegie Mellon University. This type of assessment allows educators and administrators to make changes as the school year progresses and adapt the curriculum for different learning styles. Methods for formative evaluation may include collecting student reflection papers after lessons, midterm course evaluations or reviewing summaries that the students write on instructional units.
2. **Summative Evaluation.** In summative evaluation, the final effects of a curriculum are evaluated on the basis of its stated objectives. It takes place after the curriculum has been fully developed and put into operations. Unlike formative evaluations that take place on a consistent basis, giving ongoing feedback, the summative type is done at the end of a course or school year or through standardized assessment testing. Summative evaluations measure curricular success by reviewing the outcomes against benchmark standards. These are evaluations of learning for accountability and are not necessarily used to boost the educational process, according to educational consultant and learning specialist Judith Dodge on the website Scholastic Teachers.

PAPER –VI EDUCATIONAL GUIDANCE AND CURRICULUM CONSTRUCTION

GROUP –B : CURRICULUM CONSTRUCTION

COURSE CONTENTS:UNIT-III

➤ CURRICULUM DEVELOPMENT

INTRODUCTION: *Curriculum development* is defined as planned, a purposeful, progressive, and systematic process to create positive improvements in the educational system. Every time there are changes or developments happening around the world, the school curricula are affected. There is a need to update them to address the society's needs. **IMPORTANCE OF CURRICULUM DEVELOPMENT**

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 society in general.

In today's knowledge economy, curriculum development plays a vital role in improving a country's economy. It also provides answers or solutions to the world's pressing conditions

and problems, such as threats to the environment, issues on politics, socio-economic problems, and other issues related to poverty, climate change, and sustainable development.

ITS PROCESS:The curriculum development process systematically organizes what will be taught, who will be taught, and how it will be taught. Each component affects and interacts with other components. For example, what will be taught is affected by who is being taught (e.g., their stage of development in age, maturity, and education). Methods of how content is taught are affected by who is being taught, their characteristics, and the setting. In considering the above three essential components, the following are widely held to be essential considerations in experiential education in non-formal settings.

The steps to this development are outlined in phases which starts with:

Phase 1: PLANNING:

Anything big and colossal especially the one that is for mass welfare requires planning and agenda for proper execution. Planning has certain components under it which are:

Identify Issue: Until and unless you recognize the loopholes that are creating an issue or causing hindrance in the process of growth and development, it will continue to happen unless fixed.

Form a team: Everyone has their sector of expertise and this applies here too. A team of professionals who are good at what they are doing should be assembled. They are to be looking after the needs and wants of the project assigned to them.

Needs assessment and analysis: It refers to assessment having any sort of shortcomings available in the system whereas analysis refers to the analysis of the gaps or shortcomings in the system.

Phase2: Content and Methods:

This phase includes the strategy and methods that are going to be implemented for better results or outcomes.

State Intended Outcomes: Convey the strategies you want to implement and what are the behavior and reactions you are expecting after the whole curriculum is acted upon.

Select Content: When you seek curriculum development, you are directly aiming at *personality development for kids*, which means you need to curate contents that are thought-provoking and also beneficial not only for children but at a universal level. This includes knowledge, skills, behavior, along with life and soft skills.

Design experimental methods: Everything is going new-age and so has education. Children learn more when they are having fun and enjoying what they are studying and therefore, developing unique ways of teaching and engaging students have become an important part of the curriculum.

Phase 3: Implementation: Lastly, everything that you planned, designed, and formulated has to be implemented to yield results in the future.

Produce Curriculum Product: The product which was decided upon is ready for execution for its finality.

Test and Revise Curriculum: As the name suggests, test, experiment and revise the curriculum at hand so that you can eliminate the irrelevant points.

Recruit and Train Facilitators: Once you realize your product is not only ready but has maximum chances of receiving positive feedback, you should now start to hire and train the faculty accordingly.

Implement Curriculum: When you know you are ready with the plan, the strategy, the product, and now you have facilitators trained with the knowledge of your product, you are now good to go. You can use this curriculum in the school atmosphere for the students.

➤ **Need and importance of curriculum development (or construction)**

- Curriculum development is a purposeful activity.
- It is undertaken to design or redesign for the realization of certain specific educational objectives.
- The curriculum is the heart of the student's college/school experience.
- The curriculum should be reviewed and revised on a regular basis so that it is able to serve the changing needs of both students and society.

The following points iterate the needs and importance of curriculum development.

1. *Clear purpose and goals:*- Curriculum construction provide written curricular goals which are nothing but intended student development outcomes. These goals and objectives are specified in considerable detail and in behavioral language.
2. *Continuous assessment and improvement of quality:*- Valid and reliable assessment of the curriculum is necessary. The curriculum followed by an institution should be reviewed

regularly in order to maintain its effectiveness in regards to the changing needs of the society as a whole.

3. *A rational sequence*:- In a curriculum educational activities are carefully ordered in a developmental sequence. This developmental sequence helps to form a well planned (or coherent) curriculum based on intended goals and outcomes of the curriculum and its constituent courses.
4. *Making strategy in teaching and learning*:- Curriculum development helps in suggesting suitable teaching-learning strategies, teaching methods, instructional materials, etc. It helps in providing for the proper implementation of the curriculum on the part of teachers and learners.
5. *Helps in the selection of learning experiences*:- Curriculum development is needed for appropriate selection and organization of learning experiences. It helps in the selection of study matter and other activities so that learners are able to acquire goals and objectives of teaching.

Culture ➤ **CULTURE BASED:**

Culture is basically the customs, beliefs and the way of living shared by a particular society/community/country. It refers to the values and norms shared by a specific group of people. Culture influences how we see the world, how we see the community that we live in, and how we communicate with each other. Being a part of a culture influences our learning, remembering, talking and behaving. Therefore culture determines to a great extent the learning and teaching styles also.

How is culture important for the child?

- Culture teaches values, beliefs and traditions.
- It influences the social interaction with parents, siblings, peers and teachers.
- It influences their language and communication.

Culture-based education is an approach in which teaching and learning happen based on the values, norms, beliefs and practices that are the foundation of any culture. Harvard Professor Jerome Bruner notes “Culture shapes mind, it provides us with the tool kit by which we construct not only our world but our very construction of ourselves and our powers”.

This is why culture-based education gains importance.

In education, students with diverse backgrounds and cultures are often marginalized because they are exposed to a curriculum with one predominant cultural bias. It does not cater to the culture that they are familiar with and are a part of. This is why it is important to create a curriculum that incorporates diverse perspectives. The teaching and learning process must respond to physical, social and cultural preferences of the children.

Teachers are the most important aspects of culture-based learning as they should work towards motivating students to achieve not only academically, but also socially, culturally, psychologically and spiritually. The influences of cultural environment are necessary for the educators because of its role in learning. They need to find mechanisms to incorporate cultures and languages in their teaching practices.

➤ **KNOWLEDGE BASED**

The first thing to realize is that ‘what’ knowledge is extremely important. Not just ‘any’ knowledge will do. This is what leads people to attack this type of curriculum as elitist or obsessed with the works of ‘dead, male and pale’ people. This is a ‘canonical’ approach which favors some ‘great books’, ideas and artifacts over others, ‘the best that has been thought and said and done’ to paraphrase Arnold. The sequencing of this knowledge is vital – it is about building up an understanding of how different disciplines work. Domains are extremely important in a knowledge-based curriculum. The idea is to introduce children to the culture(s) to which they ostensibly ‘belong’ – locally, nationally and internationally. That these cultures don’t rub along seamlessly is part of what is taught. This is enculturation warts and all. A great history curriculum, for example, is not about brainwashing a child into thinking they belong to a master-race or class.

This approach requires the teacher to be an expert in their field. They are the sage on the stage and they stand on the shoulders of giants who have, over time, made each domain what it is today. It is also central to the knowledge based ideal that the subjects are academic. This can be controversial. In England this controversy is seen most starkly in the subjects that are deemed worthy enough to feature in the ‘EBacc’. Vocational subjects, Design and Technology, and Arts subjects are notable by their absence, as are more controversial ‘academic’ subjects like Film Studies and Sociology.

For me the Arts are central to any education worth its salt and a good liberal arts knowledge-based curriculum offer should recognise this. This is why I understand that the argument about ‘what knowledge?’ can be keenly felt. ‘What knowledge’ to teach is informed by the traditions, arguments and conversations in each domain. That this might be due to the arbitrary practices of time doesn’t matter but a good knowledge based curriculum will recognize these controversies at its heart. For example an economics curriculum ought to include both Adam Smith and Karl Marx, if it didn’t it wouldn’t be introducing students to the great controversies of the subject being studied and thus would disable their ability to take part in the conversations around that domain.

➤ **NEED BASED**

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.

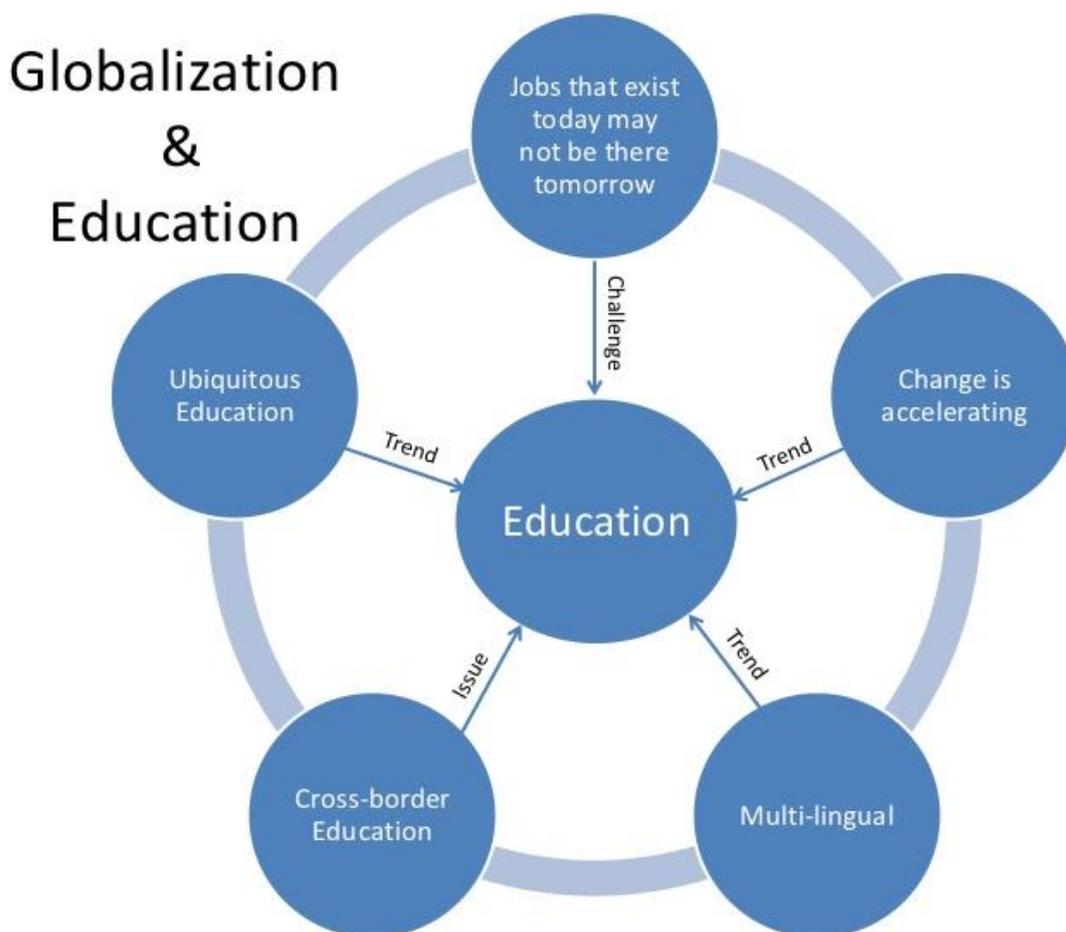
In today’s knowledge economy, curriculum development plays a vital role in improving the economy of a country. It also provides answers or solutions to the world’s pressing conditions and problems, such as environment, politics, socio-economics, and other issues on poverty, climate change and sustainable development. There must be a chain of developmental process to develop a society. First, the school curriculum particularly in higher education must be developed to preserve the country’s national identity and to ensure its economy’s growth and stability. Thus, the president of a country must have a clear vision for his people and for the country as well.



Globalization and Education

Globalization and Education

Globalization has a close relation with education. As education has an important place in shaping a society, globalization has to be connected with education and the global activities have a deep impact on it. Globalization of the world economies is leading to increase emphasis on internationalization of the subjects included in a course of study in school. It also creates the opportunities for new partnerships in research and teaching with agencies and institutions across the world. Globalization is one of most powerful worldwide forces that are transforming the basis of business competition, paradoxically harkening an era in which small, local communities of practice may lead to a prominent structural form. Communities of practice impeach organizations to build, share and apply deeply of competence required to compete in a knowledge-based global economy.



In every area, humanity lives an increase and rapid change. New challenges force social, economic and cultural values. In the field of education a lot of changes are expected duties of schools is to ameliorate the individual's appropriateness with the concept of globalization that changes traditional structure of education, which is one of the main rapid changes today in universities and other institutions that are redoubling their efforts to respond to social change. They have to implement society's expectations.

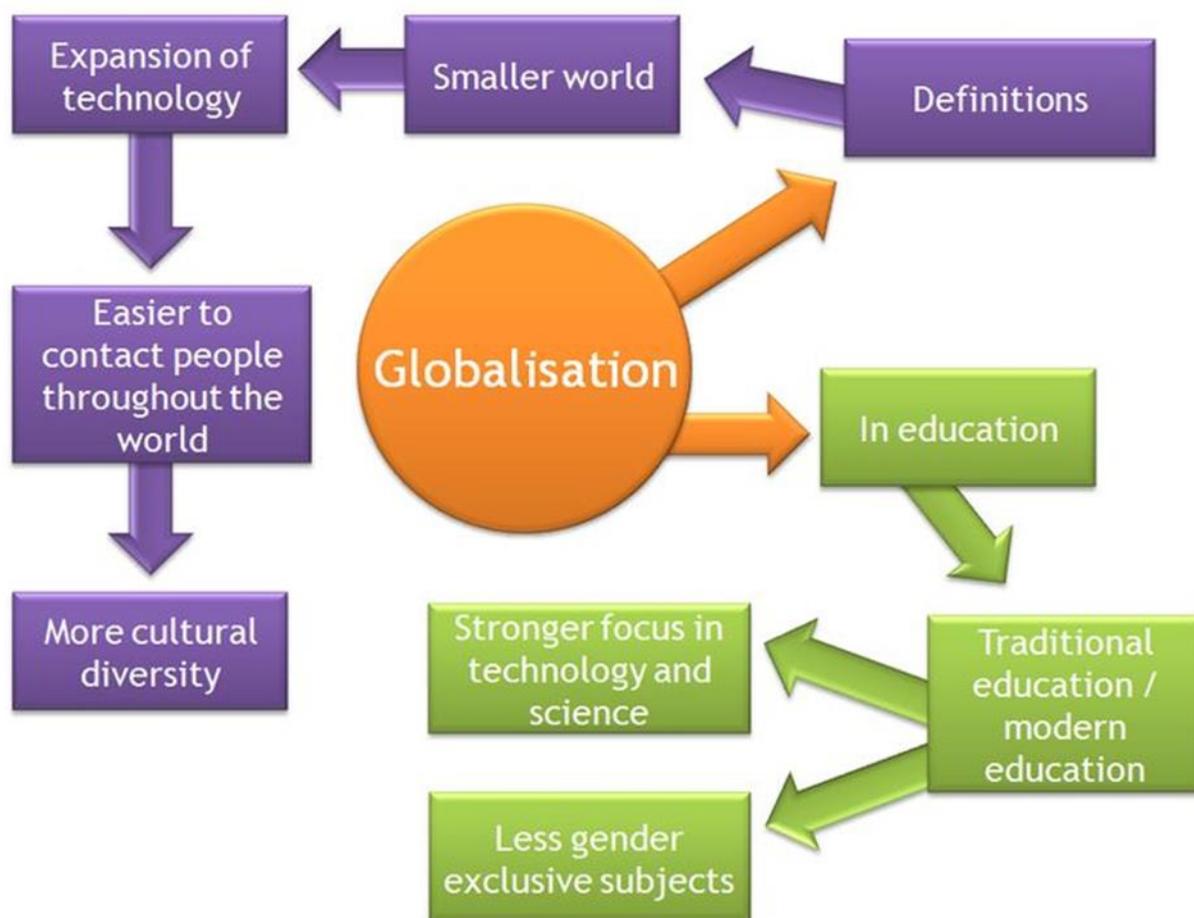
Gordon outlines the importance of higher education in the learning society by attributing the report of the National Committee of Inquiry into Higher Education as follows: "Higher education is principal to the social, economic and cultural health of the nation . It will contribute not only through the intellectual development of students and by preparing them for work, but also by adding to the world's store of knowledge and understanding.." In this quotation, Gordon said that Higher Education is very important in different domains and it contributes in the promotion of student s" knowledge; and helping them to integrate in job fields. In the future universities and other institutions are not thought only for the young. People of all ages who wish to further their education, these universities and institutions are expected to become open to them. Universities and other institutions will be open to anyone who has acquired the motivation to learn and the ability to notice issues through social experience or involvement in volunteer and other activities. Besides, the increase in the number of student, both part-time and full-time, with greater depth is expected and this is thought to lead to the formation of an academic environment. Graduate study is also likely to become more available to nonacademic members of society. As higher education is an investment in human progress and prosperity, during fast social and economic change, it is especially important that universities and other institutions of higher education consider their contribution to society from abroad long- term perspective.(Ministry of Education, Science, Sport and Culture,1995)

The global education system has many goals in common for every country. The aims and importance of global education can be sated as follows:

- Let those who participates in educational process obtains skills of new cultures.
- Develop the ability of distinguishing intercultural differences.
- Aiding the people for criticizing events from global perspective.
- Explain how different cultures impact the activities of organizations.
- Help students realize how attitudes are shaped and how they influence the behaviours.
- The language and harmony skills of the managers who will work in different cultures should be developed .
- Provide the ability of working together with the people coming from different cultures.
- Develop the skill of multi-sided thinking by causing them gain the cultural sensitivity and experience.
- Teach how to behave according to cultural differences. -Teach how to manage multinational groups .
- Develop the way of thinking from individuality to globalized .

3.Information Communication- Technology and Education

Under the effects of globalization, education is driven to important changes. The effects of Globalization on education bring faster developments in technology and communications are foreseeing changes within school systems across the world as ideas, values and knowledge, changing the roles of students and teachers, and producing a shift in society from industrialization towards an information-based society. It reflects the impact on culture and brings about a new form of cultural imperialism.



It gives quick developments in technology and communications are foreseeing changes the rise of a global society, driven by technology and communication developments are shaping children, the future citizens of the world into „global citizens“, intelligent people with a broad range of skills and knowledge to apply to a competitive, information based society. The nature of delivering education to students is being changed by the introduction of technology into the classroom, is gradually giving way to a new form of electronic literacy , more programs and education materials are made available in electronic form, teachers are preparing materials in electronic form; and students are generating papers, assignments and projects in electronic form“. Video projection screens, books with storage device servers and CD ROMs as well as the rise of on-line digital libraries are now replacing blackboards. Even exams and grades are gradually becoming available by electronic means and notebooks are starting to give way to laptops. also, Students can be examined through computer managed learning systems and do tutorial exercises on a computer rather than in classroom. Such developments in education portray that there has been a shift from industrialization to information-based societies. Hence, technology is predicting in the education environment towards a reliance on electronic sources to deliver material.

With such changes and the emergence of video conferencing and the Internet, the barriers of distance are being broken down at a fast rate, due to the key aspect of globalisation. Children and adults can now learn in a variety of ways and no longer have to be physically presented in an education institution in order to learn, a definite advantage of flexible delivery systems. It allows for exploration of new areas of learning and thinking. The rapid growth of television services, with their immense influence as media of mass communication, has very relevant in the technological shift. Other large contributions to this shift contain the transistor and space satellites. Communication and information technology based over the years in Internet, which is a massive network of computers located throughout the world. These computers maintain libraries of text, images, computer software, and other forms of information that anyone can access it, anywhere, at any time. This implementation of technology and communication to be successful and to educate a society, both the students and teachers need to be technologically literate. Communication technology is offering new challenges for students of all abilities as they can discuss problems of concern with their fellow students from around the world. Thus, advanced communication and interpersonal skills, fostering a mutual understanding across countries and culture

Impact of Globalisation on Higher Education 1. Education sector is undergoing constant changes under the effects of globalisation. Rapid developments in technology and communications are seen. 2. Changes in school systems across the world ideas, values and knowledge are changing the roles of students and teachers, and producing a shift in society from industrialised to an information-based society. Its effect is reflected on culture and brings about a new form of cultural imperialism. 3. The rise of a global society, driven by technology and communication developments are shaping children, into „global citizens“ Education is becoming a lifelong learning and training process, developing transferable skills and knowledge that can be applied to competitive markets where knowledge and information is being traded as a commodity.

Impact of globalization on education in India

There is immense effects observed in educational sector due to globalization such as literacy rate become high and Foreign Universities are collaborating with different Indian Universities. The Indian educational system faces challenges of globalization through Information technology and it offers opportunities to evolve new paradigms shifts in developmental education. The distinction between formal, non-formal and informal education will vanish when move from industrial society to information society takes place. Globalization promotes new tools and techniques such as E-learning, Flexible learning, Distance Education Programs and Overseas training.

It is observed in current Indian society that through globalization, women have gained certain opportunities for job options and to recognize women's rights as a part of the human rights. Their empowerment has given considerable opportunities and possibilities of improving employment conditions through global solidarity and co-ordination. It is found that the growth of computer and other technologies enabled women with better waged, flex timings, and capacity to negotiate their role and status in home and at corporate level.

There are some negative impact of globalization such as this process made disparity between rural and urban Indian joblessness, growth of slum capitals and threat of terrorist activities. Globalization increased competition in the Indian market between the foreign companies and domestic companies. With the foreign goods being better than the Indian goods, the consumer preferred to buy the foreign goods. This reduced the amount of profit of the Indian Industry companies. This happened mainly in the pharmaceutical, manufacturing, chemical, and steel industries. The negative Effects of Globalization on Indian Industry are that with the coming of technology the number of labour required are decreased and this resulted increasing unemployment especially in the arena of the pharmaceutical, chemical, manufacturing, and cement industries. Some section of people in India that are poor do not get benefit of globalization. There is an increased gap between rich and poor that lead to some criminal activities. Ethical responsibility of business has been reduced. Another major negative effect of globalization in India is that youngsters of India leaving their studies very early and joining Call centres to earn fast money reducing their social life after getting habituated with monotonous work. There is an increase of every daily usable commodities. This has an adverse effect on cultural aspect. The institution of marriage is breaking down at fast rate. There are more people approaching divorce courts instead of maintaining marital life. Globalization has considerable impact on the religious situation of India. Globalization has brought about raising a population who is agnostic and atheist. People visiting places of worship are reducing with time. Globalization has reduced nationalism and patriotism in country.

Aims and Objectives of Education in India

Aims and objectives of education in India are given below:

(a) As per the National Policy on Education (1968), the aim of education is “to promote national progress, a sense of common citizenship and culture and to strengthen national integration”.

It laid stress on “the need for a radical reconstruction of the educational system to improve its quality at all stages, and give much greater attention to science and technology, the cultivation of moral values and a closer relationship between education and the life of the people.”

(b) The National Policy on Education (1986) reinforced these aims to state that education should further the goals of socialism, secularism and democracy enshrined in the Constitution of India.

(c) Education should strive to promote values such as India’s common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of small family norms and inculcation of scientific temper.

(d) Education should foster among students an understanding of the diverse cultural and social characteristics of the people living in different parts of the country.

(e) Minimum levels of learning for each stage of education should be provided to ensure the quality of education.

(f) To promote equity, educational opportunity should be provided in terms of access to education as well as the conditions necessary for success.

(g) Universalization of primary education, total literacy, adult education and provision of wider opportunities for continuing education are also some of the aims of education.

(h) To provide opportunities to those sections of the society which cannot avail of formal education, an access to education through open and distance learning

The goals and objectives of Education for All in India are as follows (MHRD, Annual Report: 1997-98):

Access

Universal enrolment of all children, including girls and persons belonging to Scheduled Castes and Scheduled Tribes;

Provision of primary school for all children within one kilometer of walking distance and of facility of non-formal education; and

Improvement of ratio of primary to upper primary school to at least 1:2.

Retention

Reduction of dropout rates between Classes I to V and I to VIII to 20 and 40 per cent respectively; and

Improvement of school facilities by revamped Operation Blackboard, to be extended to upper primary level also.

Achievement

Achievement of minimum levels of learning by approximately all children at the primary level, and introduction of this concept at the middle stage on a large scale.

Monitoring

Local level committee, with due representation to women and teachers, to assist in the working of primary education to oversee its functioning; and

Improvement of the monitoring system for universalisation of elementary education.

The Government of India has initiated a number of schemes to achieve the goals of EFA amongst which the scheme of Operation Blackboard (OB) is the most prominent one. The main objectives of OB Scheme (1987) are as follows (MHRD, Annual Report: 1993-94):

A building comprising at least two reasonably large all-weather rooms with a deep varandah and separate toilet facilities for boys and girls;

At least two teachers in every school, as far as possible one of them a women; and Essential teaching-learning material including blackboards, maps, charts, toys and equipment for work experience.

The scheme is recently revised so as to:

Provide flexibility to schools in providing teaching-learning materials relevant to their curriculum and local needs:

To relate the scheme with micro planning wherever undertaken, so that supply of inputs is matched by demand side interventions to promote participation;

Intensify training in the use of teaching-learning equipment's; and

Extend the scheme to upper primary schools.

The main objectives of DPEP programme are as follows:

Emphasizing the local area planning with district plans being formulated in their own right instead of being derived from a state plan project document;

Infusing greater rigor and professional inputs in planning and appraisal;

More focussed targeting in educationally ward districts and districts where total literacy campaign have been successful;

More focussed coverage would initially focus on primary stage (Classes I-V and its NFE equivalent) with stress on girls and for socially disadvantaged groups; and

Emphasizing capacity building and networking of district, states and national level institutes in the fields of education management and social services to provide the resource support for the programme.

Sarva Shiksha Abhiyan: A Programme for Universal Elementary Education in India

Education Guarantee Scheme & Alternative and Innovative Education & All other Schemes of Elementary Education In India

Management of Education

Status of Incentive Schemes & No Detention Policy

National Programme of Nutritional Support to Primary Education (Mid-Day Meals Scheme)

Comptroller and Auditor Gererals Report on National Programme of Nutritional Support to Primary Education (Mid-Day Meals Scheme)

1. **Conclusion:**

In the 21st century, education systems face the dual challenge of equipping students with the new knowledge, skills and values needed to be competitive in a global market while at the same time producing graduates who are responsible adults, good citizens both of their country and of the world. Thus, globalization challenges us to rethink not only how much education is needed but also its final goal.

Globalization has had many obvious effects on educational and communication systems change the way education is delivered as well as roles played by both teachers and students. The development of this technology is facilitating the transition from an industrial based society to an information-based one. At the same time, there is a dark side to globalization and to the very openness of the new information systems; while the richest countries grow richer, the poor are becoming poorer. Thus, information and education gaps between the rich and the poor are widening not narrowing; economic crises, trade imbalances and structural adjustments have caused a moral crisis in many countries, damaging and cutting the basic social and cultural fabric of many families and communities apart, resulting in increasing youth unemployment, suicide, violence, racism and drug abuse and antisocial behaviour form schools.

B.A. (Honours) in Education: Part III

Paper- VIII

Group- A: Educational Thinkers: Oriental and Occidental

M.K. Gandhi

Mohan Das Karamchand Gandhi was born at Porbander, Kathiawar, Western India on 2nd October, 1869. He is popularly known as Mahatma Gandhi and Bappu. Mahatma Gandhi is not only the non-violent freedom fighter, who liberated India from the foreign yoke, but also a world-renowned educational philosopher. He is a statesman turned philosopher. He reacted towards the British system of Education which is purposefully harmful. He gave to the world a system of education called Basic Education; also known as Wardha Scheme of Education and Nai Talim. Gandhiji desired to establish a sarvodaya samaj through his basic education. His social philosophy finds expression in his educational philosophy. His educational thoughts were experimented in Tolstoy farm in South Africa and further tried in Sabarmathi and Sewagram Ashram.

Self - discipline and purification

Gandhiji personified in himself the high ideals of charity, purity, sacrifice and service. He had an ardent desire that India should establish a socialist society where the peasant and the worker will be provided with the means for full development and freedom of expression. As a staunch believer in Ahimsa and Truth, Gandhiji strove hard to make the people realize the futility of restoring to violence. He taught the virtue of "self-discipline" and "self-purification" to the people. He inculcated in them the importance of organized action for overcoming social, economic and political maladies. He introduced religious principles into politics and set about the task of spiritualizing politics with some success. He uplifted the downtrodden people and helped India transform itself into a self-respecting nation.

Service for Humanity as the Core of His Philosophy

Service for Humanity is the core of his philosophy. He believes in the absolute oneness of God irrespective of the different names by which we call Him, and thus there is the essential unity among His living creations. Man's ultimate goal is the realization of God and all his endeavor- social, political and religious- must be guided to this end. He said, " The immediate service of all human beings becomes a necessary part of the endeavor, simply because the only way to find Good is to see Him in His creation and be one with it - I am a part and parcel of the whole and I cannot find Him apart from the rest of humanity."

True and Righteousness as the Highest Religion

Gandhi remarked, "Life without religion, I hold, is life without principle, and life without principle is like a ship without a rudder." Just as a ship without a rudder will never reach its destination, so will a man without religion never reach his destined goal. By religion Gandhiji does not mean dogmas or rituals. There is no religion as something that transcends, 'which changes one's very nature, which binds one to the truth within and whichever purifies. ' Gandhiji emphasizes the moral basis of religion. He said, "True religion and true morality are inseparably bound up with each other." He believes in the universal religion propounded by Swami Vivekananda in the Parliament of religion. He advocates the study of other religions besides one's own, because it 'will give one a grasp of the rock bottom unity of all religions and afford a glimpse also of the universal and absolute truth which lies beyond the dust of Creed's and Faith's."

Gandhiji's Views on Education

Gandhiji propounded his views on education in the following words –

16. Education for a just social order: The ultimate objective of the new education is not only a balanced and harmonious individual but also a balanced and harmonious society - a just social order in which there is no unnatural dividing line between the haves and the have nots and everybody is assured of a living wage and right to freedom."
17. Meaning of education: 'By education, I mean an all-round drawing out of the best in child and man - body, mind and spirit.'
18. Education through craft: The uniqueness of this scheme is that education is to be given through village crafts.
19. Self-supporting education: "Self-sufficiency is not a priority condition, but to me it is the acid test. This does not mean that basic education will be self-supporting from the very start. But taking the entire period of seven years, income and expenditure must balance each other. Otherwise, it would mean that even at the end of this training the basic education student will not be fit for life. This is the negation of basic education. Nai Talking without the self-support basic would be like a lifeless body."
20. Dignity of Labour: "It is a crime to make education merely literary, and to unfit boys and girls for manual work in later life. Indeed, I hold that as the large part of our time is devoted to labour for earning our bread, our children must from their infancy be taught dignity of such labour. Our children should not be so taught as to desist labour."
21. Religious education: According to him, religion means truth and Ahimsa or rather truth alone, because truth includes Ahimsa, Ahimsa being the necessary and indispensable means for its discovery.
22. Spiritual training: Gandhiji opined that children should memorize and recite hymns, and read to them from books on moral training. He thought that through books one could impart training of the spirit.
23. Education and character: 'The end of all knowledge must be building up character.
24. The teacher: 'Woe to the teacher who teaches one thing with the lips and carries another in the heart.'

25. Medium of instruction: "Our language is the reflection of ourselves and if you tell me that our languages are too poor to express the best thought, then I say that the sooner we are wiped out of existence the better for us."
26. The foreign medium: He did not support foreign language as the medium of instruction. He thought it could cause brain fog, put an undue strain upon the nerves of our children.
27. Curriculum and spinning: In any curriculum of the future, spinning must be a compulsory subject.
28. Co-education: According to him, a teacher has to be both father and mother to his pupils and be prepared for all eventualities.
29. Textbooks: He thought books are compulsory for the teachers for preparing the daily lesson.
30. Women's Education: He prioritized women's education. Women should have the same facilities as men have.

Basic Education

Basic education is absolutely a new philosophy of Education which rejected bookish education and verbalism and gave priority to practical manual work. Basic Education aimed to bring a remedy to the educational and social ill and integrate the three agencies of education: Home, School and Society.

Aims of Basic Education

11. All round development of the personality of the child (physical, mental, intellectual, aesthetic, moral and spiritual)
12. Character building
13. Economic self-sufficiency is the most important fruit of good education.
14. Cultural development
15. Social uplift and welfare
16. The development of 3H (Education for Heart, Head and Hand)
17. To develop vocational efficiency
18. The utilitarian aim
19. Training for citizenship
20. Preparation for complete living.

Features of Basic Education

8. Free and compulsory education for all from the age 7 to 14.
9. Craft is the center of education
10. Self-supporting education.
11. Mother tongue as the medium of instruction.
12. Cult of non-violent
13. Ideal of citizenship.
14. Cooperative living.

Values of Basic Education

Gandhiji's basic education has the following values:

7. The basic education is a sound scheme of education from the pedagogic, economic, psychological and social points of view.
8. It maintains a balance between the intellectual and practical phase of experiences.
9. It is based on the educational principle of learning by doing.
10. The student's knowledge is more valuable and effective than bookish knowledge.

11. It removes the artificial distinctions of castes, colour, Creed and race.
12. The attitude of the children towards work will be a good one.

Curriculum

Curriculum should have cultural content. It should be related to the environment of child. It includes vocational subjects, social studies and general sciences. Craft is an essential part of curriculum. It is an activity and utilitarian curriculum.

Method of Teaching

Gandhiji rejected bookish education. He recommended craft-oriented education through the basic method "Learning by Doing" and "Learning by Living". According to him general education is not only purposeless but purposely harmful. His basic education is very practical and it is related to the socioeconomic background and the basic occupation of the child. It is a job-oriented education and productivity. Teaching should be through correlation.

Teacher

The Teacher should possess all the values desirable by the society. He should be a man of sincerity, honesty with love and affection. He should be a committed, convinced, peace-loving nationalist. Instead of being a talker, he has to be a doer, thinker and planner. He should teach through his examples rather than through his words. He has to correlate the various subjects with craft.

Discipline

Self-discipline, freedom is essential. Basic Education, being vocational in nature, needs freedom. Freedom is necessary for the creativity of the child. The child should have freedom to question the established social institutions such as satisfactory, child marriage, dowry, caste, class etc. Dr. M.S. Patel in his book on Gandhiji says, "Gandhi is an idealist as far as aims are concerned, he is a naturalist as far as the setting is concerned and pragmatist is his method of teaching."

Sri Aurobindo

Aurobindo was an Indian nationalist, a freedom fighter, a Philosopher, a Yogi and a Poet. He was born in an educated middle class family of Calcutta (Kolkata) in Bengal on 15th August, 1872. The basis of his entire thought is his stress on the life Divine which can be realized through Integral Yoga. Aurobindo considered that while philosophy is a quest for the truth of things by the human intellect, the endeavor to realize the truth in the inner self and in outer life is 'Dharma'. Sri Aurobindo immersed himself in Vedanta and Yoga. Instead of seeing conflict or finding inconsistencies between the East and the West, he evolved a synthesis of both.

He also evolved a synthesis of spirit and matter, of science and Vedanta. According to Sri Aurobindo, everyone has in him something Divine, something that is his own, a chance of perfection and strength in however small a measure. The task is to find it, develop it and use it. His life is based on spiritual discipline.

Sri Aurobindo considers all forms in the universe as multiple cells of one Consciousness. He considers Yoga as the means through which one can come in contact with the true self and unite the

separate parts of oneself and see the same Divine in others. In his Yoga, work is as important as meditation. His Yoga is of the ordinary man who has put God on the shelf, while he carries on his worldly pursuits. His Yoga is not that of a sanyasi who turns away from life in order to turn towards God. The seeker must experience the ' Annada ', love, consciousness and energy of the Supreme.

Meaning of True Education

What does a true education really signify? Sri Aurobindo said that there are three things that education must take into account: 1) the man, 2) the nation or people 3) universal humanity. To appreciate Sri Aurobindo's educational thesis, we should understand the interrelationship among these three and realize that the purpose of life - individual, national, universal - is spiritual development.

He said that a true and living education helps to bring out to full advantage, makes ready for the full purpose and scope of human life all that is in the individual man, which at the same time helps him to enter into his right relation with the life, mind and soul of the people to which he belongs and with the great total life, mind and soul of humanity of which he himself is a unit and his people or nation a living, a separate and yet inseparable member.

Integral Education

Education to be complete must have five principal aspects relating to the five principal activities of human being: the physical, the vital, the mental, the psychic and the spiritual. Usually, these phases of Education succeed each other in a chronological order following the growth of the individual. This does not mean that one should replace another but that all must continue, completing each other, till the end of life.

Principles of Teaching

Sri Aurobindo enumerated three principles of teaching:

4. The first principle of true teaching is that nothing can be taught. The teacher is not an instructor, he is a helper and guide.
5. The second principle is that the mind has to be consulted in its growth. The idea of hammering the child into shape as desired by the parent or teacher is a barbarous and ignorant superstition.
6. The third principle of teaching is to work from the near to the far, from the known to the unknown. Man's nature is moulded by his soul's past, his heredity and his environment. The past is the foundation, the present is the material and future are the aim. Each of us must find his or her due and natural place in any national system of education.

Teacher - A Guide and Helper

The teacher, according to him, is not an instructor. He is a helper and guide. His business is to suggest and not to impose. He does not actually train the pupil's mind; he only shows him how to perfect his instruments of knowledge and helps and encourages him in the process. He does not impart knowledge to him; he shows him how to acquire knowledge for himself.

Discipline and Liberty

Sri Aurobindo suggests perfect liberty for the child. He says, "I would not like any hard things to be brought into the child's experience." He advises teachers not to be arbitrary, despotic, impatient and ill-tempered.

Physical Education

Perfection is the true aim of all culture. If our seeking is for a total perfection of being, the physical part cannot be left aside, as the body is the material basis and the instrument which we have to use. The body is the means of fulfilment of Dharma, and Dharma means every ideal which we can propose to ourselves and the laws of its functioning and its action.

It is true that in the past the body has been regarded by spiritual seekers rather as an obstacle, as something to be overcome and discarded than as an instrument of spiritual perfection and a field of the spiritual change.

Aims of Education

According to Sri Aurobindo, the aims of education are the following –

7. To achieve complete physical and pure development of a child. Without physical purity no spiritual development is possible.
8. To train all the senses namely, hearing, speaking, listening, touching, smelling and tasting.
9. To achieve mental development of the child.
10. To develop the child morally. Without moral and emotional development, mental development becomes harmful to human progress.
11. To develop the conscience. According to him, it has four levels namely – chitta, manas, intelligence and knowledge.
12. To promote spiritual development.

Curriculum

Curriculum includes mother tongue, English, French, Literature, National History, Art, Painting, General Science, Social Science and Arithmetic at primary stage. English, Mother Tongue, French, Arithmetic, Chemistry, Physics, Botany, Physiology, Health Education, and Social Studies at Secondary Stage. At University Stage, the curriculum includes Indian and Western Philosophy, History of Civilization, English Literature, French Literature, Sociology, Psychology, Chemistry, Physics, Botany, International relations and integration.

It is also mandatory for all students to take yoga, arts, crafts and music lessons through Primary and Secondary school apart from regular curriculum.

John Dewey

John Dewey was born on October 20, 1859, in Burlington, Vermont. He was a famous American Philosopher, educationist as well as a psychologist. John Dewey gave the following statement regarding education: "I believe that all education proceeds by the participation of the individual in the social consciousness of the race." "I believe that the only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself. Through these demands he is stimulated to act as a member of a unity, to encourage from his original narrowness of action and feelings, and to conceive of himself from the standpoint of the welfare of the group to which he belongs."

Philosophical Theories and Beliefs on Education

Dewey's philosophical theories and beliefs on education are discussed below. John Dewey's educational ideas in the aspects of the method of teaching, curriculum, teacher, discipline, and school are also discussed below. Following are the chief educational ideas of John Dewey.

Experimental Education

John Dewey focused his concept of “instrumentalism” in education on “learning by doing or hands-on learning”, which means to learn not only by theory but also by practice. “Instrumentalism” is a theory of knowledge created by Dewey in which ideas are seen to exist primarily as instruments for the solution of problems encountered in the environment.

Dewey thought that people learn the best through experience. He emphasized inquiry-based education

Education as Life

Education is not preparation for life, education is life itself. Education, therefore, is a process of living and not a preparation for future living. A school is a miniature form of society that faces problems, similar to those faced in life outside. Education must enable the students to participate actively in the school and community life of the school and this train in cooperative and mutually helpful living.

Education as Growth

Dewey believed that growth is the real function of education. The individual personality is ever growing and ever-changing personality and therefore, education is to facilitate growth.

Education as social efficiency

Dewey believed that education must transform the immature child into a social human being. Education is a social process and the development of the social efficiency of the individual becomes the aim of all education. In the process of social living, the child owns character and mind, habits and manners, language and vocabulary, good taste, and aesthetic appreciation of his/her interaction with society. Therefore, education must teach the child about this exchange or give and take process to make him/her aware of his/her social obligations.

Educational Ideas on The School's Role

The school is simply that form of community life. Dewey stressed the importance of education in school not only as a place to gain content knowledge but also as a place to learn how to live. He believed that students should be actively involved in real-life tasks and challenges.

Curriculum

Dewey advocated for an educational structure that makes a balance between the child and the curriculum:

5. The curriculum must be child-centered.
6. The curriculum should reflect the social life and activities. It should have utility.
7. The curriculum should be flexible and changeable according to Child's interests.
8. The curriculum must follow the principle of progressive organization of knowledge consisting of educative experiences and problems of learners.

Curriculum should consist of educative experiences and problems. Only those experiences are educative which pay due regard to the natural inclinations of the child in the context of social, political and economic conditions of the society: Sciences, Social Sciences, Occupational Education, Craft Education, Aesthetic, moral and religious education was not omitted by Dewey in the curriculum. He does not want to give such education through lessons but by practical experiences.

Methods of Teaching

According to Dewey, the following method of teaching should be used in the teaching-learning process:

5. Learning by doing
6. Project method
7. Learning by integration and correlation
8. Learning through productive and creative activities

The Teacher's Role

He believed that the teacher's role should be that of facilitator and guide. The teacher becomes a partner in the learning process who leads students to independently discover meaning within the subject area. Teachers are responsible for achieving the goals of the school. The learner's past experience should be taken into account in the teaching-learning process, as well as the environment. The teacher is always the "Prophet of the true God"

Discipline

Discipline among pupils should be developed by engaging them in performing their part of the work. Promotes self-discipline. According to him if, in a school, children are given opportunities of working as per their interest, there will be no problem of discipline. Standard for discipline is not how silent a classroom is or how few and uniform the kinds of tools and material that are being used, but the amount of quality work by the individuals and the group. He stresses on the view of individual freedom and social control. The ideal aim of education is creation of the power of self-control. Self-discipline and group-discipline develop through the will of the students themselves. According to Dewey, through the functioning of will in the achievement of self-control and the application of social values, children will themselves develop morally in the social environment through the natural activities.

Jean Jacques Rousseau

Jean Jacques Rousseau was born in Italy on 28th June 1712 and one of the famous philosophers of Naturalism school of thought. His ideas on education have been clearly understood through his books. His books are: The progress of Art and Science, The Origin of Inequality among Men, Discourse on Inequality, The New Heloise, Social Contract and Emile. According to him, nature is the only pure, clean and ennobling influence on children. Human society is thoroughly corrupt. Therefore, man should be freed from the bondage of society and should live in the nature.

Concept of Education

Rousseau suggested the given practices in education:

5. Complete freedom to the child/learner.
6. No imposed physical punishment, only the child can experience natural punishment, that can subsequently help/teach the child to do the right and good things.
7. Follow the natural law(s), because neglect or violation invariably leads to pain and suffering.
8. Naturally possessed fine character

Aims of Education

The following aims of education were suggested by Rousseau:

4. Emphasis on natural activities of the child According to Rousseau, "Goodness is an innate quality of the children. All that is good which we get from nature."
5. Child as the center of education Nature and abilities of children should be kept in mind while planning for their education. Child is not a young adult.
6. Emphasis on Nature According to Rousseau, Nature, Human and Physical environment are the sources of education.

Learning by doing and getting experience is the best learning. Education is gardening of children. As plants develop through care and nutrients and humans develop through education. Children must realize their weaknesses, inabilities and dependence so that they can overcome these with hard work and efforts. Rousseau wants life of hard work and not comfort, luxury and weakness. According to him the child should be provided education according to child's nature and love towards nature should be developed in the child. Love of nature will develop all other faculties in the child. He considered natural education as the real education and criticized regular and artificial education imparted in the schools.

Curriculum and methods of teaching

The curriculum and methods of teaching as suggested by Rousseau were categorized according to the different stages. These stages were:

5. Infancy (0-5 years):

Curriculum: Development of body and senses. Moral conversation through mother tongue. Debar from developing any bad habit.

Methods of teaching: Training of sense organs. Counselling method.

6. Childhood (5-12 years):

Curriculum: Learn everything through direct experience and observation. No prescribed text books. Negative education. Free play, movement and action. No rigid curriculum suggested at this stage.

Methods of teaching: Play way method. Practical work. Self-learning method. Learning through self-experience.

7. Adolescence (12-15 years):

Curriculum: Suggest formal curriculum including Natural Science, Language, Mathematics, Woodwork, Music, Painting, etc. Active work-based curriculum; not on books.

Methods of teaching: Learning by doing. Observation, enquiry and experimental method.

8. Youth (15-20 years):

Curriculum: Moral and religious education through actual experience not through formal lectures. Education for bodily health, music and hands on activities.

Methods of teaching: Heuristic method. Demonstration of real objects in teaching.

To analyze the curriculum and methods of teaching suggested by Rousseau, it can be said that he was against book reading and rigid curriculum, especially at the early stage of life. He suggested formal

curriculum only at the stage of adolescence. The methods which engage the child in hands-on activities and learning by doing something had given importance by him.

Role of the Teacher

According to him, a teacher is not the source of information but must act as a motivator for learning. Children should not be directed but guided. Teacher must understand the nature of children. So, he/she should be tolerant and able to check his/her emotions. He/she must not think of keeping the child under his/her control as the child needs to be provided with full freedom for exploring and learning. Proper guidance should be provided by the teacher to the child.

Contribution to Education

He discovered and recognized the childhood traits. He advocated basis of child psychology as the founding step for education of children. This led to child centered education in the modern period. He was the forerunner of modern educational psychology. He said that children should be treated as children and not as young adults, so methods of providing them education should be different. He said that the children should be given problems to solve without any help and instructions. Therefore, let them find out the truths themselves by exploring the environment. He laid the foundation of free and positive discipline. He said, "Let the child move freely in nature and learn from his/her own personal experience and through actual participation in day-to-day life activities." He condemned the punishment which destroys original and natural curiosity and intellect of the child due to fear of punishment. He was against strict discipline enforcement on children. He was in favor of providing full freedom to children to do their work in their own creative ways and not interfering in what they are doing.

Negative Education

He emphasized on negative education as compared to positive education as formal and rigid education tries to prepare the child for adult roles before time by providing lot of information and instructions in an artificial environment. Negative education is without any ties and control mechanism. In this the child learns according to his/her nature and at his/her own pace. In this type his/her all faculties develop naturally. Advocating negative education, Rousseau emphasized on the following:

8. No learning through books rather learning through direct experiences from the nature.
 9. No time saving (provide enough time to the child to live in nature).
 10. No habit formation.
 11. No social education for the children (as the upper-class society was corrupt at that time).
 12. No direct moral education.
 13. No strict and formal discipline.
 14. No traditional education method.
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