



F.Y.B.A. (Education)
FUNDAMENTALS OF
EDUCATION AND EDUCATION
FOR THE 21ST CENTURY

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I

UNIVERSITY OF MUMBAI Syllabus for F.Y.B.A. (Education)

Course Title FUNDAMENTALS OF EDUCATION AND EDUCATION FOR THE 21ST CENTURY

SECTION I

Objectives:

- i) To expose the students to the basic concept of education.
- ii) To understand the aims and basis of education.
- iii) To orient the students to the basic concepts of teaching and learning
- iv) To understand the role of a teacher as a professional.

MODULE 1: BASIC CONCEPT OF EDUCATION

Unit-1 Meaning, Definition & Characteristics

- a) Nature and Meaning of Education.
- b) Scope and Functions of Education
- c) Characteristics of Education

Unit-2 Pedagogy of Education

- a) Pedagogy: meaning and Importance
- b) Critical Pedagogy: Meaning and Need
- c) Western and Indian Thinkers ideas of Education
(Rabindranath Tagore, Swami Vivekananda, John Dewey and Maria Montessori)

MODULE 2: AIMS AND BASES OF EDUCATION

Unit-3 Aims of Education

- a) Individual
- b) Social
- c) Individual vs Social

Unit-4: Bases of Education

- a) Philosophical
- b) Sociological
- c) Psychological

MODULE 3: TEACHING AND LEARNING

Unit-5: Concept of Learning

- a) Learning: Meaning & Characteristics

II

- b) Factors affecting Learning:
 - 1. Attention (Meaning, Types & Educational Implications)
 - 2. Motivation (Meaning, Types & Educational Implications),
Maslow's Theory of Hierarchy of Needs

Unit 6: Concept of Teaching

- a) Teaching: Meaning & Characteristics
- b) Approaches to Classroom Teaching: Learner centric and teacher centric

MODULE 4: TEACHER PROFESSIONALISM AT DIFFERENT LEVELS

Unit-7 Qualities and Qualifications of Teacher

- a) Pre primary
- b) Primary
- c) Secondary
- d) Higher Education

Unit-8 Role and Challenges of Teacher

- a) Professional Growth
- b) Professional Ethics and code of conduct for teachers
- c) Transitional Role of Teacher (teaching to facilitating)

Practical Work: Visit a School (Pre-primary /Primary /Secondary School) to study its functioning and write a detailed report reflecting your own views. (The report may include a brief history of the institution, its organisational hierarchy, vision, mission, goals, infrastructure, curricular and co-curricular activities etc.)

III

SECTION II

Objectives:

- 1) To understand the relationship between Education and Culture.
- 2) To understand the need for Education for Sustainable Development.
- 3) To understand the relationship between education and sociology.
- 4) To appreciate the emerging scenario and changing role of education for twenty first century.

MODULE1: EDUCATION CULTURE AND DEVELOPMENT

Unit-1: Education and Culture

- a) Concept of Culture
- b) Concept of Modernisation
- c) Relationship between Education and Culture

Unit 2: Education for Development

- a) National Integration
- b) International Understanding
- c) Citizenship

MODULE 2: EDUCATION FOR SUSTAINABLE DEVELOPMENT

Unit 3: Concept of Sustainable Development

- a) Meaning
- b) Need
- c) Objectives

Unit-4 Role of Education for sustainable development

- a) Place of Sustainable Development in school curriculum
- b) Role of Teacher
- c) Role of UNESCO

MODULE 3 EDUCATION AND SOCIOLOGY

Unit-5 Fundamentals of Sociology of Education

- a) Meaning and Scope of Sociology of Education
- b) Distinction between Sociology of Education and Educational Sociology.
- c) Concept of Peace Education and Aims of Peace Education

Unit-6 Multiculturalism in the Indian context

- a) Characteristics & Goals of Multicultural Education
- b) Dimensions of Multicultural Education
- c) Approaches to Multicultural Education

IV

MODULE 4: ISSUES AND TRENDS IN EDUCATION

Unit-7 Issues in Education

- a) Human Rights Education
- b) Multicultural Education
- c) Education for Values

Unit-8 Trends in Education

- a) Open Learning
- b) Online Learning
- c) Information and Communication Technology

Practical Work: Every student must visit a Yoga centre/ NGO in Education/a Vocational Training Centre to study its functioning and write a report on the same. (The report includes a brief history of the institution, its organisational set up, its mission and goals, the activities or courses conducted etc).

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SECTION - I

1

MEANING DEFINITION AND CHARACTERISTICS OF EDUCATION

Unit Structure:

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Nature and Meaning of Education
 - 1.2.1 Meaning of Education
 - 1.2.2 Definition of Education
 - 1.2.3 Nature of Education
- 1.3 Scope and Functions of Education
 - 1.3.1 Scope of Education
 - 1.3.1.1 Relation with other Disciplines
 - 1.3.1.2 Areas of Education
 - 1.3.1.3 Types of Education
 - 1.3.2 Functions of Education
- 1.4 Characteristics of Education
- 1.5 Summary
- 1.6 Exercise
- 1.7 References

1.0 OBJECTIVES

After studying this unit, you will be able to:

- define the term education and derive its meaning
- explain meaning and describe the nature of education
- understand the scope of education
- discuss the various functions of education
- formulate and verify the characteristics of education

1.1 INTRODUCTION

Human life is the best creation of God, has got two aspects: the biological and the socio-cultural. Biological aspect is found in

plant and animal life. But the socio-cultural aspect is the rare distinction of human life alone. It is only man who is capable of being educated.

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship.

Hence, through education, he tries to seek new ideas and new ways of life. It is again through education that he promotes his intelligence and adds his knowledge with which he can move the world for good or for evil, according to his wishes. Thus, he attempts to understand himself in relation to the world about him and to transmit that knowledge succeeding generations.

1.2 NATURE AND MEANING OF EDUCATION

1.2.1 Meaning of Education:

The word "education" is traced to different sources of derivation. According to the one view the word education is derived from Latin word "educare" means 'I lead out' here E means 'out of' while 'duco' means 'I lead' in other words it means 'I lead out of darkness into light' and here 'I' denotes the teacher. The hindi word Vidya or vidyā (Sanskrit: व या) primarily means science, learning, philosophy, knowledge, and scholarship, any knowledge whether true or false. Its root is vid (Sanskrit: व), which means "to reason upon", knower, finding, knowing, acquiring or understanding.

There is another view that the word 'education' is derived from the word 'educare', meaning 'to rear' 'to bring up' 'to nourish'. This meaning implies that the child is lacking and she is to be brought up with certain preconceived ideas. for which, she is to be fed with knowledge in proper way so that, child or student can utilize his innate power to achieve his ends in other words, it means that the child is to be brought up according to certain aims and ends in view.

The modern educationalists, the child is not to accept imposition, but has to observe, think and draw conclusions for him. Therefore, education means 'to lead out', 'to lead forth', or 'to unfold the hidden talents of man'. It is very much the art of developing and cultivation the various powers of mind, physical, mental and moral. However, it should be noted clearly that nothing can be drawn, unless something is put before hand, means the growth of the child will not take automatically, it needs certain knowledge and experience, so we have to give him knowledge and experience before we expect to draw out the best in the child.

Hence, education can be looked upon a process of providing desirable knowledge and experience to the child so as to develop his inner powers to the maximum possible extent. In other words, 'education' means both the acquisition of knowledge and experience as well as the development of skills, habits, and an attitude which helps a person to lead a full and worthwhile life in this universe. It is in fact, a process of training the individual through various experiences of life, so as to draw out the best in him.

According to Gandhiji, "By education I mean an all-round drawing out of the best in the child and man- Body, mind and spirit. It is one of the means whereby man and women can be educated. Literacy in itself is no education."

All-round means, Man is neither mere intellect nor the gross animal body, nor the gross animal body, nor the heart or soul alone. A proper and harmonious combination of all these is required for the making of the whole man.

The modern tendency is to regard education as a bipolar (two-way) process involving interplay of educator (teacher) and educand (student) during which the educator's personality acts on the educand to modify his/her development. The educator consciously and deliberately tries to develop the educand along definite lines by modifying his/her behaviour.

According to Dewey, education is the process of living through the continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities. Dewey also states that education is a psychological and sociological process. Psychological aspect involves the study of the

child's urges and powers. It furnishes the material and gives the starting point for education. Sociological aspect emphasises participation of the individual in the social consciousness of the race. This socialisation begins at birth and continuously shapes and affects the individual's personality and thinking. So, we can rightly say that the role of the educator is to shape and modify the personality of the educand according to the needs and demand of the society.

Education is the process of development of an individual from infancy to maturity and so we can rightly say that life is education and education is life. In the narrower sense, education includes only those deliberately planned and chosen influences which effect changes to bring about better adjustment of human nature with surroundings. Education should make an individual self-reliant and selfless. Education is higher and finer than mere instructions. Instruction includes communication knowledge or acquisition of useful skill. Instruction is an essential educational instrument.

1.2.2 DEFINITION OF EDUCATION:

Formally, education can be defined as (in Oxford dictionary):

- *The action or process of educating or of being educated a stage of such a process.*
- *The knowledge and development resulting from the process of being educated a person of little education.*
- *The field of study that deals mainly with methods of teaching and learning in schools.*

Definition of Education by Indian philosophers and ancient Indian scripts:

- *Education is something, which makes a man self-reliant and self-less. - Rig-Veda*
- *Education is that whose end product is salvation. – Upanishad*
- *Education means development of self-contentment. - Kannada*
- *Education is the process of the individual mind getting to its full possible development... it is a long school, which lasts a life time. -Zakir Hussain*
- *Education is the manifestation of divine perfection already existing in man. -Vivekananda*

1.2.3 NATURE OF EDUCATION:

According to John Dewey, Education is the process of living through continuous reconstruction of experiences. Based on this ideology, nature of education is as follows:

- **Education is life-long process-** Education is life long process because every stage of life of an individual is important from educational point of view.
- **Education is a systematic process-** It refers to transact its activities through a systematic institution and regulation.
- **Education is development of individual and the society-** It is called a force for social development, which brings improvement in every aspect in the society. Education should be relevant to life situations.
- **Education is modification of behaviour-** Human behaviour is modified and improved through educational process. It brings about integrated development of individuals.
- **Education is a training-** Human senses, mind, behaviour, activities; skills are trained in a constructive and socially desirable way.
- **Education is instruction and direction-** It directs and instructs an individual to fulfil his desires and needs for exaltation of his whole personality.
- **Education is life-** Life without education is meaningless and like the life of a beast. Every aspect and incident needs education for its sound development.
- **Education is continuous reconstruction of our experiences-** As per the definition of John Dewey education reconstructs and remodels our experiences towards socially desirable way.
- Education is a power and treasure in human being through which he is entitled as the supreme master on the earth.

- **Education is a tripolar process**-It includes interrelation between the Educator (teacher), the Educand (student) and the Society.

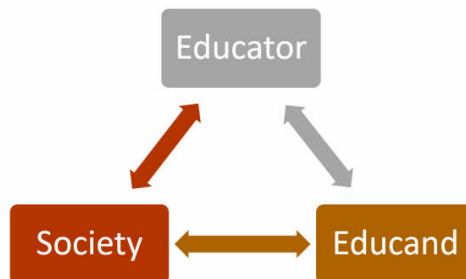


Figure 1.1: Relation between educator, society and educand

Therefore, the role of education is countless for a perfect society and man. It is necessary for every society and nation to bring holistic happiness and prosperity to its individuals.

CHECK YOUR PROGRESS

- 1) The three poles of the education system are Teacher- Pupil- Society. Justify their position.

- 2) Formally define the term Education and state its meaning in the Indian context.

1.3 SCOPE AND FUNCTIONS OF EDUCATION

1.3.1 SCOPE OF EDUCATION :

Scope means range of view, outlook, field or opportunity of activity operation and application. Education has a wider meaning and application.

The facets of the scope of education are as follows:

- Relation with other disciplines
- Areas of Education
- Types of Education

1.3.1.1 Relation with Other Disciplines :

1. **Education and Philosophy:** Philosophy of education covers aims of education, nature of education, importance of education, function of education. It's very old and essential part of education.
2. **Education and Psychology:** Main aim of education is the development of child. Psychology helps to understand the child better and development of child with respect of physical, mental, emotional, social adjustment, individual difference, personality, thinking, reasoning, problem solving.
3. **Education and Sociology:** A child lives in the society so it is important for him to know about the society, the nature of society, type of society, interdependence between culture and society.
4. **Education and History:** It is also important to know background, origin, development, growth and aspect of the subjects. And also, education system method of teaching during ancient period, medieval period, British period and modern period.
5. **Education and Economics:** For the growth of business and market the world class economical education is important for each and important.

6. **Education and Political Science:** Political systems have influenced the theory and practices of education from the very beginning. The influence of politics has been instrumental in educating people to fight against exploitation, injustice and to protect their Human Rights as an individual, citizen and a consumer.
7. **Education and Population Studies:** Viewing at the undesirable growth of population, an awareness is created through population education.
8. **Education and Environmental Studies:** Ecological balances have drawn the attentions of intelligence today. So, looking at the environmental problems study of environment education has great importance.

1.3.1.2 Areas of Education:

Till now we have seen the relation of education with various disciplines and have enriched the concept of education and understood the role of education in each field of study. The following are the areas of study under education.

1. **Educational Philosophy:** Philosophy is an integral part of our life. Philosophy provides the fundamental principles and education implements these principles in the area of Educational Philosophy.
2. **Educational Sociology:** School is a miniature society. The teacher is a social engineer who attempts to bring about the social change through her students and their parents with whom the teacher has a constant interaction. Through Educational Sociology, one can understand how the public institutions and individual experiences affect education and its outcomes. It is mostly concerned with the public schooling systems of modern industrial societies, including the expansion of higher, further, adult, and continuing education.
3. **Educational Psychology:** Educational psychology is the branch of psychology concerned with the scientific study of human learning.

4. **Method of Teaching:** In ancient time the pupil were passive listeners but now they actively participate with the teacher in the process of education. So the skill and proficiency of different teaching methods needs to be developed.
5. **History of Education:** It records the stages in the development of education in relation to different aspects and the role of revolutionary teachers and philosophers who have contributed in shaping the education system of the entire world.
6. **Comparative Education:** It is the comparison of education systems and educational policies of different countries with a view to facilitating the educational comparison of the structure, operation, aims, methods, practices of different countries.
7. **Educational Management:** Educational management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategize, and implement structures to execute an education system.
8. **Educational Technology:** Educational technology is the use of both physical hardware, software, and educational theoretic to facilitate learning and improving performance by creating, using, and managing appropriate technological processes and resources.

1.3.1.2 Types of Education:

Educational thinkers, scholars and philosophers have divided education into different into different types and categories. Among those the most popular division is types based on institution. According to this division education can be of following types:

1. Formal Education:

Formal education is the type of education which is provided in certain institutions like school, college, universities etc. Formal education is designed with fixed aims and objective and provided according to the curriculum. It has fixed time table, examination

system and discipline. It is provided in accordance with the rules and regulations of the concerned school and college. The characteristics are as follows:

- It is pre-determined and pre planned.
- It is time bound and regulated by routine.
- It is space bound i.e., institutional.
- It is age bound.
- It follows systematic curriculum.
- It is imparted by qualified teachers.
- It observes strict discipline
- It is methodical in nature.

2. Informal Education:

Informal education or incidental education is one which occurs automatically in the process of living. It is received by one by living with others, such as cycling, horse riding, fishing etc. Family is one of the most important agencies of informal education as we learn many things from its members. The main characteristic of informal education are as follows:

- It is incidental and spontaneous.
- It is not pre planned and deliberate.
- It is not confined to any institution.
- There is no prescribed syllabus and time table.
- It is not time bound and age bound.
- There are many agencies of informal education.
- It is also known as out of school education.

3. Non-formal Education:

Non-formal education is any organized systematic educational activity carried outside the framework of the established formal system. Non-formal education is provided at the convenient place, time and level of understanding or mental growth of children and adult. The main characteristics are:

- Non-formal education is open ended and non-competitive
- Non-formal education is structured and planned but outside the sphere of formal education
- It is consciously and deliberately organized and implemented
- It is programmed to serve the need of the homogeneous groups

- It possesses flexibility in design of the curriculum and process and evaluation
- In non-formal education teacher pupil relationship is much more intimate
- Attendance in non-formal education is voluntary
- In non-formal education many students are working persons

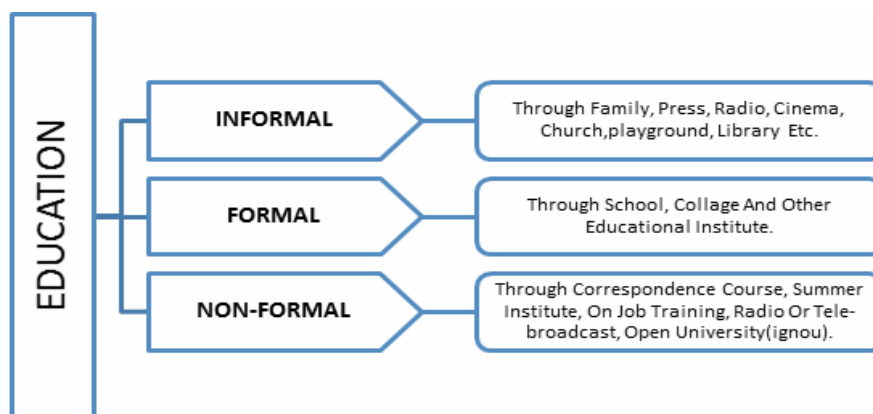


Figure 1.2: Summary of Formal, Informal and Non-Formal Education

1.3.2 FUNCTIONS OF EDUCATION:

The following are the functions of Education

1) To complete the socialization process:

One of the main social objective of education is to complete the socialization process. With the emergence of nuclear families, the role of school and other institutions in the socialization process has increased considerably. The school trains the child to develop honesty, consideration for others and ability to distinguish between right and wrong. Socialization process also enables the child to co-operate with others and to grow as a good citizen by respecting the laws framed by the society. Socialization is achieved through textbooks and learning experiences intended to develop social skills.

2) To transmit the cultural heritage:

All societies are proud to uphold or highlight their cultural heritage and ascertain that the culture is preserved and transmitted through social organization to future generation. All types of education and all agencies of education have to carry

out the function of cultural transmission in an earnest way by teaching the elements of culture like literature, history, art, philosophy, etc.

3) Formation of social personality:

Personality of individual members in a society shares some common features of the culture. Along with the process of transmitting culture, education also contributes to the formation of social personality. Formation of social personality helps man to adjust with his environment and flourish himself in co-operation with others.

4) Reformation of attitude:

In the developmental process, child may have incorporated some undesirable attitudes, beliefs and disbeliefs, localities, prejudices, jealousy, hatred, etc. It is the duty of the education to reform the undesirable attitudes and other negative aspects by means of removing the wrong beliefs, illogical prejudices and unreasoned localities from the child's mind. A collective effort by the school and home will bring out spectacular results in the matter of reforming attitudes.

5) Education for occupational placement-an instrument of livelihood:

Now a day, this is regarded as the first and foremost function of education by a large section of people. This function is related to the practical aim of education and receiving more attention due to the diversified needs of the society. Education should prepare students not only to foresee the future occupational position but also enable them to attain it in an impressive way. The relevance of this function is evident from the importance we are giving to vocational training.

6) Conferring of status:

It is understood that an individual's status in the society is determined by the amount and type or kind of education he has received. In the current situation, the kind of knowledge one is gaining is important than the amount. For example, a graduate nurse or a diploma nurse can flourish anywhere in the world compared to a person holding Ph.D. in a traditional subject.

7) Education encourages the spirit of competition:

Healthy competition is essential for the growth of a democratic society. Healthy competition can be manifested in the form of quality products and services. From the school level itself students should realize the need for engaging in healthy competition in order to lead a better life. Unfortunately, our present education system is fostering unhealthy competition.

8) Education trains in skills that are required by the economy:

Economy and education always enjoy a bilateral relationship for example. The number of well-functioning hospitals is directly related to the number of qualified and competent nurses passing out from the nursing institutes. More patients will be admitted to a hospital which is providing quality nursing care. This will lead to more money transactions and ultimately results in the economic development of the nearby areas of the hospital.

9) Foster participant democracy:

In participant democracy, ordinary citizen is aware about his rights and duties and participates actively in the democratic process. Literacy is essential to nurture participant democracy and literature is the product of education. Thus, education fosters participant democracy.

10) Education imparts values:

Education help the students to realize the role of values in leading a good life as a social being. Through various activities education imparts values such as co-operation, team spirit, obedience, etc.

11) Education acts as an integrative force:

Education acts as an integrative force in society by communicating values that unite different sections of society. By and large students learn social skills from the educational institutions. In India, through education we are teaching the concept of 'unity in diversity' as a part of developing this integrative force.

12) Values and orientation which are specific to certain professions are also provided by education:

This function deals mainly with the professional education. For example, in nursing institutes, nursing students are educated in a particular way to meet the health needs of the society.

CHECK YOUR PROGRESS

1) Differentiate between the three types of Education.

2) Explain the relation of Education with other disciplines.

3) How does Education encourage spirit of competition?

1.4 CHARACTERISTICS OF EDUCATION

Education is a process of continuous reconstruction of experience. Education exhibits a wide characteristic among which the most important are:

1. Education is a social process: Education occurs only in social environment and without it no one can acquire experiences. As we know experience is the most important ingredient of education and it can only be perceived in social environment, so it is a social process.

2. Interrelationship of life and education: The different situations and strange incidents that occurs in our life and education, both of them influences our life to a great extent. Therefore, we can call life is as education and education is as life.

3. Education is development: Education is directly or indirectly in the all-round development of child. The aim of education is the development of child to its fullest extent. So, education is development and development itself life.

4. Education is the root cause of creativity: Education gives new experiences to individuals and helps them to create new things.

5. Education is the reconstruction of experience: Man acquire different experiences in different situations. In due course of time some of these were excluded and some were converted and new experiences fills the empty spaces. In human life this conversion and reconstruction of experiences is termed as education.

6.-Education plays significant role in social conservation: Every society has its own rites and rituals, ethics, morality, language, culture, beliefs, etc. Education helps the society to conserve them.

7. Education is an Art: Education is an art. It develops the inherent qualities of child in beautiful way like Arts. Teaching is also an Art. Therefore, the teacher helps the students good and healthy personality under his guidance.

8. Education is a socializing process: Every society has its own moral values. With the help of education people can develop these moral values. Therefore, it is termed as socializing process.

9. Education brings about desirable change in human behaviour: Education brings change of human behaviour in a desired way. Good and ethical behaviour makes us a good person and helps in our development.

10. Education is the power to make adjustment in new situations: Education gives us strength to solve the difficult problems that we have faced in our life.

CHECK YOUR PROGRESS

1) Write the characteristics of Education.

2) Justify, 'Education is an Art'.

1.5 SUMMARY

From the above definitions, it is now clear that since the ancient times to the modern times of John Dewey, Swami Vivekananda and Mahatma Gandhi, various educationists have defined education in various ways. The field of education is so vast and varied that to give a specific definition of education about which all educationists agree is very difficult. We see that some educationists have defined only one aspect of education whereas the others emphasize its other phases. The reason of this difference of opinions is that different educationists, most of whom are philosophers, have different views about the aim of life.

The different meanings and definitions of education as given above lead us to the conclusion that education should have a comprehensive definition. Thus, education may be defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity. In short, education is the development of individual according to his/her needs and demands of society, of which he/she is an integral part.

1.6 EXERCISE

1. Discuss and differentiate between the three forms of education.
2. Elaborate on the different areas of Education with appropriate examples.
3. Discuss and define the scope of education with relevant examples.
4. What is the meaning of education? Define Education using the bases of Indian Philosophers.
5. *"Education is the manifestation of divine perfection already existing in man."* was said by:
 - a. Swami Vivekananda b. John Dewey
 - c. Mahatma Gandhi d. Zakir Hussain
6. Which of the following is not a part of tripolar process of Education:
 - a. Education b. Educand
 - c. Educator d. Society
7. Which of the following is not a type of process to impart education:
 - a. Formal b. Informal
 - c. Casual d. Non-Formal
8. Which of the following statements is not true for education:
 - a. Education is an Art
 - b. Education is not a socializing process
 - c. Education is development
 - d. Education is a cause of creativity

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PEDAGOGY OF EDUCATION

Unit Structure:

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Pedagogy: Meaning and Importance
 - 2.2.1 Meaning of Pedagogy
 - 2.2.2 Importance of Pedagogy
- 2.3 Critical Pedagogy: Meaning and Need
 - 2.3.1 Meaning of Critical Pedagogy
 - 2.3.2 Need for Critical Pedagogy
- 2.4 Western and Indian Thinkers' Idea of Education
 - 2.4.1 Western Thinkers' Idea of Education
 - 2.4.2 Indian Thinkers' Idea of Education
- 2.5 Summary
- 2.6 Exercise
- 2.7 References

2.0 OBJECTIVES

After studying this unit, you will be able to:

- understand the term pedagogy
- derive the meaning and importance of pedagogy
- explain the meaning and need of critical pedagogy
- understand the idea of education from different Western philosophers

- understand the idea of education from different Indian philosophers

2.1 INTRODUCTION

In the previous unit we have seen the definition of education by John Dewey, Swami Vivekananda, Dr. Maria Montessori and several other educationists. We have seen that some educationists have defined only one aspect of education whereas the others emphasize its other phases. The reason of this difference of

opinions is that different educationists, most of whom are philosophers, have different views about the concept of education. In this unit, we will see their meaning of education and understand its importance and need of pedagogy in education. Later in this unit, we will understand critical pedagogy and its need.

2.2 PEDAGOGY: MEANING AND IMPORTANCE

Pedagogy: most commonly understood as the approach to teaching refers more broadly to the theory and practice of education, and how this influences the growth of learners. Pedagogy, taken as an academic discipline, is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning. Pedagogies vary greatly, as they reflect the different social, political, cultural contexts from which they emerge. Pedagogy is the act of teaching children as against andragogy which aims at teaching adults.

2.2.1 MEANING OF PEDAGOGY:

- Pedagogy, study of teaching methods, including the aims of education and the ways in which such goals may be achieved. The field relies heavily on educational psychology, which encompasses scientific theories of learning, and to some extent on the philosophy of education, which considers the aims and value of education from a philosophical perspective.
- The pedagogy adopted by teachers shape their actions, judgments, and other teaching strategies by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Its aims may include furthering liberal education (the general development of human potential) to the narrower specifics of vocational education (the imparting and acquisition of specific skills).
- Instructive strategies are governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher.

2.2.2 IMPORTANCE OF PEDAGOGY:

Following are the importance of Pedagogy in teaching learning process of education:

- A deeper understanding of the subject by students
- Less misunderstanding of key concepts
- Accessible approaches to specialized content
- More interesting and diverse approaches to the teaching
- A more integrated laboratory element
- Increased use of investigative vs. lecture-based approaches
- A deeper understanding of science and engineering practices
- Greater use of authentic assessment approaches

CHECK YOUR PROGRESS

1) Discuss the importance of pedagogy.

2) What is pedagogy in education?

2.3 CRITICAL PEDAGOGY: MEANING AND NEED

Critical pedagogy is both a pedagogical approach and a broader social movement. Critical pedagogy acknowledges that educational practices are contested and shaped by history, schools are politically neutral spaces and teaching is politically not influenced. Decisions regarding the curriculum, disciplinary

practices, student testing, textbook selection, the language used by the teacher, and more can empower or disempower students.

2.3.1 MEANING OF CRITICAL PEDAGOGY:

Critical Pedagogy recognises that educational practices favour some students over others and some practices harm other students. It also recognises that educational practices often favour some voices and perspectives while marginalising or ignoring others. Another aspect examined is the power the teacher holds over students and the implications of this. Its aims include empowering students to become active and engaged citizens, who are able to actively improve their own lives and their communities. Critical pedagogical practices may include, listening to and including students' knowledge and perspectives in class, making connections between school and the broader community, and posing problems to students that encourage them to question assumed knowledge and understandings. The goal of problem posing to students is to enable them to begin to pose their own problems. Teachers acknowledge their position of authority and exhibit this authority through their actions that support students.

2.3.2 NEED OF CRITICAL PEDAGOGY:

Critical pedagogy is a progressive teaching philosophy that challenges students to examine power structures and patterns of inequality within the status quo. By questioning authority, students can take control of their own learning and critically evaluate the opinions they have been taught to have.

Too often, critical pedagogy has been misunderstood as the imposition of a political ideology onto students. Instructors state that students need to learn the basics of writing first before we start having them write on political topics. Instructors also feel they are in the classroom to teach writing, not to preach about politics. Further, instructors worry that exposing students to the overwhelming obstacles in front of them, those obstacles that reveal themselves in political discussions concerning ideology and economics, will discourage the students from learning to write and achieving their goals.

Critical pedagogy is not about forcing politics on students. It is not pro and con debates on current social issues. It is not about criticizing opposing political parties. Rather, critical pedagogy authorizes students to explore the ideologies surrounding them,

especially as those ideologies influence, often unknowingly, decisions they make and the culture around them. It embeds the personal into the social. It helps students examine and re-examine the ordinary in society, sometimes to show just how extraordinary it is. But the teaching is handled with an ethic of care, one that sees students as knowledge-makers, not as passive recipients of teaching.

CHECK YOUR PROGRESS

- 1) Discuss the need of critical pedagogy in education.

- 2) What is Critical Pedagogy in Education?

2.4 WESTERN AND INDIAN THINKERS' IDEA OF EDUCATION

2.4.1 WESTERN THINKERS' IDEA OF EDUCATION

I. DR. MARIA MONTESSORI:

Maria Tecla Artemisia Montessori (August 31, 1870 – May 6, 1952) was an Italian physician and educator best known for the philosophy of education that bears her name, and her writing on scientific pedagogy. At an early age, Montessori broke gender barriers and expectations when she enrolled in classes at an all-boys technical school, with hopes of becoming an engineer. She

soon had a change of heart and began medical school at the Sapienza University of Rome, where she graduated – with honours – in 1896. Her educational method is still in use today in many public and private schools throughout the world.

Montessori Education:

Montessori is a method of education named after Dr. Maria Montessori. Dr. Maria Montessori looked at education from a scientific level. She believed that education should prepare a person for all aspects of life. She designed materials and techniques that would promote a natural growth of learning in students. They are common to all Montessori classrooms. Working with these materials and techniques forms a pattern that children carry over naturally to reading, writing, and mathematics. Each skill is developed to interlock with another.

Montessori Philosophy:

The Montessori philosophy is based on supporting the complete development of the child as they progress from birth to adulthood. It takes the broad vision of education as an aid for life. As a way of teaching, Montessori offers the view that knowledge isn't passively gained by listening to words. Rather, it is gained through experiences in the surrounding environment. Therefore, the Montessori approach uses a prepared classroom to inspire children towards a life-long love of learning. Qualities of the prepared classroom include: structure, order, freedom of movement, and freedom of choice.

Within this structured space, children learn through hands-on experiences. Especially relevant are the beautifully made Montessori learning materials that children work with to make independent learning discoveries. The children are guided in their learning by the Montessori teachers, who act as the link between the children, and the prepared environment.

The teacher's role is to prepare the classroom, and observe and guide their students in their learning. As a result, children progress at their own pace, according to their own abilities.

Through work in the Montessori environment, children learn to develop concentration, self-discipline, and a love of learning. Montessori Academy's Early Years Learning Program applies the Montessori way of teaching to help children achieve their full potential.

Finally, by valuing each child as an individual, we empower our students to become confident, independent learners. Montessori education is applied throughout the world and it offers children opportunities to develop their potential as they step out into the world as engaged, competent, responsible, and respectful citizens with an understanding and appreciation that learning is for life. Each child is valued as a unique individual. Montessori education recognizes that children learn in different ways, and accommodates all learning styles.

- ✓ Students are also free to learn at their own pace, each advancing through the curriculum as he is ready, guided by the teacher and an individualized learning plan.
- ✓ Beginning at an early age, Montessori students develop order, coordination, concentration, and independence. Classroom design, materials, and daily routines support the individual's emerging "self-regulation" (ability to educate one's self and to think about what one is learning), toddlers through adolescents.
- ✓ Students are part of a close, caring community. The multi-age classroom—typically spanning 3 years—re-creates a family structure. Older students enjoy stature as mentors and role models; younger children feel supported and gain confidence about the challenges ahead. Teachers model respect, loving kindness, and a belief in peaceful conflict resolution.
- ✓ Montessori students enjoy freedom within limits. Working within parameters set by their teachers, students are active participants in deciding what their focus of learning will be. Montessorians understand that internal satisfaction drives the child's curiosity and interest and results in joyous learning that is sustainable over a lifetime.
- ✓ Students are supported in becoming active seekers of knowledge. Teachers provide environments where students have the freedom and the tools to pursue answers to their own questions.
- ✓ Self-correction and self-assessment are an integral part of the Montessori classroom approach. As they mature, students learn to look critically at their work, and become adept at recognizing, correcting, and learning from their errors.

II. JOHN DEWEY:

John Dewey (1819-1952) was a famous American philosopher, psychologist and educator. Being brought up in rural environments, he realized from the very beginning that traditional methods of instruction were not at all effective and that social contacts of everyday life provided effective, dynamic and unlimited learning situations. These very ideas formed the foundation of the educational theory, formulated later by him.

Dewey's Educational Theory and Aims:

- About the importance of education, John Dewey writes, "What nutrition and reproduction are to physiological life, education is to social life. Education is a social necessity. It is a means of social continuity of life.
- It is a means by which a person is helped to have useful and helpful experience." All this he said in the light of the rapid changes in social and economic life of his own time.
- Defining education, Dewey says, "Education is development of all those capacities in the individual which will enable him to control his environment and fulfil his responsibilities." It means that education extends the limits of human possibilities. It is progressive both for the individual and the society. Thus education, to John Dewey, is a bipolar process. It has two sides, the psychological and the sociological; neither of the two can be subordinated or neglected.
- The psychological side is the study of the child, with all his inclinations, instincts, endowments and interests. It forms the very basis of education. The sociological side is the social environment in which the child is born, lives and grows for society. On a further analysis of his educational theory, we find the following four fundamentals:

(i) Education as Growth:

- Growth is the real function of education. It, therefore, must lead to growth. But growth is not directed towards any pre-determined goal or end. The end of growth is more growth and so the end of education, more education.
- An individual is a changing and growing personality and education is to facilitate that growth. It is, therefore, the duty of the teacher to provide opportunities for proper growth by

arousing the instincts and capacities of children and by providing to them the solution of those problems which make the children think.

(ii) Education as Life:

- Dewey believes that education is not a preparation for life. It is life itself. "Life is a by-product of activities and education is born out of these activities." School is now taken as a miniature society which faces problems, similar to those faced in life outside.
- For education, pupils should be made active participants in the social and community life of the school and thus trained in co-operative and mutually helpful living. They should be encouraged to face actual life problems in the school and gain varied experiences as our children are required to live in a democratic society when adults, they must experience same life in the school.

(iii) Education as Social Efficiency:

- Man is a social animal who continuously draws energy, strength, knowledge, experience and attitudes in a social medium. As a social being, he is a citizen, growing and thinking in a vast complex of interactions and relations.
- He owns character and mind, habits and manners, language and vocabulary, good taste and aesthetic appreciation, to his interaction with the social consciousness of his community.
- When as an individual he shares such rich resources of a good society, he should also be ready to give back to that society and thus help other members to develop. It is the function of education to teach him this give-and-take process and make him aware of his social obligations.
- Education must transform the immature child into a social human being. It is in this sense that education becomes a social process and social efficiency becomes the aim of all education.

(iv) Education as Reconstruction of Experiences:

- According to John Dewey, experience is the only source of true knowledge. One experience leads to further experiences and each new experience calls for the revision, modification or rejection of the previous experiences. In this

way the old pattern yields place to a new pattern. Dewey says, "We should so regulate the learning and experiencing activities of the young that a newer and better society will arise in the end."

- Therefore, there is a need of continuity of experiences, helping man to grow physically, mentally, socially and morally. Education must create environments for the promotion of continuity of experiences. Dewey, therefore, conceived of education as a process, involving continuous reconstruction and reorganization of experience. He says that education is by experience, for experience and of experience.

(v) No Fixed Aims of Education:

- However, being a pragmatic education, John Dewey has no fixed aims of education. He believes that since physical and social environments are always changing, aims of education must also change.
- They cannot be fixed for all times to come. Thus, he revolted against the traditional aims of education-namely: the moral aim, the disciplinary aim and the knowledge aim etc. of the nineteenth century.
- He rejected the very idea of education as preparation for future life and said that education must cater to the present needs of the child rather than the future because the child is not interested in the unknown future. He therefore, said that educational aims must be restated and re-formulated in the light of the rapid social and economic changes in present day life.

2.4.2 INDIAN THINKERS' IDEA OF EDUCATION:

I. SWAMI VIVEKANANDA:

Amongst the contemporary Indian philosophers of education, Swami Vivekananda (1863 – 1902) was one of those who revolted against the imposition of British system of education in India. Education is the manifestation of the perfection already in man. We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet.

Aim of Education:

According to Swami Vivekananda the following should be the main aims of education:

- **The Aim of Reaching Perfection:**

The prime aim of education is to achieve fullness of perfection already present in a child. According to Swamiji all material and spiritual knowledge is already present in man covered by a curtain of ignorance. Education should tear off that veil so that the knowledge shines forth as an illuminating torch to enliven all the corners. This is meant by achieving fullness of the latent perfection.

- **Physical and Mental Development Aim:**

The second aim of education is the physical and mental development of the child so that the child of today is able to promote national growth and advancement as a fearless and physically well developed citizen of tomorrow. Stressing the mental development of the child, Swamiji, wished education to enable the child to stand on his own legs economically rather than becoming a parasite on others.

- **Moral and Spiritual Development:**

According to Swami Vivekananda, a nation's greatness is not only measured by its parliamentary institutions and activities, but also by the greatness of its citizens. But the greatness of citizens is possible only through their moral and spiritual development which education should foster.

- **Character Development Aim:**

According to Swamiji character development is a very important aim of any education. For this, he emphasized the practice of Brahmacharya which fosters development of mental, moral and spiritual powers leading to purity of thoughts, words and deeds.

- **Aim of Development Faith in One's Own self:**

Shraddha and a Spirit of Renunciation. All through his life Swamiji exhorted the individuals to keep full confidence upon their powers. They should inculcate a spirit of self-surrender, sacrifice and renunciation of material pleasures for the good of others. Education should develop all these qualities in the individual. He gave this call to his countrymen. "Arise, awake and stop not till the goal is achieved."

- **The Aim of Searching Unity in Diversity:**

The true aim of education is to develop insight into the individuals so that they are able to search out and realize unity in diversity. Swami Vivekananda has further asserted that physical and spiritual worlds are one; their distinctness is an illusion (Maya). Education should develop this sense which finds unity in diversity.

- **Religious Development Aim:**

To Swamiji religious development is an essential aim of education. To him, each individual should be able to search out and develop the religious seed embedded in him and thus find the absolute truth or reality.

Hence, he advocated the training of feelings and emotions so that the whole life is purified and sublimated. Then only the capacities of obedience, social service and submission to the teachings and preaching's of great saints and saviours will develop in the individual. Education should foster this development.

II. SHRI RABINDRANATH TAGORE

Rabindranath Tagore (1861 – 1941) was a polymath, poet, musician, and artist from the India. He reshaped Bengali literature and music, as well as Indian art with Contextual Modernism in the late 19th and early 20th centuries.

His educational philosophy sprang up from two sources:

- (a) Hatred towards school.
- (b) Love of nature.

Concept of Education:

Education to be real must be of the whole man, of the emotions and the senses as much as of the intellect. Man, in the fullness, said Tagore, is not limited by the individual but overflows in his community. And so, in his school, along with training in individual initiative and self-reliance, equal emphasis was laid on community service, nor is education a plant that can be made to grow as an exotic variety in the hot house. If it does not strike roots in the soil and adapt itself to the natural environments, it has little value for the people as a whole. In short, education according to Tagore meant development of the individual. It meant enrichment of personality and education should be Indian one and not borrowed from the West.

Aims of Education:

The aims of education according to Shri Rabindranath Tagore are:

1. Emancipation and Perfection of Man:

About this Tagore says, "The highest education is that which does not merely give us information but makes our life in harmony with all existence." He aims at the emancipation of man from all kinds of bondages. He aims at perfection not only of body or mind but also that of soul. It is the fullest growth and freedom of soul. In order to achieve that aim in his endeavours he makes education as broad based as possible.

- **Moral Development:**

This is the second aim of education according to Tagore. He attached a more significance to moral values in education than for mere results of science which produced a system and physical power.

- **Unity of Truth:**

Another object of education, according to Tagore, was that of giving man the unity of truth. He says that Physical, intellectual and spiritual life are one and we must give this knowledge to the children. This way harmony will prevail and when we do not do this, there is a break between the intellectual, physical and spiritual life.

- Education should develop international outlook is another aim.

- **Education should be Creative:**

Tagore does not want to be mere informative but desires that it should be creative also. He says, "The great use of education is not merely to collect facts, but to know man and to make oneself known to man." Of course, education is to develop one physically. It should be utilitarian too.

CHECK YOUR PROGRESS

- 1) Discuss the concept of education according to Shri Aurobindo Ghosh.

- 2) What differences can you observe in the concept of education when seen from Dr. Maria Montessori and John Dewey's point of view?

SUMMARY

In the above unit we saw the meaning of the term Pedagogy which is an academic discipline, it is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning. Pedagogies vary greatly, as they reflect the different social, political, cultural contexts from which they emerge. Pedagogy is the act of teaching. We later saw a type of pedagogy which is Critical pedagogy that is a progressive teaching philosophy that challenges students to examine power structures and patterns of inequality within the status quo. By questioning authority, students can take control of their own learning and critically evaluate the opinions they have been taught to have.

Later in this unit, we saw the educational ideology of three western thinkers: John Dewey and Dr. Maria Montessori along with three Indian thinkers, Swami and Shri Rabindranath Tagore.

EXERCISE

- 1) Discuss the meaning and importance of pedagogy in education.
- 2) What is critical pedagogy? According to you, what challenges do the teachers face in implementing critical pedagogy?
- 3) Discuss the Swami Vivekananda's idea of education.
- 4) Write a note on the idea of education of John Dewey.
- 5) Philosopher John Dewey was from:

a) UK	b) Russia
c) USA`	d) France

- 6) Critical Pedagogy is not a study of _____.
 a) Political Ideology b) Social Movements
 c) Social Ideology d) Social Understanding
- 7) Pedagogy is the study of _____.
 a) Teaching methods b) Politics
 c) Languages d) Social Sciences

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AIMS OF EDUCATION

UNIT STRUCTURE

- 3.0 Objectives
- 3.1 Introduction: Education
- 3.2 Aims of Education
- 3.3 Individual Aims of Education
- 3.4 Social Aims of Education
- 3.5 Individual Vs Social
- 3.6 Summary
- 3.7 Exercise
- 3.8 References

3.0 OBJECTIVES

After studying this unit, you will be able to:

- understand education and aims of Education
- be aware of Individual and Social aims
- compare Individual and Social aims
- complete learning activities effectively

3.1 INTRODUCTION: EDUCATION

In the last unit, you have studied the meaning, definition and scope of education along with the understanding of Pedagogy of Education, let us study more about Education and Aims of Education.

Education is never ending process of inner growth and development and its period stretches from cradle to the grave. Education is very important for the progress of individual and society. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and attitude, positive emotions and skills, values and aptitudes. Education is a continuous and dynamic process because he/she learns something every day and every moment.

With the study of the previous two units, we can conclude concept of education as it is a lifelong process and tripolar process which means it take place between teacher, learner, curriculum or content with learning situation that is learning environment.

Education is progressive process and it helps in human resource development. Education is also sociological and psychological.

3.2 AIMS OF EDUCATION

All activities can be classified as aimed and aimless. John Dewey has defined an aim as, " An aim is foreseen end that gives direction to an activity or motivates behaviour".

Aim gives direction to the activity and influences each step towards the end.

Good aim is related to real situation of life. They are flexible and always represent a span of diverse activities.

Aims are important because they direct our efforts. They avoid wastage of time, energy. They evaluate our self as well as the existing conditions which mean contents of education, method and efficiency of teaching, library, infrastructure, planning of curriculum and co-curricular activities in the light of our objectives and also plan for the future.

Aims are like guide lights in the educational process. Various factors and ideologies influences aims of education such as political ideologies, social and economic problems, philosophy and higher ideals of life. Aims are prepared on the basis of different levels of education as well as different types of education. Other criteria which we keep in our mind while preparing aims of education are - complexity of human nature and human environment because human nature is multi-sided. An individual has many aspects such as physical, social, intellectual moral, cultural; spiritual etc. Also, different ideals, philosophies of life, give birth to different aims of education.

There are different important aims of education. They are -

1. Individual Aims of Education.
2. Social Aim of Education.
3. Vocational Aim of Education.
4. Cultural Aim of Education.
5. Spiritual Aim of Education.
6. Democratic Aim of Education.
7. Liberal Aim of Education.
8. Harmonious Development of Aim.
9. Moral or character-building Aim.
10. Complete living as an Aim of Education.

Check your Progress

1. What is aim of Education?

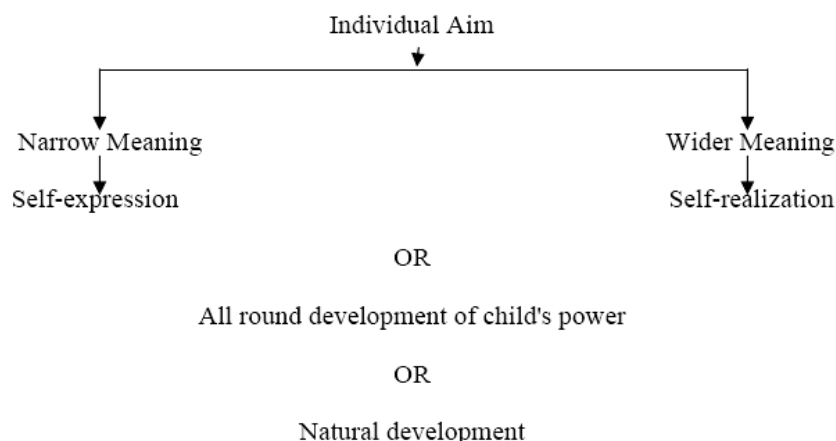
2. Explain the importance of aims of Education.

3.3 INDIVIDUAL AIMS OF EDUCATION

Education aims in any country have varied with its social, political and economic conditions. An individual is born with certain potentials and natural endowments. It is the task of the educator to develop him into a distinct individual.

Individual aim of education was emphasized in our ancient literature and also in writings of Greek philosopher. But in medieval period method of essential collective teaching was adopted and no place was given to the development of individuality. In the present time, when psychology was given place in the field of education, educationist like Rousseau, Pestalozzi, Froebel and Nunn etc., again started to emphasize the development of individuality as the aim of education.

Meaning of Individual Aim of Education



Narrow meaning of Individual Aim:

Individual aim of education in the narrow sense is given names like, 'self-expression', 'All round development of child's power', and 'Natural development'. According to this philosophy, the child should be given complete freedom to develop according to their instincts.

Wider meaning of Individual Aim:

Individual aim of education in the wider sense is described as 'self-realization'. According to this meaning, the child should be given all those opportunities which will help him in the development of all his power with his needs, interests and abilities also making him an excellent individual.

Let us see the view of Educators who Emphasize Individual Aims of Education

1. According to Sir Percy Nunn, "Nothing good enters into the human world except in and through the free activities of individual men and women, and that educational practice must be shaped to accord with that truth".
2. According to Pestalozzi, "Education is the Natural, harmonious and progressive development of man's innate powers".
3. Froebel regards education, "as the process through which the child makes internal external".
4. Aristotle thinks that, 'education is the creation of a sound mind in a sound body'.
5. Mahatma Gandhi, the father of Basic Education, considers education as a means to develop man.

He said, "By education I mean an all-round drawing out of the best in child and man-body, mind spirit".

FACTORS INFLUENCING INDIVIDUAL AIM

Individual aims of education are important and necessary for individual's growth. They are influenced and effected by various factors. They are as follows:

1. Effect of biological science

Every living being is different from other living being. Natural development means only the development of unique characteristics of the individual. Thus, education aims at development of the individual abilities of each child. Sir Percy Nunn, who takes the biological point of view, hold that the central aim of education is the autonomous development of the individual. Therefore, individual and not society should be the centre of all educational efforts and activities.

2. Effect of Naturalism

Naturalists like Rousseau, Comenius, Pestalozzi suggest that education which aims at the development of individuality is the only education "according to Nature", They assume that the child's nature is good and any interference with its evolution would be harmful. According to Rousseau, "Everything is good as it comes from the hands of Author of Nature, but everything degenerates in the hand of man. God makes all things good. Man meddles with them and they become evil". Therefore, education should be in accordance with the nature of the individual.

3. Effect of Psychology

All the individuals differ from one another in respect of their interests, abilities, attitudes and personality. According to psychologists, no two children are identical. The function of education should be to develop the innate powers of the individuals so that his maximum development may take place. Thus, education becomes individual (child) oriented.

4. Influence of Spiritualists

The spiritualists are of the view that the welfare of the society lies in the good, "innate value of the individual person". The spiritual development of the man is individual, and education must provide. Such conditions that help us to the highest development of the individual's innate powers. In other words, education should lead the individual toward self-realization. Swami Vivekananda stated, "Man is potentially divine. The goal is to manifest this potentiality from within, by controlling nature-external and internal through education".

5. Influence of Progressivists

The progressivists are of the view that the progress and advancement of the world is due to great individuals born in

different periods of history. They believe that the education process should provide conditions for the complete development of individuality so that each individual may make his original contribution to human life.

6. Effect of Democratic Ideals

Democracy emphasizes the freedom of the individual. All the democratic state provides facilities for all individual to develop in any direction where they will be useful to themselves. Bertrand Russell has suggested, "Education of the individual is a best thing than the education of the citizen". Education must not only produce best citizens but also best individuals.

CRITICISM OF INDIVIDUAL AIMS OF EDUCATION

1. Disregard of Man's Social nature

According to T. Raymont, "An isolated individual is only a figment of imagination". It means that only in society and because of society, man acquires a personality- otherwise he/she remains an animal.

2. Encouragement of individualism

If education aims at development of individuality it will lead to anarchy. The individual may begin to exert his/her authority on everything and will always have the belief that things should be as per his/her ways.

3. Disregard of environment

Criticising Nunn's autonomous development of individuality Rusk says that this idea is biological and therefore defective. Psychology has proved that environment plays very significant role in the development of the individuality of the child. Ross's beautiful remarks, "Individuality is of no value and personality is a meaningless term apart from social environment".

4. Difficulty in social adjustment

Man has to live in a society with other people to lead a successful life. It becomes necessary for him to make adjustment with others. Too much emphasis on individual aim will cause difficulty in making social adjustment.

5. Not Practical

Individual aim of education may be accepted theoretically but not practical. It is not possible at any stage to make different type of curriculum for each student. In the light of above discussion, we can say that the extreme individual aim is not possible. There is no human being outside society and society is made up of human beings. If education is designed to aim at social service then its implicitly promote the interest and the individuality of the human being.

Check your Progress

1. Explain meaning of Individual aim of Education.

2. Describe the educator's view for individual aim of Education.

3. Explain the factors which influence individual aim of Education.

4. How individual aim of education are criticized?

3.4 SOCIAL AIM OF EDUCATION

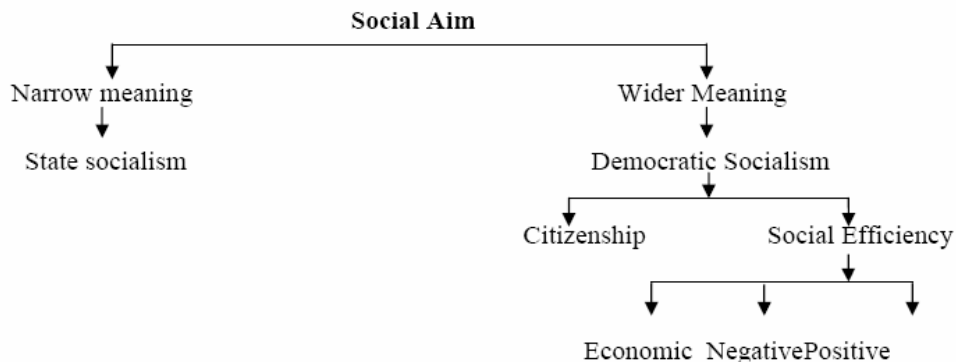
Self-expression is desirable only when it integrates rather than disintegrate society. Similarly, self-realization is good, but it should not be achieved in isolation from the society, it should be realized while living in the society.

Thus, the emphasis, nowadays placed on the individual aims of education does not imply total neglect of the social aims. It is in fact a synthesis of the individual and social aims.

Let us study the social aim of education.

Meaning of Social Aim -

The supporters of this aim believe that society is considered to be more important than the individual. Man is a social animal and he develops his personality only in society. An individual seems always to be caught up in an intricate web of social relations without them the new born baby would almost perish. The social process and the educational process are essentially one and the same.



Narrow Meaning of Social Aim

The protagonists of this view think that state is an "Idealised metaphysical entity over and above the individual citizen, superior in every way". The individual exists for the society. It is; therefore, the state should decide the aim, mode and type of education or training which an individual should receive for its welfare.

In the words of Ross," The watch wards are always discipline, organisation, a willing acceptance of authority, a damping down of individuality". The slogan is, "Everything of the state, everything for the state and everything by the state". Hitler, Mussolini Stalin, Khrushchev and Mao have been its recent subscribers.

Wider meaning of Social Aim

The social aim of education finds expression in such concepts as, 'education for social service', 'education for citizenship', 'education for social efficiency'. The supporters of this aim contend that the purpose of education is to prepare the individual for successful participation in social activities. The development of the individual should promote the welfare of the society.

Democratic view of the social aim of education is to make the individual socially efficient for a democratic society. A socially efficient individual is one who is physically strong, intellectually enlightened, culturally refined, vocationally self-sufficient and morally well disciplined.

According to John Dewey," A socially efficient individual would be able to control his environment and fulfil his potentialities. All education proceeds by participation of the individual in the social consciousness of the race". Social efficiency becomes the measure of Man's success in life.

Broader Interpretation of social Aim of Education

Let us see in detail the broader interpretation of social Aims with the view of educationist.

Social aims of education have been stressed upon by the following-

1. The teacher's aim is not to educate his pupils in the abstract, but for life in any existing society
-Bruebacker, J.S.
2. Education is the process of reconstruction of experience, giving it a more socialised value through the medium of increased social efficiency.
-John Dewey
3. Education means the culture which every generation purposely gives to its successors in order to qualify, to keep and to improve the level attained.
-Brown, F.J.
4. Education is an attempt on the part of the adult members of the human society to shape the development of the coming generation in accordance with its own ideals of life.
-James Welton
5. An adequate educational programme will thus be concerned to help each individual child grow up from his state of initial dependence into full participation in the riches available group life including in a democratic country a full share in the active management of group affairs. Such an adequate programme

will besides go on further to an active effort to improve the group culture.

Importance of Social Aim

Let us discuss why social aim of education should be implicated.

1. Socialise Individual

Man or individual is born with certain animal tendencies so society makes him cultured and civilized different qualities like sympathy, kindness, love, social service, obedience, brotherhood are developed in the society. He is socialised through society.

2. Social nature of Man

We all know that man is a social animal and he cannot live without society. Therefore, he should give priority to the welfare of society.

3. Development of individual

Individual's development is possible only in society. Therefore, individual should be ready to sacrifice his interest for the betterment of society.

4. Salvation

Some philosophers believe that salvation lies in social service.

5. Peace, Justice and security

Society or state is basic necessity to provide peace, justice and security to individual. The education should prepare the individual for the society or state. Ross has stated that individuality is of no value and personality is a meaningless term apart from the social environment. Similarly, in J.B. Baldwin opinion, "Personality cannot be expressed in any but social terms".

Criticism of Social Aim -

1. Development of narrow nationalism

This aim of education will development narrow nationalism. The belief of "my country, right or wrong" will take place which will block the progress and lead to narrow mindedness.

2. Hindrance in Intellectual and character development

Over emphasis on social aim will stand an obstacle in the way of intellectual and character development and emotional integration.

3. Suppression of individual freedom

Social aim opposes individual freedom, ideas and feelings. Thus, his individuality will be crushed. He will become a puppet in the hands of unscrupulous statesmen?

4. Hindrance in the development of art and literature

Art and literature development depend upon individual's efforts and under social aim of education, there is no place for individual freedom.

5. Man - only a means to an end

Social aim stresses the fact that individual should sacrifice even his life for the betterment of the state. In this way, man is only a means to an end, the end being the betterment of the state.

6. Un-psychological

The social aim of education in its narrow meaning is un-psychological. Individual's personal interests, instincts and abilities of the children are ignored. Individual are asked to sacrifice their own interests for the welfare of the state.

Thus, we have seen in detail, the meaning, interpretation, importance of social aim and also criticism of the social aim of education.

Check your Progress

1. Discuss the meaning of social aim of education.

2. Why social aim should be implemented?

3. Explain the criticism of social aim.

3.5 INDIVIDUAL V/S SOCIAL AIM OF EDUCATION

Individual and society are complementary to each other. Neither the individual nor the society can exist without each other. The individual is the product of society and the society in its own turn finds its fulfilment in the development of its individual members.

An Individual can develop only in a progressive society and the society can achieve a high degree of excellence with developed individuals.

'Social purpose' of education and 'Individual purpose' of education are not incompatible terms. The Education commission 1964-66 has explained the position as, "One of the important principles to be emphasised in the socialistic pattern of society which the nation desires to create is that individual fulfilment will come, not through selfish and narrow loyalties but through wider loyalties of national development in all its parameters".

Another fact related to it is that individual has got capacity to make society prosperous. But the individual should have feeling of sacrifice for the society. He should always be careful about the welfare of the society.

Thus, the education has two-fold aspect, "The reflection of the individual and good of the community. Isolated individual is the figment of imagination. Thus, the function of education is to enable the individual to develop his powers and capacities on the one hand and to enable him to be an active participant in a programme of social regeneration on the other. In the words of John Adam, "Individuality requires a social medium to grow. Without social contacts we are not human".

Synthesis between Individual and Social Aim -

Some experts view which emphasis synthesis between Individual and Social Aim are as follows -

1. Mahatma Gandhi

Gandhiji sees no conflict between individual and society and says, "I believe that if one man gains spiritually, the whole world gains with him".

2. Sir Arthur Nunn

"Individuality develops only in a social atmosphere where it can feed on common interests and common activities".

3. Adams

"Self is realized in society through social interaction".

4. Mac Iver

"Socialization and individualization are two sides of a signal process".

5. Humayun Kabir

"If one is to be creative member of society, one must not only sustain one's own growth, but contribute something to the growth of society".

6. Ancient Hindu Culture

The ancient Hindu culture also emphasizes the combination of a high degree of individual excellence and a great social ability.

7. Guru Nanak

Guru Nanak, the great apostle of brotherhood of man and fatherhood of God says, "Mann Jite Jag Jit". It means that it is through the suppression of one's individuality that one rises to universality.

Thus, we can say that there is no conflict between self-realization and social service. They are one and the same. They are the suitable ideal of life and education. By promoting both that individual and social aim, we can make this world a richer, happier and nobler place.

Check your progress:

1. Discuss the individual v/s social aim of education.

2. Explain the synthesis between individual and social aim of education.

3.6 SUMMARY

Educational aims give a direction to the activity and influences each step towards the end. Aims are important because they direct our efforts. Individual aim of education in narrow sense is self-expression, all round development of child's power and natural development, whereas in the wider sense it is self-realization. According to Aristotle, education is the creation of a sound mind in a sound body. Various factor influences the individual aims of education.

Same way social aim of education is also important. In a narrow meaning of social aim, it is said that everything of the state, everything for the state and everything by the state. Wider meaning of social aim express as, "education for social service, education for citizenship and education for social efficiency.

According to broader interpretation of social aim, education means the culture which every generation purposely gives to its successors in order to qualify, to keep and to improve the level attained. Social aim of education is necessary for human being as he/she is a social animal and, in a society, only, he/she develops his/her personality and achieve his/her goal.

After the discussion of individual v/s social aim of education, we realized that individuality require a social medium to grow. Without social contacts we are not human.

After doing synthesis between individual and social aim of education with the help of expert's view, we can say that there is no conflict between self-realization and social service. They are one and same. We have to promote both the aim that is individual and social then only we can make world happier and peaceful for the human being.

3.7 EXERCISE

I. Answer the following Question.

1. Explain the concept of education.
2. Why are the aims of education important?
3. Discuss the factors influencing Individual aims?
4. Why the individual aim is criticized?
5. Explain the Interpretation of Social aim.
6. What is the importance of social aim.
7. Explain concept of individual v/s social aim.

II. Short Notes on -

- a. Meaning of Individual Aim.
- b. Meaning of Social Aim.
- c. Criticism of Social Aim.
- d. Synthesis between Individual and Social Aim.

III. Objective Questions -Select the right answer from the option -

- a. Education is the development of good moral _____.
(i) Character (ii) Factor (iii) Individual (iv) Sector
- b. Individual aim of education is the natural harmonious and progressive development of Man's innate _____.
(i) Strength (ii) Power (iii) ability (iv) Creativity
- c. It becomes necessity for individual to make _____ with others.
(i) adjustment (ii) relation (iii) agreement
(iv) Connection
- d. Man is born with certain animal _____.
(i) quality (ii) tendencies (iii) frequencies (iv) Sincerity
- e. Self is realized in society through social _____.
(i) Interaction (ii) function (iii) contract (iv) value

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BASES OF EDUCATION

Unit Structure :

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Philosophical bases of education
 - 4.2.1 Background of philosophical bases of education
 - 4.2.2 Philosophy and education
 - 4.2.3 Influence of philosophy on education
- 4.3 Sociological bases of education
 - 4.3.1 Historical background of sociological bases of education
 - 4.3.2 Sociology and education
 - 4.3.3 Impact of sociology on education
- 4.4 Psychological Bases of Education
 - 4.4.1 Historical background of psychological bases of education
 - 4.4.2 Psychology and education
 - 4.4.3 Impact of psychology on education
- 4.5 Summary
- 4.6 Unit end exercise
- 4.7 References

4.0 OBJECTIVES

Bases are the foundation upon which the building stands. The building of education also has several bases. The current chapter however, discusses the three main bases of education namely the philosophical base, the psychological base and the sociological base. By going through the unit, you will be able to:

- understand the meaning and concept of philosophical, psychological and sociological bases of education
- co-relate these bases to different mode of life
- interrelate philosophy, psychology and sociology to education and its different components
- analyze by relating different disciplines to education

4.1 INTRODUCTION

In previous unit we have discussed various aspects of Aims of Education. As aims of education vary from time to time to face the changing need of the society. Educational aims are correlative to the ideals of life. Bases of Education laid its foundation on aims. Trends in 21st century of education have marked a tremendous progress in field of education. It was due to the contribution of psychological and sociological tendencies in education. The most important figures associated with this is History of philosophy, aims of education, curriculum.

Henderson has expressed his views on “Educational aims can’t be determined apart from the ends and aims of life itself for educational aims grow out of life aim. To determine what constitutes worth living has been one of the chief tasks of philosophy. If education is a set of techniques for imparting knowledge skills and attitude philosophy is the foundation to vitalise these. Philosophy is the foundation and Education is superstructure.

Like Montessori Dewey Tagore advocated that psychology of an individual should be the basis of his education. Psychological Bases of Education had their beginning with Rousseau.” The study of the child should precede the imparting of Education. The child is a book which the teacher has to learn page to page”. Psychological bases are important bases of education. Modern Education Problem can only be solved with the help of psychology. Psychology has impact on various element of education i.e. Aims of education, curriculum, methods of teaching etc.

Besides philosophical, psychological bases, sociological bases of education are considered very significant bases of education. In this section we shall study about education and sociology, socialisation of child, Impact of sociology on education.

The present Unit highlights on various bases of philosophical sociological and psychological bases of education. We will try to understand the concept of Philosophy, Psychology and Sociology and also the relationship and its different components.

4.2 PHILOSOPHICAL BASES OF EDUCATION

Since the beginning of this world man has been constantly trying to know the truth. The eternal quest for truth led to the origin of philosophy. Philosophy gives a new direction to the life. We need philosophy to take decision wisely and act purposefully. Education is the dynamic side of philosophy. It is philosophy, which has interpreted man and his activity in general. Human life cannot properly be understood without philosophy. There is close relationship between philosophy and life. Formation of life begins from philosophy. Philosophy gives self-consciousness and develops a spirit of enquiry after truth. Life and education are inseparably connected. One cannot be separated from the other. Hence life has a philosophical base and so education also has a philosophical base.

4.2.1 BACKGROUND OF PHILOSOPHICAL BASES OF EDUCATION

Definitions

Let us try to understand the concept of education and philosophy

Meaning and Nature of Philosophy

Etymologically, the word Philosophy has been derived from two Greek words

“Philo” means -love

and “Sophia” means wisdom

that means love of wisdom.

Wisdom is not the same thing as knowledge. Knowledge can be acquired, but wisdom is realized truth. Philosophy is eternal quest for the truth and a life's necessity. Education in the widest sense of the term is life itself and, in a narrow sense it is the preparation for complete living. Philosophy provides a consistent and comprehensive interpretation of life and defines its goals. It helps us to understand the significance of all human experience and activity. It explores the base and aims of life. Philosophy tries to answer the base question of life. It clarifies life and its base values. Philosophy means view points and values according to which man tries to live. With the help of philosophy man can understand himself and his relation to the rest of the universe, his origin and his destiny. Philosophy means attitude to life without which man cannot live. Philosophy indicates a certain way of life.

Definitions

Ross says that "Education is the active aspect of philosophical belief practical means of realising ideals of life".

According to Dewey, philosophy signifies "a wisdom that would influence the conduct of life".

According to Raymont, "philosophy is an unceasing effort to discern the general truth that lies behind the particular facts."

Meaning and Nature of Education

Education is the process of overall development of the individual. It is a lifelong continuous process. Education tries to develop the innate potentialities of the individual in a harmonious manner. Education is harmonious development of all the powers of the human being i.e. physical, social, intellectual, aesthetic and spiritual. Thus, education is intimately connected with the life and experience of an individual. Hence education, life and philosophy are closely interrelated. They practically sail in the same boat and they are the two sides of the same coin.

4.2.2 PHILOSOPHY AND EDUCATION

Philosophy is the mother of education and education gives birth to Philosophy. Philosophy accomplishes the goals of life and education gives the means to achieve those goals. Man is the common subject of both philosophy and education. Philosophy and education are interrelated, interdependent, identical and inseparable from each other. Every philosopher has an educational outlook and every educator has a philosophy of life. No system of education is completely divorced from philosophy. Philosophy provides the aim of life and thereby the aim of Education, and education provides the vehicle for carrying out that philosophic aim in practical life.

The interdependence of philosophy and education is proof from the fact that all great philosophers are great educators- Socrates in Greece, Confucius in China, Buddha, Tagore and Gandhi in India. They reflected their philosophical views in their educational schemes.

For example

- Plato's idealism gave birth to- his cultural scheme of education
- Rousseau's anti-social philosophy was reflected in his "negative or natural education".
- Pragmatism has resulted in the project method of education
- Naturalism has introduced the play-way method

Hence there is no reason to believe that education is not related by philosophy. The truths and principle established by philosophy are applied in the conduct of education process. All educational programmes become consistent if their foundations are laid on sound philosophy. Philosophy formulates the aims of life and education gives suggestion how these aims are to be achieved. Education is a sustaining, progressive and purposive effort, whose strength comes only from the moral values of the community, the only source of which is philosophy. Therefore, we can say that without philosophy, education would be nothing but a blind effort and without education philosophy would be no better than a cripple.

Thus, philosophy gives education its aim, its target, its goal. Philosophy exercises tremendous influence on education in all its aspects—

- Aims
- Curriculum
- Methods
- Teachers
- Textbooks
- Administration
- Discipline
- Evaluation etc.

There is no aspect of education, which is not influenced and determined by philosophy. There is no escape from a philosophy of life and of education. It determines the aims and content of education; it influences discipline in the school; it exercises an effective influence on the methods of teaching and it defines the role of the teacher in the educational set-up.

4.2.3 INFLUENCE OF PHILOSOPHY ON EDUCATION

Philosophy and Aims of Education

Every scheme of education has some aims to be attained. Aims differ from time to time and place to place. But aims have a common element. Aims of education are determined by aim of life or philosophy of life. Philosophy formulates the ends of life, and education offers suggestions how these ends are to be achieved. Aims of education change with the changing philosophy of life. The aim of Spartan system of education was to prepare patriotic citizens

and soldiers. The Athenian system of education aimed at the cultural development of each individual. The British Public Schools aimed at citizenship. The Nazi system of education was determined by Nazi philosophy of life. Thus, aims of education are relative to the aims and philosophy of life.

Philosophy and Curriculum

Philosophy determines the aims of education and curriculum determines how these aims can be attained. The curriculum is the means to attain aims of education. Curriculum is to be determined by the educational objectives which are again determined by philosophy. Hence, the curriculum to be followed in schools has to conform to the prevailing philosophy. Thus, the problem of curriculum construction is tackled and solved by philosophical beliefs.

Philosophy and Text Books

The text books constitute the part of curriculum. The adoption of appropriate textbooks is, therefore, closely connected with philosophy. Briggs has rightly pointed out that the selection of text books depends on the ideals and values of a particular time and society. Philosophy is reflected in the content material of textbooks.

Philosophy and Methods of Teaching

Method means the art of teaching or the knowledge to which the teacher follows in the communication of knowledge to the students. The effectiveness of this teaching-learning process depends to great extent on the nature or art of communication. This art of communication or the classroom techniques are satisfactorily tackled by philosophy. Naturalist philosophy has emphasized the child-centered methods of education. It requires the methodology to recognize the inborn capacities of children. Educators like Rousseau, Fichte and Montessori stand for non-intervention by the teacher. The idealist philosophy, on the other hand, pleads for intervention in the education of the child by the teacher. Idealism argues that as the child has to realize certain ultimate values, the method of teaching must be teacher-centered. Pragmatism lays stress on problematic and creative activities and it advocates project method for effective learning.

Philosophy and Discipline

The nature or type of discipline is always determined by the philosophy. Naturalism emphasizes self-assertion of the individual, as against blind obedience to authority. The idealists, on the other hand, wish the individual to rise above self. Idealism relies much on the personality of the teacher for the maintenance of discipline. Pragmatists advocate complete freedom from external pressure. Thus, we see that the problem of discipline is closely related with philosophy, and the conception of discipline as held by a teacher or educator will always be influenced by his philosophical beliefs.

Philosophy and Teacher

The teacher is the soul of the educative process. A teacher not only has a thorough knowledge of his subject, but also he must know man, the society at large. He must have a clear vision about everything he comes into contact. Plato has defined philosopher as "One who has a taste for every sort of knowledge, one who is curious to learn and is never satisfied." A teacher needs to study philosophy as a person and as a teacher. It helps him to keep manifold relations with his pupil. A teacher must have a definite outlook on life, optimistic or pessimistic, positive or negative, materialistic or idealistic. Any one of these beliefs will affect the various problems of education – the aims, the discipline, the curricula, the methods, the technique of teaching and the organization. So a teacher must have an adequate and sound philosophy. He must have a thorough grounding in philosophy.

Philosophy and Educational Administration

Educational administration is also not untouched by philosophical doctrine. Mental tests and personality tests, which occupy a very prominent place in the field of educational administration, also require a definite philosophy.

Philosophy and Evaluation

Evaluation is the continuous process of measuring the educational achievements in the light of educational aims already determined. Educational aims are determined by philosophy of life. Hence the first step of evaluation is the clear knowledge of educational aims.

Thus, we find that philosophy affects both the theoretical and practical aspects of education. One cannot be separated from the other. For individual and social development first of all we must

have clear and definite educational objectives. Philosophy helps to solve the problem. We are in urgent need of a comprehensive philosophy of education, without it a teacher cannot work creatively and efficiently.

Activity 4.1

Make a list of various educationists who emphasized about philosophical bases of education

Check your Progress

Notes: Write your answers in the space given below.

1. Define Education in your own words?

2. What do you understand by educational philosophy? Explain it with one example.

3. Explain, how methods of teaching on education are based on philosophical bases?

4.3 SOCIOLOGICAL BASES OF EDUCATION

Besides philosophical and psychological bases sociological bases of education are considered very significant bases of education. Hence the study of sociological bases of education is regarded very essential.

4.3.1 Historical background of Sociological bases of Education

The history of development of sociology starts from 1837 when French philosopher August Comte coined this word. He used the word sociology for the first time in 1837. Sociology is the application of scientific methods in the study of the relationship between the society and individual.

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

A sociological base implies that sociology plays an important role in determining educational issues, formulating and implementing educational policies.

Definition

Ginsberg: "Sociology is the study of human interaction and inter relation, their condition and consequences".

Ottaway: “Educational sociology starts with the assumption that education is an activity which goes on in the society and society in its turn determines the nature of education.

Brown considers that “all education proceeds by the participants of the individual in the social consciousness of the race.”

From the above discussion it is concluded that the main concern of educational sociology is to describe the influence of the educational institutions which determines the social personality of those who come within their influence. This is a new science which applies sociological principles to the whole process of education.

4.3.2 EDUCATION AND SOCIOLOGY

Scope of Educational Sociology The scope of education sociology is very vast. It takes into account the various social forces and agencies like the school, the home, the religious organization, the play groups, It also studies the different processes of social interaction such as conflict, cooperation, competition etc. It also induces such topics as the role of the press, the T.V., the radio and the cinema as aids to social interaction. The other themes include social change and social control. It deals with the impact of sociology on the aims of education, the curricula, the school organization and the mythology of teaching. However, for the central personality development of the learner some specific social problems are also included in the scope of educational sociology. These are: the importance of teacher in the society, the relationship between the teacher and the taught, the behaviour of a student in a group, the influence of social life on the school, the teacher and the student, the relationship between the school and other social agencies, the relationship between the society and the curriculum. Following are the bases of Education:

1. Social life
2. Social control
3. Preservation and promotion of social heritage
4. Social progress
5. Socialization

4.3.3 IMPACT OF SOCIOLOGY ON EDUCATION

From the above discussion it is clear that social order has always influenced education. Educational sociology plays an

important role on the modern educational theories and practices the aims of education, the principles of curriculum construction, the methods of teaching, the school organization and administration.

Meaning of Education

Education is not only schooling or instruction imposed by the family members. It is equivalent to the overall development of personality and character building by means of the social life of education institutions. The social life includes all kinds of extra - class activities. Man acquires experience throughout his life. This process of acquiring experience is a social process and it is related to and influenced by social factors is education. Education is a social process and its function is not only to preserve the social heritage but also to enrich it and transmit it. Learning is the result of social interaction and social motivation. Education helps to develop this social self so that an individual may become a good member of the society. Education sociology focuses upon the social forces through which the individual gains experience. Education is regarded not only as a conservative force but also a critical and creative one.

Aims of Education.

Educational sociology indirectly influences on the aims and objectives of education. The sociologists given equal importance to the individual and social aspects of education. The aim of modern education is individual development as well as social advancement. Education enables an individual to make his life better both as an individual and as a member of his society. Education now emphasizes total development of an individual. This overall development includes intellectual, social, moral, aesthetic, cultural, physical development. Education should bring about a change not only in the amount of knowledge gained but in abilities to do, to acquire habits, skills, interests and attitudes which characterize a person who is society accepted, personally well-adjusted and socially responsible. Thus, educational sociologists lay greater stress on the social aims of education.

Functions of Education According to Payne, following are the functions of education

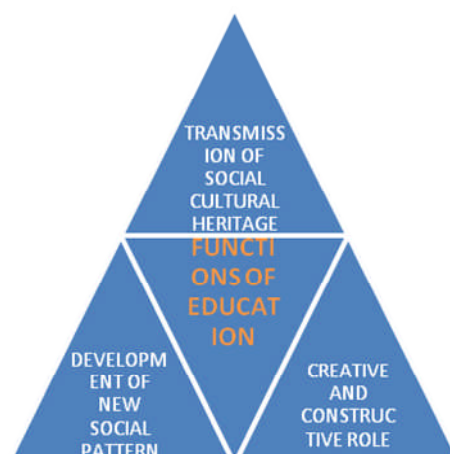


Figure 4.1: Functions of Education by Pyne

- (a) transmission of social and cultural heritage,
- (b) development of new social patterns, and
- (c) creative and constructive role.

Education is to help in transmitting the cultural heritage through agencies such as the school, the home, the religious organization, the radio, the T. V., the cinema, the press and the playgroup. But education is not only to transmit the past cultural heritage but also to develop new social patterns in such areas as health, leisure, vocation, home-life etc. Thus from the sociological point of view, education be regarded as a conservative force, a creative force and a critical force.

Curriculum Construction

The impact of educational sociology on the principles of curriculum construction cannot be ignored. The education system was not child centred, But in the modern age all these traditional views of curriculum construction have been totally rejected as unscientific. The curriculum is now in conformity with the general aims of education and it must help in the overall development of the child. In the modern sense the curriculum is not mere a bunch of subjects but includes several types of activities in the school, which provide diverse experiences to the child. It is now the sum total of the experiences gathered by the child through social interactions in the school.

Modern curriculum thus exhibits the social need of education. Activity principle in education: Nothing can be taught, everything is to be learnt is the main idea of present-day education.

The children are no longer passive recipients of knowledge they are now active participants in the learning process. This means that every useful productive work has learning value.

Thus work-based education helps in the social development of the child.

1. Curriculum should be based on the conditions, problems and needs of society
2. Curriculum should be based on the real concern and problems of pupils
3. Curriculum should reflect the basic values of the society it serves
4. Curriculum should prepare the child for the world society

Thus, schools are an important social agency or institution, which performs various social functions and responsibilities.

The School Organization and Management

The school administration has now been democratized. The students are now allowed to participate in school administration and shoulder various administrative responsibilities. The Teacher In modern education the teacher is regarded as a friend, philosopher and guide. He must prepare himself for this noble work. To fulfil this responsibility the teacher must possess suitable personality.

Human relations are also developed among students in the school society. These human relations determine the course of education. For this purpose, now sociometric technique is applied in education. With the help of socio metric technique, the group dynamics in school can be ascertained.

Methods of Teaching

The methods of teaching are also influenced by educational sociology. The teacher adopted some method or technique to establish relationship between the objectives and the materials of instruction.

The educational sociologist, according to Payne, teaching method and technique based on three principles:

1. The method of teaching is effective only in so far as the skills and knowledge acquired in the classroom are actually made by the individual in his adjustment to social situations.

2. The method of teaching must give importance to social behaviour outside the classroom.
3. The method of teaching must seek to utilize the social forces operative in the social life in order to develop capacity for social adjustment.

Chief characteristics of method

1. Method of teaching should enable the pupil to acquire those skills
2. To developing capacity for social adjustment.
3. Method should develop problem solving and constructive thinking.
4. The socialised technique, project and group method by and large should replace the lecture or recitation method

Teacher

The destiny of a nation is shaped in its classroom and it is the teacher who is a very important instrument in moulding the destiny. The teacher himself must be exposed to the concepts of freedom, egalitarianism dignity of labour, so that he may transmit the same to the younger generation. Thus, it is obvious that every aspect of education such as aims, functions, materials of instructions, and methods of teaching is greatly influenced by social factors. Modern education aims at total development, here lay the need of sociological foundation of education.

Activity 4.2

Observe your local society and cite four examples from within it to identify with the various changes occurs due to educational influences

Check your Progress

4. What is the meaning educational sociology?

5. Explain, the characteristics of methods of teaching influenced by educational sociology

4.4 PSYCHOLOGICAL BASES OF EDUCATION

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

4.4.1 HISTORICAL BACKGROUND OF PSYCHOLOGICAL BASES OF EDUCATION

Nature of Psychology The term psychology has been derived from two words “Psyche” means mind and “Logos” means science. Hence psychology is the science of mind.

J.B. Watson in the beginning of the 20th characterized psychology as the science of behaviour. Like other sciences psychology has two main branches-

- Experimental Psychology
- Applied Psychology

The former tries to determine the course or tendencies of human behaviour; the latter intends to improve human life with the application of the scientific knowledge of the human behaviour.

Educational Psychology Educational Psychology has developed to study scientifically the behaviour of the students and to help the process of education. It is particular field applied psychology. It tries to study the educational behaviour of the child and applies the knowledge psychology in education.

Rousseau contribution psychological basis of education had their beginnings with Rousseau who was a social reformer and educationist rather than a psychologist. Here marked that every child is a book and that all educators should make a story of it and try to understand it. This interest in human psychology was source of psychological basis, for it gave rise to notion that education so be determined by child psychology.

Similarly, various other educated like Montessori Dewey, Tagore advocated that psychology of an individual should be the basis of his education. At present the whole concept of education and its implications are based upon psychological findings.

4.4.2 EDUCATION AND PSYCHOLOGY

Judd has defined Educational Psychology as the science which describes and explains the changes that take place in individuals as they pass through various stages of development from birth to maturity. "Apparently Educational Psychology deals with various problems of learning and teaching. That is why Educational Psychology is known as "psychology of teaching and learning." A large number of educationists and psychologists have contributed to the origin and development of educational psychology. Because of the impact of psychology, it has attained the status of science. In the writings of Plato, we find the elements of psychology.

Roman educationist Quintillion emphasized the psychology of individual difference in education.

Comenius laid emphasis on needs, aptitude and interests of the students in education. He also mentioned the principle of correlation. Rousseau, Pestalozzi, Herbart, Montessori, James, Pavlov, Thorndike, Skinner and others emphasized the use of psychological knowledge in education. The starting point in the process of education must be related to original tendency of the child. This stock of originality is conveniently classified as instinct, reflex action, emotion and intelligence. Original tendencies are adaptable and incomplete. These may be modified and improved in acquiring acceptable behaviour –responses through education. As the original tendencies are adaptive these can be channelized in more progressive and socially desirable form of behaviour. Variations in general intelligence is great. Psychology measures this general ability.

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

Various psychological bases of education

1. To study the child

In the process of education there are two poles educand and the subject taught. It is one of the most important duties of the teacher that he should understand the innate tendencies, needs, interest attitude and potentialities of the children. Importance of studying the child has been emphasized by many educationist and psychologist

Hence the educator must try to understand the child and try to adopt his teaching methods and syllabus according to child's interest ability and attitudes. The study of the child is known as psychology. The psychological basis is the important basis of education.

2. To understand individual differences

Psychology is based on the assumption that no two individuals are alike. Individuals differ in age potentialities, interest aptitude achievement, intelligence thinking, memory and learning and other personality traits.

3. Child as the centre of education

Everything in modern education the curriculum method of teaching textbooks has been adopted according to the psychological tendencies of the child. Again, we see that psychology from the basis of education.

4. To consider child as child. Many psychological researches of psychology have proved that child is not a miniature adult.

The research of psychology has a heavy impact on various aspects of education.

4.4.3 IMPACT OF PSYCHOLOGY ON EDUCATION

1. Psychology and Aims of Education

Psychology helps the instructor in the realization of educational aims by helping him to draw improvement in the quality of instruction and by providing him ability and insight into child 's ideas thought attitudes aptitudes interests and developmental stages, emotion character intelligence and personality.

2. Psychology and Curriculum.

Psychology offers modern opinion in the curriculum by emphasizing the role of co-curricular activities like sports, games excursion and field trips. Now activities are considered as an important part of education, because they are important media for sublimation of instincts and emotions and for the development of personality.

3. Psychology and Methods of Teaching

Modern methods of teaching like project method, heuristic method Montessori Method play way method are based on sound psychological principles. Learning should be properly motivated by relating it with life, audio visual aids and learning by doing.

5. **Psychology and Textbooks** Psychology has helped the teachers in making textbooks attractive well illustrated and according to the levels of the pupils.
6. **Psychology and Discipline**
Psychology helps the teacher in solving problems of discipline by avoiding frustrations worries. Psychology emphasized that discipline should be based on freedom and sympathy.
7. **Psychology and Teacher.** Psychology helps the teacher in understanding children their needs, interests, aptitudes intelligence developmental level instincts emotions personality and various types of individual differences. Psychology helps teacher in planning, evaluating by using modern technique and controlling special children in the class.

Activity4.3

Observe the classroom teaching and identify the bases of psychology on education.

Check Your Progress

6. Define Psychology

7. What are the main aspects of education influenced by psychological bases?

4.5 LET US SUM UP

The building of Education also has foundation on philosophical and sociological and psychological bases. In this unit we find that philosophy affects both the theoretical and practical aspects of education. One cannot be separated from the other. For individual and social development first of all we must have clear and definite educational objectives. Philosophy helps to solve the problem. We are in urgent need of a comprehensive philosophy of education, without it a teacher cannot work creatively and efficiently.

Secondly, it is evident that every aspect of education such as aims, functions, materials of instructions, and methods of teaching is greatly influenced by social factors. Modern education aims at total development. Here lies the need of sociological foundation of education

From the above discussion in this Unit it is evident that psychology has influenced education in different ways. In the field of determination of aims of education the impact of psychology is very meagre. The educational aims have mainly been influenced by philosophy. But psychology chalks out the ways and means by which the educational aims can be attained. Thus, the influence of psychology on the theoretical aspect of education is partial and limited. But its influence on the practical field of education is significant and total.

4.6 EXERCISE

Long Questions

1. "The child is a book which the teacher has to learn from pages to pages."-Rousseau. Comment and explain the psychological bases of education.
2. Sociological bases of education are considered very significant bases of education. Comment.
3. What is the role of teacher in educational sociology?
4. Write three functions of 'Education as a part of sociology.
5. Keeping the present-day context in mind, explain philosophical bases on education.
6. Explain the impact of psychology on education with suitable examples.

Short Questions

1. What is the etymological meaning of philosophy?
a. Philos b. phila c. philolos d. phylos
2. Functions of education according to pyne is
a. transmission of culture
b. control of culture
c. creative outlook
d. none of these
3. According to which bases of education it is considered as "child as the centre of education"
a. philosophy
b. psychology
c. sociology

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CONCEPT OF LEARNING

Unit Structure

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Concept of Learning
 - 5.2.1 Meaning and Nature of Learning
 - 5.2.2 Characteristics of Learning
 - 5.2.3 Types of Learning
- 5.3 Factors affecting Learning (Attention)
 - 5.3.1 Meaning of Attention
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 - 5.3.4 Types of Attention
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- 5.4 Factors affecting Learning (Motivation)
 - 5.4.1 Meaning of Motivation
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 - 5.4.4 Maslow's Theory of Hierarchy of Needs
 - 5.4.5 Educational Implication for Motivation
- 5.5 Summary
- 5.6 Unit Exercise
- 5.7 References and Suggested Reading

5.0 OBJECTIVES

After going through this Unit, you will be able to:

- define learning, attention and motivation;
- understand the factors affecting learning;
- explain the types of attention and motivation;
- analyze the educational implication for attention and motivation.

5.1 INTRODUCTION

Learning has been a key issue for child and developmental psychologists. There is evidence of four phases on research on

learning in children. The first phase began during the second decade of this century when experimental research on children, although infrequent, began to gain some recognition. The investigators during this adopted precise behavioral definitions of learning and studied it in the context of memory, problem solving and sensory motor tasks. The presumed generality of Laws of learning facilitated research on child rearing and education. During the second phase, which began in late 1940 and early 1950, the lacuna in the research of the first phase was removed. Investigations of this period were well controlled but constrained laboratory experiments. The third phase was marked by an influx of new ideas about cognition and its development during 1960 and subsequently by a sharp decline in research on learning in children during the early 1970. Piaget's work began to receive recognition in this phase, concepts, paradigms emerged from cognitive psychology, enabled the developmental psychologists to identify a host of 'new' phenomena and theoretical tools came forth to represent different states of cognitive competence. In fourth phase, the method and theories evolved in the third phase came together in an intensive analysis of knowledge acquisition.

Given the reliance of our species on learning as a means of adapting to the environment, the study of learning, must be considered as one of the most important challenge for psychologists. Thus, it can be summed up by saying that Learning is a process by which an organism that satisfying the motivation adopts or adjusts to situation in which it must modify its behavior in order to overcome obstacles or barriers. i.e. this process starts from need and through reinforcement the goal is achieved.

Thus, this unit throws light on the concept of learning and also on factors affecting learning.

5.2 CONCEPT OF LEARNING



Figure 5.1: Concept of Learning

Learning is the process by which an individual acquires knowledge, attitudes and skills that are necessary to meet the demands of life. While touching a burning candle, a child gets burnt and he withdraws the fingers. When he faces a similar situation again, he withdraws his fingers faster. Gradually he learns to avoid

not only the burning candle but also other burning things. The behaviour of an individual is thus changed through experiences. This change in behaviour brought about by experiences is commonly known as **learning**.

Thus, learning means change in behaviour that occurs as a result of experience. Learning can result from both indirect and direct experiences. Indirect experiences mean observing someone and learning from that observation and not being directly involved in the experience. For example, a child learns how to clap hands by seeing someone else do it. Learning takes place through direct experiences also. For example, a child learns to write by practicing writing.

5.2.1 Definitions of Learning:

Different Psychologists have defined learning in different manners. Some of the definitions are as follows.

1. **Gardner Murphy(1968):** "The term learning covers every modification in behaviour to meet environmental requirements."
2. **Henry P. Smith (1962):** "Learning is the acquisition of new behaviour or the strengthening or weakening of old behaviour as the result of experience."
3. **Crow & crow (1973):** "Learning is the acquisition of habits, knowledge & attitudes. It involves new ways of doing things and it operates in individuals attempts to overcome obstacles or to adjust to new situations. It represents progressive changes in behaviour. It enables him to satisfy interests to attain goals."
4. **Kingsley and R. Garry (1957):** Learning is the process by which behavior (in broader sense) is originated or changes through practice or training.
5. **Morgan and Gilliland:** Learning is some modification in the behavior of the organism as a result of experience which is retained for at least a certain period of time.

The above definitions reveal the nature of Learning:

1. Learning is a process and not a product.
2. It involves all those experiences and training of an individual which help him to produce change in his behavior.
3. Learning leads to change in behaviour but this does not necessarily mean that these changes always bring about

improvement or positive development. One has an equal chance to drift to the negative side of human personality.

4. Learning prepares an individual for any adjustment and adaptation that may be necessary.
5. Learning is purposeful and goal-oriented. In case there is no purpose, there would definitely be hardly any learning.

5.2.2 Characteristics of Learning

1. **Learning is Universal.** Both men and animals learn but man learns most. Animals do not possess as much developed brain as human beings do, still they learn although the pace of learning is slow. On the other hand, human nervous system is very complex, so are human reactions and so are human acquisition.
2. **Learning is through experience.** Learning always involves some kind of experience, direct or indirect.
3. **Learning is continuous.** Learning begins from cradle and ends in grave. Thus, it denotes the lifelong nature of learning. One can go on learning irrespective of one's age.
4. **Learning is an adjustment.** Learning helps the individual to adjust himself adequately to the new situations. Most learning in children consists in modifying, adapting, and developing their original nature. In later life the individuals acquire new forms of behavior.
5. **Learning comes about as a result of practice.** It is the basis of drill and practice. It has been proven that students learn best and retain information longer when they have meaningful practice and repetition. Every time practice occurs, learning continues.
6. **Learning is a relatively permanent change.** Learning stands for relatively permanent change or modification of behavior. For example, even if you have not been on a bicycle for years, in just a few minutes practice you can be quite proficient again.
7. **Learning is development.** Learning must result in the development of the child. An immature child is developed into a mature person through the process of learning.
8. **Learning is active.** Better learning will take place only if the learner is actively engaged in the learning process. Thus, active participation of the pupils is essential in the learning process.

9. **Learning is transferable.** Learning in one area may get transfer to another area. Transfer occurs when there is similarity of task, content, methodology etc. The amount of transfer may vary from situation to situation.

10. **Learning is need based.** Much of human learning is need based. Individual, personal as well as social needs arouse the will to learn. Slowness or quickness of learning depends upon the intensity of the need.

5.2.3 Types of Learning

Learning can be of the following types:

- 1) **Sensorimotor learning** – This form of learning is the simplest form of behavioral modification, under which the child acquires various kinds of skills, such as cycling, typing, making paintings, etc. In education, speaking, reading and writing are the fundamental skills which must be mastered to lay a firm foundation for future education.
- 2) **Perceptual learning** – An individual observes, perceives things or objects in his surroundings and comes to acquire knowledge about them. This happens through the five senses of the individual.
- 3) **Conceptual learning** – Perceptual learning leads to conceptual learning. This means that knowledge of concrete objects leads to abstract thinking. On the basis of concrete and particular facts, a generalization or a concept is formed. This form of learning requires higher order mental processes like thinking, reasoning, intelligence, etc. we learn different concepts from childhood.
- 4) **Associative learning** – New knowledge is not obtained in isolation. New facts get associated with the old acquired facts giving rise to new knowledge. Thus, knowledge of the individual grows by associating new knowledge with the old knowledge. This is called associative learning.
- 5) **Attitudinal learning** – This type of learning pertains to the formation of attitudes. Attitude is a predisposition which determines and directs our behaviour. We develop different attitudes from our childhood about the people, objects and everything we know. Our behaviour may be positive or negative depending upon our attitudes. For example, a child develops an attitude of affection towards his mother, an attitude of respect towards his teachers and elders and an attitude of hatred towards the persons and things that he does not like.

Activity 1.1

Make a list of types of Learning in brief.

CHECK YOUR PROGRESS

1. Define Learning in your own words?

2. Explain the characteristics of Learning. (any 3)

5.3 FACTORS AFFECTING LEARNING

- 1) Attention
- 2) Motivation

Attention

The concept of attention is studied in cognitive psychology that refers to how we actively process specific information in our environment. It is an important mental process. Without attention other mental processes, like thinking, imagination and learning etc. are neither possible nor useful. We cannot think about anything unless we concentrate our attention on it.

5.3.1 Meaning and Definition of Attention

Attention is a term used for the perceptual processes that select certain inputs for inclusion in our conscious experience at any given time. The process of attention involves the act of listening, and concentrating on a topic, object or event for the attainment of desired ends.

Dumville - "Attention is the concentration of consciousness upon one object other than upon another."

Ross - "Attention is the process of getting an object or thought clearly before the mind."

Morgan - "Attention is being keenly alive to some specific factors in our environment. It is a preparatory adjustment for response"

William James – "Attention is the taking possession by the mind, in clear and vivid form, of one out of what may seem several simultaneously possible objects or trains of thought. ...It implies withdrawal from some things in order to deal effectively with others."

Thus, attention is the ability to choose and concentrate on relevant stimuli. It helps in our awareness or consciousness of our environment, which is of selective kind, because in a given time, we can concentrate or focus our consciousness on a particular object only.

Examples of Attention

- When we drive, we are almost constantly using all of our attention sub-processes. We have to be awake (arousal), we have to be able to focus our attention on the stimuli on the road (focused attention), pay attention for long periods of time (sustained attention), keep ourselves from getting distracted by irrelevant stimuli (selective attention), be able to change focus from one lane to another, to the mirror, and back to your lane

(alternating attention), and be able to carry out all of the actions necessary for driving, like using the pedals, turning the wheel, and changing gears (divided attention).

- Attention is one of the first and most important aspects of studying at home or at school. When you study, you need to be awake and attentive to whatever you are reading or hearing. Sustained attention is especially important when you study because reading the same information while you try to learn can become boring and monotonous after a while. Sustained attention helps you stay focused on studying for hours, which helps keep you from losing time and forgetting information that you have read.

5.3.2 Nature of Attention

- Attention is a mental process and not a mental power.
- There can be no attention in the absence of interest.
- The thought of conscious life is impossible in the absence of attention.
- Attention creates readiness for doing a work.
- Attention is a selective process.
- Attention does not mean consciousness; it is a part of consciousness.

5.3.3 Characteristics of Attention

- Attention is always changing.
- Attention is always an active center of our experience.
- Attention is selective.
- Attention is continuous.
- Attention increases the clarity of the object.
- Attention is indivisible.
- The limitation of attention depends upon the relation between the things.

5.3.4 Types of Attention

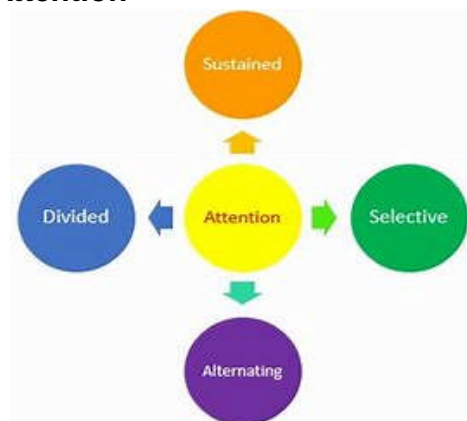


Figure 5.2: Types of Attention

To learn how to adapt, knowing the four kinds of attention related to cognition is a must. These include: sustained attention, alternating attention, divided attention, and selective attention.

Sustained Attention

It's pretty simple to catch anyone's attention but it is certainly a challenge to sustain or keep it for any considerable amount of time. Sustained attention is the ability to keep that focus or concentration for long periods of time even if the individual is exposed to the repetitive action or activity. This is the kind of attention that is usually used for majority of the learning and working activities like listening to a teacher lecture the whole hour, read books and notes the whole night to review, in answering test or exercise questions, completing an extensive project, or perhaps, regularly working on a repetitive task. This kind of attention should be very beneficial but it is the kind that is oftentimes very hard to acquire or achieve.

Selective Attention

When faced with a number of environmental factors or stimuli, the human brain naturally responds by selecting a particular aspect or factor to focus on. This is known as selective attention. Selective attention is the ability to select from the many factors or stimuli and focus to only one that you prefer or your brain selects. This is not really a special and hard to achieve kind of attention. Almost all people use this cognitive ability almost all the time. Every day, people are usually exposed to a number of environmental factors at home, at the school, at the office, etc. but their brains respond by focusing only to the particular factors that matter most or those that people choose to focus on. By better understanding it however, the person is better able to select the appropriate stimuli to devote his or her attention to.

Alternating Attention

The next kind of attention is the alternating type. As its name suggests, it's the ability to switch or immediately transfer your focus or concentration from one activity to another. The brain also instantly adapts even if the succeeding activity has a different level of knowledge or comprehension required. Similar to selective attention, alternating attention is also an ability that is used almost all the time. Every day, you need to make sudden changes on your activity or action which also requires your attention to shift.

Divided Attention

The last kind of attention related to cognition is an interesting one, divided attention. Divided attention is the ability of an individual to focus or concentrate on two or more environmental factors, stimuli, or activities simultaneously. In its simplest form of explanation, experts call it the ability to multi-task. Multi-tasking is

considered a desirable talent for those who are gifted with this ability. But this means that it will be very difficult for other people to acquire this skill. Divided attention or the ability to multi-task can be learned through practice or gaining expertise in a certain kind of activity.

Educational Implications

Attention plays an important role in the teaching - learning process. Without attention learning cannot be effective. It helps a child to grasp things better. It is a must to learn a skill. Lesson studied with greater attention lasts long. Thus, attention is quite vital to learning.

Following are the educational implications of attention:

1. The teacher should try to secure attention of the students in teaching-learning situation.
2. The teacher should create a conducive environment at the time of teaching. This will help to concentrate full attention among the children.
3. The learning atmosphere should be free from all types of distracting factors.
4. In order to create attention, the teacher should motivate the students at every stage of teaching.
5. Diagrams, figures and pictures should be used at the time of need.
6. Audio-visual aids should be used properly.
7. The teacher should move use of gestures, postures, actions and demonstrations at the time of teaching.
8. The teacher should try to make the students actively involved in teaching-learning activities.
9. Rude behavior of teacher and fear of punishment should be avoided.
10. The teacher should be impartial to all the students in the class.

Activity 1.2

Name the different factors which affect learning

CHECK YOUR PROGRESS

1. Explain the types of Attention.

2. Explain the educational implications for attention.

5.4 MOTIVATION

Every action being done by the individual is purpose oriented. This purpose motivates him to act. Motivation is an important factor which encourages persons to perform and help in reaching their goals. A strong positive motivation will enable the increased output of employees but a negative motivation will reduce their performance.

5.4.1 Meaning of Motivation

The term motive is derived from the Latin word 'movere' which means to move, to set in motion, or to prompt in action. A motive stimulates a man to behave or act in certain way. "Motivation is an internal force which accelerates a response or behaviour. It includes all the internal conditions which initiate or sustain any activity.

For example, a student studies his books because he wants to get high marks in his exam. The aim of getting high marks is a motivation for the student. Similarly, a man is striving to get a job because he wants to earn money. Here the aim of earning money is the motivation for the man.

Scientists have provided many varied definitions of the concept of motivation.

1. Johnson- "Motivation is the influence of general pattern of activities indicating directing the behavior of the organism."
2. Woodworth –"A motive is a state of the individual which points it towards the practice of a given task and defines the satisfactory completion of the task."
3. Vance - "Motivation implies any emotion or desire which so conditions one's will that the individual is properly led into action."
4. The Encyclopedia of Management - "Motivation refers to degree of readiness of an organism to pursue some designated goal and implies the determination of the nature and locus of the forces, including the degree of readiness."
5. Guilford J.P. – "A motive is any particular internal factor or condition that tends to initiate and sustain activity."

From the above definitions the following inferences can be derived:

- Motivation is an inner feeling which energizes a person to work more.
- The emotions or desires of a person prompt him for doing a particular work.
- A person moves to fulfill his unsatisfied needs by conditioning his energies.
- Motivation is not the end but the means, it provides the way to the end or goal.
- Motivation makes clear the behavior of the individual.
- Motivation is affected by physical and mental as well as external conditions or circumstances.

Thus, motivation is a psychological phenomenon which generates within an individual. A person feels the lack of certain needs, to satisfy that he feels working more. The need satisfying ego motivates a person to do better than he normally does.

5.4.2 Characteristics of motivation

- Motivation is a Psychological Concept
- Motivation affects the Whole Individual, not part
- Motivation is never an Unending Process
- Motivation is a complex phenomenon
- Motivation is different from Satisfaction, Inspiration, and Manipulation
- Motivation leads to goal-directed behavior

5.4.3 Types of Motivation

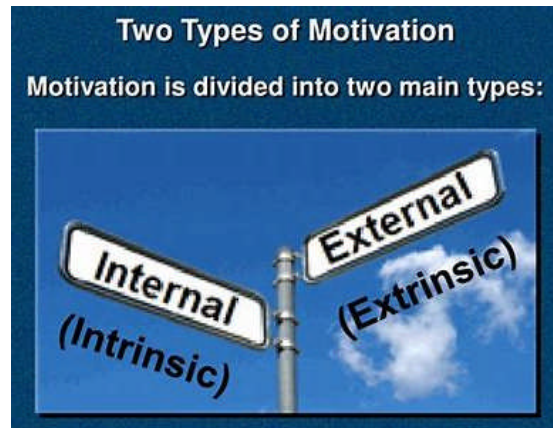


Figure 5.3: Types of Motivation

There are two types of motivation:

- 1) Internal or Intrinsic motivation
- 2) External or Extrinsic motivation

Internal or Intrinsic motivation is a force inside the individual and works from within the individual. In other words, it does not depend upon the stimulus from outside. It is the natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities. When we are intrinsically motivated, we do not need incentives or punishments because the activity itself is rewarding. Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. Long lasting and long sustaining intrinsic motivation in the students' gives better result to them.

Extrinsic motivation is the opposite of intrinsic motivation. It occurs when things are done to or for people to motivate them. Usually extrinsic motivation is used to attain outcome that a person would not get from intrinsic motivation. Common extrinsic motivations are rewards, such as incentives, increased pay, praise, or promotion; and punishments, such as disciplinary action, withholding pay, or criticism. Extrinsic motivators can have an immediate and powerful effect, but will not necessarily last long. The intrinsic motivators, which are concerned with the 'quality of working life' (a phrase and movement that emerged from this concept), are likely to have a deeper and longer-term effect because they are inherent in individuals and their work and not imposed from outside in such forms as incentive pay.

5.4.4 Maslow's Theory of Hierarchy of Needs

What is Maslow's Hierarchy of Needs?

What motivates people, what is their motive to do their work well and how can they be encouraged to perform even better?

To get a better understanding of this process, the humanistic psychologist Abraham Maslow developed a Hierarchy of Needs model in 1943. Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. The hierarchy of needs is known as **Maslow Pyramid** or **Theory of human behavior**.

Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled the next level up is what motivates us, and so on. Thus, Maslow represented this theory as a hierarchical triangle. This shows how basic needs must be met before one can "climb" the hierarchy, to address more complex needs.

Maslow grouped human needs into five categories.

- **Physiological Needs:** These are the biological requirements vital for human survival. Some examples of physiological needs include food, water, air, warmth, shelter, sleep and sex.
If these needs are not satisfied the human body cannot function optimally. Maslow considered physiological needs the most important as all the other needs become secondary until these needs are met.
- **Safety Needs:** As we move up to the second level of Maslow's hierarchy of needs, the requirements start to become a bit more complex. At this level, the needs for security and safety become primary. Some of the basic security and safety needs include - Financial security, Health and wellness, Safety against accidents and injury.
- **Social Needs (Love and Belonging Needs) :** After physiological and safety needs have been fulfilled, the third level of human needs is social needs. The social needs include such things as love, acceptance, and belonging. At this level, the need for emotional relationships drives human behavior. Some of the things that satisfy this need include: friendship, intimacy,

trust, and acceptance, receiving and giving affection and love. Affiliating and being part of a group (family, friends, work).

- **Esteem Needs:** At the fourth level in Maslow's hierarchy is the need for appreciation and respect. When the needs at the bottom three levels have been satisfied, the esteem needs begin to play a more prominent role in motivating behaviour. At this point, it becomes increasingly important to gain the respect and appreciation of others.

Maslow classified esteem needs into two categories:

- esteem for oneself (dignity, achievement, mastery, independence)
- the desire for reputation or respect from others (e.g., status, prestige).

- **Self-Actualization Needs:** At the very peak of Maslow's hierarchy are the self-actualization needs. These needs are the desires an individual has for self-fulfillment and developing to his full potential. It means Self-Fulfillment, Seeking Personal Growth and Realizing Personal Potential.

This can be visualized using the Maslow Pyramid diagram.



Figure 5.4: Maslow Theory of Motivation Pyramid

Thus, according to Maslow's theory, the needs form a hierarchy. If the lower level needs haven't been met, a person will try to satisfy those needs before trying to satisfy higher level needs. Once the lower level needs have been satisfied, a person will then focus his behavior on the needs of the next level.

5.4.5 Educational Implications

1) Teacher should make use of specific teaching behavior:

Following characteristics of teachers are helpful in enhancing motivation of learners (Pandey, 1983)

- a) Willingness to be flexible as the situation demands
- b) Capacity to perceive the world from the students' point of view.
- c) Capacity to reflect an appreciative attitude.
- d) Skill in asking question
- e) Knowledge of subject matter and related area.

2)Teacher should use motivational factors in line with characteristics of learners:

Teaching -Learning experiences should be designed in line with needs of learners i.e. the personality of the learner. There are individual differences in learners so the techniques and devices for motivating a learner should be as per the personality of the learners.

3) Use of incentives for motivation:

The capacity of the individual to work can be changed i.e. the level of amount of effort of the person may increase or decrease. Incentives can be given in various forms and shapes i.e. biological, social or ideological, social etc.

A few incentives are described as below:

- a) Praise and blame as an incentive technique.
- b) Judicious use of reward and punishment.
- c) Rivalry in the form of competition as an incentive.
- d) Co-education in educational institutions.

4) Providing success experience to students:

Success experience is an incentive or motivation factor. It motivates to achieve further success in case of a student who was having history of academic success. Involvement of students in experiences in accordance with their learning ways lead the students to success experiences which further motivate them.

5) Ego Involvement:

According to ego involvement theory of motivation given by Sherif and Cantrail (1964), ego is the constellation of attitudes. Ego involvement motivates human behavior. Following care should be taken by the teacher to motivate the students:

- a) Listen to the ideas of students to start with the topic with due regards and incorporate their ideas while teaching.
- b) Teacher behavior should be warm and accepting.
- c) Teacher should treat the students with aim to develop positive attitudes.

6) Provision of helpful classroom environment:

A teacher should help every student in satisfying their need of self-actualization through designing of appropriate environment in the classroom (social and physical environment)

7) Use of effective instructional procedures and teaching aids:

Needs of students or motives of students can be satisfied by involving in teaching-learning experiences using appropriate instructional procedures and teaching aids.

8) Exploring and utilizing the motivational possibilities of curriculum:

Teachers should take into consideration the following points so as to design teaching-learning experiences in accordance with the needs of students:

- a) Teacher should correlate the contents with day to day life problems.
- b) Explore the psychological possibilities of the subject matter for enhancing motivation and learning.
- c) The new knowledge must be linked with the previous knowledge.

Activity 1.3

Define motivation.

CHECK YOUR PROGRESS

1. Explain in brief the types of motivation.

2. Note down the stages of Maslow's Theory of hierarchy of needs.

5.5 LET US SUM UP

In this Unit we have discussed that every individual wants to develop. The key of his development is learning. Learning is the requisite for all activities and problem-solving behavior. It is continuous and life-long process. It is not confined to classroom rather it goes beyond the class-room. Learning is an act through which one requires knowledge and skills to fulfill his needs. Learning is not a haphazard process rather it is a continuous and systematic process which result a change in the behavior of an individual. This change in the behavioral pattern or learning is due to same factors. So, the factors affecting learning are attention and motivation. Attention is both cognitive and conative process of mind. In order, to render learning effective, the teacher has to ensure condition which would sustain the attention of the students. Better attention, produces better results. Thus, attention has its positive effect on one's learning. Any learning cannot be done without motivation. This is one of the vital factors which affects learning. The chief cause behind the students succeeding in the educational field is motivation. The students can be seen competing with one another in the classroom in the direction of educational achievement for the aspiration of a reward, admiration or honour, etc. Motivation is its fundamental basis.

Thus, the study about learning and factors affecting learning has a great educational value. it has influenced the role of teachers, instructional strategies, curriculum designing, preparation of teaching aids, setting of learning objectives, organizational pattern of places of learning, infrastructural facilities and parental role.

5.6 UNIT END EXERCISES

1. Elaborate the meaning of learning, discuss the characteristics of learning.
2. What do you mean by attention. Clarify this concept on the basis of different types.
3. "Attention is a significant factor affecting learning" Explain with respect to its educational implications.
4. Describe the meaning and types of motivation.
5. Describe Maslow's theory of motivation.
6. Explain the educational implications for motivation in detail.

5.7 REFERENCES AND SUGGESTED READING

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CONCEPT OF TEACHING

UNIT STRUCTURE

6.0 Objectives

6.1 Introduction

6.2 Concept and Definitions of teaching

6.3 Characteristics and Functions of teaching

6.4 Changing concept of teaching in Indian Scenario

6.5 Approaches to Classroom Teaching

6.5.1 Learner Centric

6.5.2 Teacher centric

6.6 Summary

6.7 Exercise

6.8 References

6.0 OBJECTIVES

After reading this unit, you will be able to:

- explain the concept of teaching
- discuss the need and characteristics of teaching
- describe the scope of teaching
- explain the changing context of teaching in Indian scenario
- analyse the approaches to classroom teaching

6.1 INTRODUCTION

In the last unit, you have studied about the concept of learning and factors affecting learning. Important factors are attention and motivation. Now in present unit we will study about teaching.

We know that teaching and learning are the two side of the same coin. Same way teaching and teacher are the two side of the same coin. When we hear the word teaching then immediately the word teachers comes to our mind. We always expect that teacher's teaching should be excellent. Students should enjoy teaching and learning Teacher's teaching should be inspire learners. Teachers always try their level best to achieve success in their goals. It is true that teacher's teaching lead their student's from the darkness of ignorance to the light of knowledge. Teachers through their

teaching plays vital role not only in school, colleges but also in a family, society and in national building. Teacher nurture the destiny of nation. A teacher teaches students from play group school to higher level education.

Dr. Zakir Hussain has said, "The teacher is indeed the architect of our future". Here, we can say that teaching-learning process has an important place in the field of education. Teaching and learning are two fundamental aspects of educational process. Both are closely related to each other. Wherever there is learning, there will be teaching.

In the last unit you studied the concept of learning and for understanding the concept of teaching learning process it is essential to study the concept of teaching also.

6.2 CONCEPT AND DEFINITIONS OF TEACHING

TRADITIONAL CONCEPT OF TEACHING

In traditional classroom teaching the teacher gives information to students or one of the students reads from a text book, whereas the other students follows him in their textbook. Teaching is the act of imparting instructions to the learners in the classroom situation. This traditional concept of teaching is not accepted by modern educators.

Now teaching is not merely imparting knowledge or information to students. While teaching teachers should keep in mind the child as well as the presentations of subject matter.

MODERN CONCEPT OF TEACHING

Teaching is to lead the students to learn and acquired the desired knowledge, skill and develop student's personality means students should also learn the desirable ways of living in the society. It is a systematic and psychological process in which students, teacher, curriculum and other aspects of education are organised in a perfect manner to achieve some determined goals. Now let us study the definitions given by the Experts:

DEFINITIONS OF TEACHING

1. Edmund Amidon's view- " Teaching is defined as an interactive process, primarily involving classroom talk which takes place between teacher and pupils and occurs during certain definable activities."
2. Thomas F. Green- " Teaching is the task of teacher which is performed for the development of a child".

3. J. Welton-"To know where the pupils are and where they should try to be are the first two essentials of good teaching".
4. B.O. Smith's view-"Teaching is a system of action intended to produce learning ".
5. Burton's view- "Teaching is the stimulation, guidance, direction and encouragement of learning".
6. Ryburn's view- "Teaching is a relationship which keeps the child to develop all his power".
7. Yoakm and Simpson- "Teaching is a means whereby society trains the young in a selected environment as quickly as possible to adjust themselves to the world in which they live".
8. Clarke's opinion- "Teaching refers to activities that are designed and performed to produce change in student's (pupil's) behaviour.

An analysis of definitions of Teaching

"Teaching is undertaking certain ethical tasks or activities, the intention of which is to induce (cause) learning".

Smith's definition contains the following three elements-

- (a) Teaching is a system of action.
- (b) Teaching is a goal-directed action.
- (c) Teaching takes place in a situation comprising the controllable and uncontrollable set of factors.

After analysing the definitions given above reveals that in teaching, a teacher is expected to understand the significance of the following-

1. Who is to teach?

A teacher is to teach. He should, therefore, present a good model of teaching.

2. Whom to teach?

A child is to be taught. Therefore, while teaching, his abilities and interests must be taken care of. He should be active.

3. Why to teach?

Teaching is not storing information but to enabling the child to develop his various faculties.

4. What to teach?

Those experiences and activities which enables the learner acquire desirable knowledge, skills and attitudes.

5. How to teach?

The teacher must be well versed in the use of teaching technology.

6. When to teach?

Teaching situations should be such as they develop motivation in the students to learn.

7. Where to teach?

Classroom, Library, Laboratory, workshops, playground etc. are the various places to carry on teaching. Importance of each depends on the types of activity and experience to be provided to the learner.

Check your progress

1. Explain the concept of teaching.

2. Describe the definitions of teaching.

3. Analysis the definitions of teaching.

6.3 CHARACTERISTICS AND FUNCTIONS OF TEACHING

Now we are aware of the concept of teaching, definitions and also studied the analysis of definitions. Let us start with the characteristics of teaching.

CHARACTERISTICS OF TEACHING

From the definitions discussed above, following characteristics of teaching emerge :-

1. Teaching is an interactive process means interaction between teacher and students, students and students take place.
2. Teaching is a tri-polar process means teacher, student and curriculum with suitable environment will be theirs.
3. Teaching is both formal and informal. Inside the class and outside the class as well as non formal, that is through distance and open university.
4. Teaching is an art as well as a science .
5. Teaching is a conscious as well as an unconscious process.
6. Teaching is encouraging, expressing, balancing and harmonising learning.
7. Teaching is modifiable by the use of mechanism of feedback devices.
8. Teaching is dynamic process related to time and place.
9. Teaching takes place in some social environment or social set up.
10. Teaching is goal or task oriented.
11. Teaching is dominated by the good communication skills.
12. Teaching is measurable and quantifiable by observational techniques.
13. Teaching is activity as telling, showing and doing.
14. Teaching is a face to face encounter.
15. Teaching is a observable through teacher behaviour or public teacher action.
16. Teaching is therapy to learners.
17. Teaching is a system of actions which are varied inform and are related to content and pupil behaviour.
18. Teaching is stimulating the child.
19. Teaching is helping the child to respond to his environment.
20. Teaching is a continue from training to indoctrination.
21. Teaching is guiding the child.
22. Teaching is training the emotions of the child.
23. Teaching facilitates learning .
24. Teaching is purposeful for scientific observation and analysis.

25. Teaching is a profession in which a teacher instructs and educated .
26. Teaching can be analysed in the following ways -
 - (a) as a teacher activity.
 - (b) as a educational objectives.
 - (c) as of learning condition and structure.
 - (d) as of learning components and
 - (e) as of pupil activity.
27. Teaching is maintaining relationship with child ,teacher and subject matter.
28. Teaching is diagnostic and remedial.
29. Teaching is creative and recreational.
30. Teaching is democratic.
31. Teaching is planned and systematic.

Still there are more characteristics but we will limit our study here and discuss the functions of teaching.

FUNCTIONS OF TEACHING

The following functions of teaching have been given by Prof. S.S. Chauhan -

1. Informing and explaining the content -
 - A good teacher is expected to be well informed in the area of teaching and is expected to be able to communicate information perfectly.
 - Initiating, directing and administering -
 - Teaching is concerned with initiating, organising, directing and making decisions.
 - The teacher as the leader of the team should be able to initiated activities and get them organised.
2. Unifying the group -
 - An important task of the teacher is that of developing a group with a group spirit, an
 - identification with common purposes and concerns.
3. Giving security -
 - Teacher should identify the needs of students such as sense of loneliness, rejection, isolation and economic insecurity and provide them protection.
4. Clarifying attitudes, beliefs and problems -
 - The teacher provides opportunities to students to compare, observe, classify, interpret and puts them in a position to analyse, criticise and summarise.

5. Diagnosing learning problems -
 - Teacher should provide and suggest possible course of action.
6. Making curriculum material -
 - Teacher should modify the curriculum in accordance with the needs of group and the local community.
7. Evaluating, recording and reporting -
 - The progress of the class and individual students by means of tests and examinations.
8. Enriching community activity -
 - A School is the miniature society. To develop Harmonious relationships between school and community are a continuing and essential part of school life.
9. Arranging and organising classroom -
 - Arrangement should be flexible to change it to suit the different occasions.
10. Participating in social activities -
 - Teacher should participate in other social activities in addition to his routine teaching assignments for eg. excursions, picnic, programmes, shows etc.
11. Participating in professional life -
 - Teacher is expected to belong to professional societies, attend seminar, conference and keep up to date in his subject.

Check your progress:

1. Explain briefly the characteristics of teaching.

2. Discuss the functions of teaching.

6.4 CHANGING CONTEXT OF TEACHING IN INDIAN SCENARIO

Let us see the changing context of teaching in Indian scenario. The well established tradition of teaching and learning in India has retained its inherent strength even under adverse situation. Swami Vivekanand describes the role of the teacher in teaching as, "The true teacher is he, who can immediately come down to the level of the student".

Whereas Sri Aurobindo describes good teaching as, "The first principle is that nothing can be taught. The teacher is not an instructor or task master, 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 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. He does not call forth the knowledge that is within, he only shows him where it lies and it can be habituated to rise to surface. The distinction that reserves the principle for the teaching of adolescent and adult minds and denies its application to the child, is a conservative and unintelligent doctrine. Child or man, girl or boy, there is only one sound principle of good teaching. Differences of age only serves to diminish or increase the amount of help and guidance necessary, it does not change its nature".

Following are the points of good teaching -

1. Good teaching recognises individual differences.
2. Good teaching is causing to learn.
3. Good teaching is kindly and sympathetic.
4. Good teaching provides opportunities for activity.
5. Good teaching involves skill in guiding learning.
6. Good teaching is not tied to any method.
7. Good teaching reduces the distance between the teacher and the taught.

8. Good teaching helps the child to adjust himself to his environment.
9. Good teaching is progressive.
10. Good teaching is both diagnostic and remedial.
11. Good teaching leads to emotional stability.
12. Good teaching is co-operative.
13. Good teaching involves careful planning.
14. Good teaching is democratic.
15. Good teaching provides desirable and selective information.

Quality teaching also known as effective teaching is the chief instrument of quality education. Quality teaching is based on these premise. All teachers should teach well and all students should learn well.

Changing context of good teaching in India Scenario is due to (factors) -

1. Impact of National Policy -
Such as (a) The National Curriculum Framework for school education - 2005 and
(b) The political recognition of Universalization of Elementary Education that led to the
2. Right of Education Bill, 2008.
Development in School education -
School education has seen significant development since independence. Increasing privatization and differentiation of the schooling system have vitiated drastically the right to quality education for all children.
3. Changing role of the Teacher -
The NCF 2005, requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct his knowledge. Teachers have to play the role of crucial mediating agent through whom curriculum is transacted.
4. Challenges in Teacher Education -
Teacher education as a whole needs urgent and comprehensive reform. There is a need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure.
5. Research and Innovation -
Institutional capacity and capability to innovate and create are a pre-requisite for the pursuit of excellence. Many teacher educator's are encouraged to take up either major or minor research project.

6. Inclusive Educator -
Two kind of exclusion prevalent in school, that is exclusion of child with disabilities and social exclusion of children who are from socially and economically deprived back ground. Teachers will have to be specially equipped if the social deprivation has to overcome by education.
7. Perspectives for equitable and sustainable developments -
It is for all sections of society and respect for all, it is necessary that they be educated through perspectives of gender equity, perspectives that develop values for peace, respect the rights of all.
8. Role of community knowledge in education -
It is important for the development of concept in children as well as the application of school knowledge in real life that the formal knowledge is linked with community knowledge.
9. ICT in school and e-learning -
There is a growing demand that ICT be included in school education. It needs to also equip teachers with competence to use for their own professional development.

Check your progress:

1. Explain the context of good teaching in India.

2. Describe the factors of changing context of good teaching in Indian scenario.

6.5 APPROACHES TO CLASSROOM TEACHING - LEARNER CENTRIC AND TEACHER CENTRIC

In the last main point, we have seen the changing context in good teaching in Indian scenario.

Let us start with the approaches to classroom teaching - There would be a major shift from Teacher centre to learner centric. This we will understand by the chart or table 6.1 given below:

Table 6.1: Teacher Centric vs Learn Centric Classroom

From Teacher Centre	To Child Centre
Teacher centre, stable designs	Learner centric, flexible process
Teacher direction and decisions	Learner autonomy
Teacher guidance and monitoring	Facilitates, support and encourages learning
Passive reception in learning	Active participation in learning
Learning within the four walls of the classroom	Learning in the wider social context the classroom
Knowledge as " given "and fixed	Knowledge as it evolves and created.
Disciplinary focus	Multidisciplinary, educational focus
Linear exposure	Multiple and divergent exposure.
Appraisal short, few	Multifarious, continuous

6.5.1 TEACHER CENTRIC APPROACH

In teacher centric teaching the teacher is everything. The teacher only teaches in a class, prepare lesson and his design are stable that all the activities are fixed. Teacher takes all decisions and give guidance, direction to the student. Teacher monitors the class and learning situation. Due to this we see passive reception in learning as there is no more interaction or no activities. Students are passive listeners. Learning takes place in classroom that to within four walls of the classroom. Knowledge is given and no application in a class or outside the class. Fixed knowledge is given. Only focus is given for discipline and disciplinary action. Student get less exposures that means linear exposure. Thinking is only convergent. Due to this student as well as teacher get less and few appraisals for their career and life.

Now a days, such kind of teaching is not accepted because it will not help to achieve goals and not able to develop students all round personality. That is why child centric teaching is used in classroom.

6.5.2 CHILD CENTRIC APPROACH

This is based on learner's means it is learner centric, teaching according to the need of the child teaching, method and explanation is used. The process is flexible. In this teaching learner is more important. He is the whole and soul of the class. It shows the learner's autonomy in a class. Teacher use all the teaching aid, projector, etc., so learner can easily understand. Interaction is must in a class. student's view, ideas, suggestion are accepted. All the facilities, and support is given to student. This encourages learning because it gives them the feeling of togetherness, freedom, In this approach active participation is there with teacher-pupils and pupil-pupil in a class. Learning takes place in the wider social context in the classroom. Instead of knowledge given by teacher it evolves and created by the teacher with the help of students. Focus is given to multi-disciplinary action / activity means focus is given to educational, co-curricular and extra-co-curricular activity. Teaching is not limited within the class only but visit, excursion, demonstration, project work, community work, etc., are included. Students are given the freedom to apply their knowledge in activity where teacher acts as their guide and help provided by them. Students think in divergent direction and get good exposure for their personality as they (teacher and student) both get appraisal multifarious way and it is also continuing with their work.

Structure of Teaching

Structure of teaching consists of three important variables which operate in the process of teaching and create learning condition or situation.

They are as follows-

1. Teacher as an independent variable.
2. Students as dependent variables.
3. Content and the strategy of presentation as intervening variables.

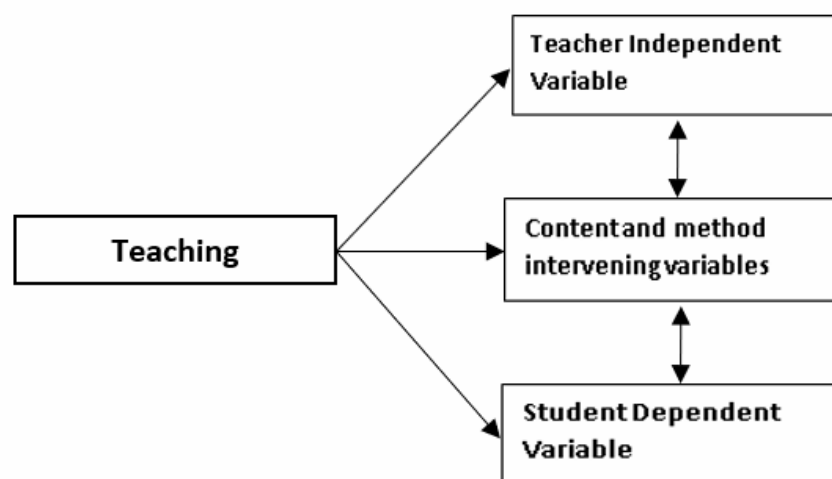


Figure 6.2: Structure of teaching

Phases of Teaching

As teaching is a difficult task and for performing this task, a systematic planning is needed. In teaching various steps are taken and the different steps constituting the process are called the phases of learning.

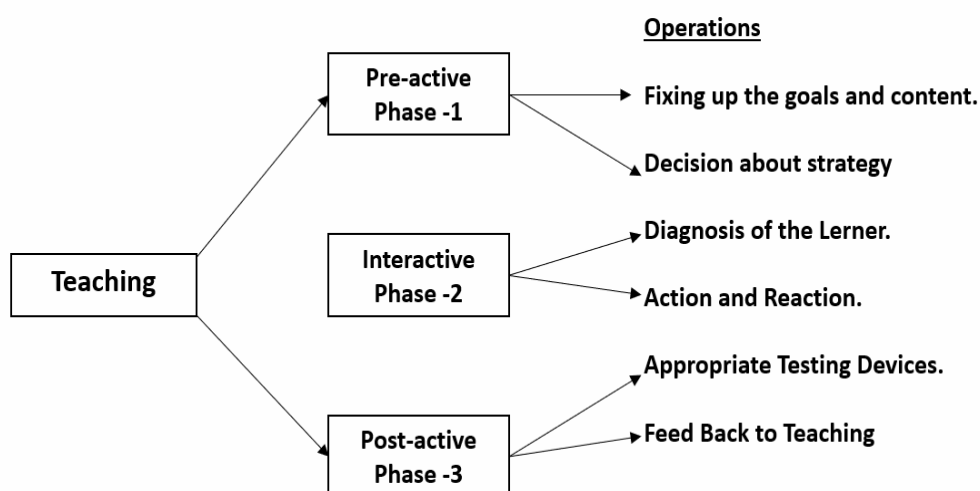


Figure 6.3: Three phases of teaching

Let us explain the phases of Teaching -

1. Pre-Active Stage

Before classroom teaching, the different activities completed by teacher is known as pre-active stage. These tasks include preparing lesson-plan, arranging teaching aid within the classroom or outside classroom, studying test, report, reading section of text book, thinking about the aberrant behaviour of a particular student etc. These activities are very important to the teacher's performance during regular teaching session.

Following operations are involved -

- a) Fixing up goals
- b) Taking decisions about the content
- c) Managing appropriate means and ways of presentations
- d) Deciding about appropriate strategies and techniques of teaching
- e) Developing teaching strategies for the specific subject matter

2. Interactive Stage

This is actual classroom teaching. The teacher uses various strategies for achieving goals already set. The behaviour of teacher is more or less spontaneous because this is interactive session. Teacher is in the class at this stage so he has to manage the discipline as well as should be able to control student. The task of keeping pupils involved may entail explanation, demonstration, definition and other logical operations which may be thought of as the heart of teaching. Operations at the Inter-active stage:

- a) Perceive the size of class to identify students.
- b) Diagnosing the achievement of the learners.
- c) Action or achievement (Response). This involves -
 - i. Selection and presentation of stimuli
 - ii. Feedback of reinforcement
 - iii. Development of strategies of teaching

3. Post-active Stage

It includes evaluation which provide necessary feedback to the teacher and the students to bring about desirable improvement in their performance. This is related to both teaching and learning. It helps the teacher to teach things better and also helps the students to learn things better. It helps teacher to decide whether he should proceed with new contents or re-teach the same thing.

Operations at the Post-active stage -

- a) Assessing the suitability of objectives determined.
- b) Deciding regarding re-teaching the content or new content.
- c) Assessing the suitability of the instructional material.
- d) Assessing the impact of the classroom environment and effective changes.

These three stages of teaching are closely interrelated. However, the teaching skills also form an important necessity of a good teacher. Teaching involves interaction. Teacher's personality, attitude and interests also play a great bearing on his effective teaching.

Check Your Progress:

1. Explain teacher centric approach of teaching.

2. Describe child centric approach of teaching.

3. Discuss the structure and phase of teaching.

6.6 LET US SUM UP

- ✓ Teacher and teaching are the backbone of educational system. Teaching is one of the most influential profession in society. Teacher can make huge difference to children's life, directly through the curriculum they teach and indirectly through their behaviour, attitude, values, relationship with an interest in student.
- ✓ Teaching is a system of action; Teaching is dominated by good communication skill. Teaching is encourage expressing, balancing and harmonising learning. One of the main functions of teaching is informing the student and explaining the content.
- ✓ Good teacher is not tied to any method. Good teaching is due to development in school education and with teaching of expert teacher.

- ✓ It is important to use child centric approach of teaching rather than teacher centric approach of teaching because child centric approach help the student to think divergently and give exposure to their career and life. Three important variables are consisting in structure of teaching as teacher, students and content with the strategy of presentation.
- ✓ There are three important phases of teaching. which are as - proactive stage, interactive stage and post active stage. Effective teaching is possible with teaching skill, interaction, values, attitudes, interest and personality of the teacher.

6.7 EXERCISE

I. Objectives Questions-

(A) Select the Correct answer

1. Good teaching _____ Learning.

a) discourages	b) prohibits
c) facilitates	d) creates
2. A school is the miniature _____.

a) country	b) society
c) culture	d) religion
3. _____ and _____ are the two approaches of teaching.

a) Teacher centric, Child centric
b) Open Classroom, Closed Classroom
c) Teaching, Learning
d) Lectures, Educational Movies
4. Child centric approach of teaching is _____ Process.

a) fragile	b) fixed
c) flexible	d) rigid
5. _____ stage is actual classroom teaching.

a) In active	b) Inter active
c) Non active	d) Active

II. Subjective Questions

1. Define teaching. Explain the concept of teaching.
2. Explain the characteristics of teaching.
3. Describe in details good teaching.
4. Explain teaching centric approach of teaching.
5. Explain child centric approach of teaching.
6. Discuss the important phase of teaching.

III. Short Notes -

1. Function of teaching.
2. Factors for good teaching.
3. Structure of teaching.
4. Significance of teaching.

6.8 REFERENCES

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QUALITIES AND QUALIFICATIONS OF TEACHER

UNIT STRUCTURE

7.0 Objectives

7.1 Introduction

7.2 Pre-Primary Teacher

7.2.1 Qualifications of Pre-Primary Teacher

7.2.2 Qualities of Pre-Primary Teacher

7.3 Primary School Teacher

7.3.1 Qualifications of Primary School Teacher

7.3.2 Qualities of Primary School Teacher

7.4 Secondary School Teacher

7.4.1 Qualifications of Secondary School Teacher

7.4.2 Qualities of Secondary School Teacher

7.5 Higher Education Teacher

7.5.1 Qualifications of Higher Education Teacher

7.5.2 Qualities of Higher Education Teacher

7.6 Summary

7.7 Exercise

7.8 References

7.0 OBJECTIVES

You will be able to achieve the following objectives:

- To enable the student to understand the qualifications and qualities of the pre- primary teachers.
- To enable the student to state the qualifications and qualities of primary teachers.
- To develop the understanding of the qualifications and qualities of secondary teachers.
- To develop the understanding of the qualifications and qualities of higher education teacher.

7.1 INTRODUCTION

In unit six you have been introduced to the concept of the teaching and its characteristics you also studied about the approaches to classroom teaching for learner centric and teachers

centric this unit deals with the qualities and qualifications of Pre – Primary, Primary, Secondary, Higher Education Teacher.

Teaching is hard work and some teachers never grow to be anything better than mediocre. The great teachers, however, work tirelessly to create a challenging, nurturing environment for their students. Great teaching seems to have less to do with our knowledge and skills than with our attitude toward our students, our subject, and our work. It demands broad knowledge of subject matter, curriculum, and standards; enthusiasm, a caring attitude, and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young people. With all these qualities required, it's no wonder that it's hard to find great teachers.

7.2 PRE-PRIMARY TEACHER

It is the most important time for brain development in humans as the capacity for a child to absorb concept & learning is the highest during 0 to 8 years of age. Thus pre School is the first place where the child builds his/her self-esteem. A child learns the importance of his own name, things and friends. Every child learns to communicate with his teachers and fellow students in the Pre School. It is the right place for the child's foundation for lifelong progress. The skills and knowledge that the child develops in the Pre School have a great impact on the aptitude and attitude of the child later in life.

Children who are exposed to early childhood education usually have improved social & cognitive skills. Those children show fewer behavioral problems and better grades without special and attention in the future. Additionally, the self-confidence gained by learning in a playful manner at a preschool result in a holistic personality development of the child.

“I had a need to make a difference in children's lives and ensure they got all the opportunities and nurturing they needed and deserved.”

‘Indeed, any job in early childhood education demands that you be able to deal well with change and unexpected turns.’

7.2.1 QUALIFICATIONS OF PRE-PRIMARY TEACHER

Qualifications as per NCTE

Secondary School certificate +Higher Secondary School Certificate with 50%
Pre and Primary Teachers Training Course OR
Montessori Teachers Training OR

Early Childhood Care and Education (ECCE) OR as per NCTE norms 2014 Diploma in Pre-school education (DPSE)

The Nursery Teacher Training NTT

All above courses deals with all the aspects of nursery teaching emphasizing the overall development of a child. The aspiring teachers are familiarized with the teaching methods to facilitate a child's physical, emotional and social developments. These Courses are comprehensive in nature and provide an understanding of the theories and methods of early childhood education

A Bachelor's Degree in Child Development

Early childhood education is not a one-size-fits-all teaching career, but with the right education future teachers can gain valuable knowledge and experience to drive their success in the classroom. A degree in child development and education ensures educators understand basic learning objectives and developmental milestones for young children.

This credential also gives teachers the skills to support kindergarten readiness and future academic achievement. A bachelor's degree prepares early childhood educators to be advocates who understand the value of pre-K education as the foundation for a child's future academic success.

Many people have a calling to work in education, but it takes a special kind of educator to work with young children in their first five years of life. These teachers are tasked with supporting basic cognitive, behavioral, social and physical developmental milestones. Patience, creativity, a love for the field and a bachelor's degree in child development are important elements of being an effective early childhood educator. Preprimary teacher should develop qualities that lead to success in the classroom and throughout their career.

7.2.2 QUALITIES OF PRE-PRIMARY TEACHER

A Passion for Early Childhood Education

Education is not a field that just anyone can go into and be both successful and fulfilled in their career. Prospective educators must have a passion for teaching young children. This enthusiasm should reach beyond playground fun and focus on helping young children meet developmental milestones.

Patience and a Sense of Humor

Young children are full of energy and curiosity. Early childhood teachers should bring a great deal of patience and a dose of humor to the classroom to keep children engaged in the day's lessons.

Creativity

Reaching children and helping them learn requires creativity while guiding students in connecting the dots and relating lessons to their current stage of development. Early childhood educators should be able to adapt lesson plans to concepts that children can understand. Incorporating learning games and other teaching techniques can keep children engaged and focused throughout the day.

Communication Skills

Children are sponges at this early age, but they are also new to learning. Early childhood educators must be able to communicate with young learners on their level, including being able to break complex subjects into easily digestible pieces. They must be able offer details about classroom progress to parents so they are aware of their child's performance and achievement level. Communication helps parents identify teachable moments in everyday situations and boost their child's kindergarten readiness.

Flexibility

Even the best early childhood teachers will go off course throughout the day due to unforeseen circumstances or learning hiccups. While creating a lesson plan to outline important concepts that should be addressed in curriculum is important for any classroom, even the best plans sometimes don't happen the way we hope. Being flexible can help lessen stress levels and keep things on track.

Understanding Diversity

Children come from different home environments and backgrounds, which can lead to different learning styles. Early childhood teachers should be able to accept these differences and be willing to work with varied learning styles to ensure all students leave the classroom having achieved the identified learning objectives.

CHECK YOUR PROGRESS

- i) What are the qualities of a preprimary teacher?

- ii) What should be the essential qualities of preprimary teacher?

7.3 PRIMARY SCHOOL TEACHER (6 to 12 age group)

Teaching all subjects to young children.

Primary schooling system in India Primary education starts at approximately 5–6 years of the child and lasts for around 4–5 years. Primary teachers have a unique opportunity to make a positive impact on children as they implant a love for reading, writing, and math in young hearts and minds. Primary Teacher guide developing minds that are just discovering the thrill of learning and the mysteries of the world around them. Upper primary schooling system in India Upper primary education is of three years duration and starts for students aged between 10-11 years. It usually continues up to 13-14 years. At this stage, education consists of the basic programs of primary school level, though teaching is more subject-focused

Among the important qualities of a good Primary teacher are warmth, good communication and classroom management skills, enthusiasm, a love for children and lifelong learning, and a good sense of humor.

Learning needs vary as we evolve through life. The early years of education set the stage for children's well-being, cognitive and social-emotional development; young children starting out in the world require stability, reassurance, and encouragement, and need a warm and caring teacher

7.3.1 Qualification of Primary Teacher

- A Higher Secondary School Certificate or its equivalent with 50% and a two years diploma in Education recognized by the National Council of teacher education OR
- "D.Ed. course specifically teaches and trains one on how to handle young children which just any graduation course does not do. If they don't know the psychology of the children how will

they handle them in the classroom?", uttered, Nitin Upasani (administrative officer of the education department).

- As per National Council of Teacher Education (Recognition Norms and procedure) amendment regulation 2019 for pre-primary to primary and upper primary to secondary teacher's qualification should be A Higher Secondary School Certificate or its equivalent with 50% and 4 years ITEP (Integrated Teacher Education Program). **OR**
- B.EL.ED. stands for Bachelor of Elementary Education. The course trains you and make you capable of taking up the role of a primary school teacher. • D.EL. ED stands for Diploma in Elementary Education. It is a good alternative to B.El.Ed. course. Teacher Eligibility Test TET with 60%

7.3.2 QUALITIES OF PRIMARY TEACHER

Primary teachers are those special people whose task it is to teach children basic life skills

1. Patience and persistence

A primary teacher knows the value of trying again and again. Primary teachers watch and guide children until an "oh dear" expression on a child's face turns into an "ah- that's how you do it" moment. The result is truly amazing!

2. A true caring attitude

A true primary teacher is able to nurture a child's brain and body. Tying shoelaces is just one of the primary teacher's many job requirements, which is carried out with as much dedication as teaching a child to read and write.

3. A big heart

A primary teacher who teaches with a heart knows that sometimes, more than food for the brain, what a child most needs is a big bear hug.

4. A talent scout

A true primary teacher knows that children can all be shiny little stars if they are given the right roles and responsibilities. Primary teachers don't stop searching until they find each child's special talent.

5. An eternal learner

A primary teacher is an eternal learner who knows that it's perfectly okay to make mistakes and try again. This means challenging students to step out of their comfort zones in order to develop a different skill set every day.

6. Classroom management skills

A well-organised primary teacher values the importance of classroom management skills. His/her behaviour toolkit is filled with lots of goodies and strategies. However, the real secret is always being firm and consistent.

7. A true challenger

A primary teacher believes that children can manage anything they set their minds to. This means constantly challenging children to be better than they were in the previous lesson in a rich learning environment.

8. An effective mirror

A primary teacher is a mirror for the children in the classroom. Primary teachers set the example by reflecting the right attitudes and beliefs that children need to overcome the challenges they are presented with.

9. Flexible

A primary teacher is always willing and prepared to adapt a lesson plan to meet a class' specific needs. Primary teachers know that children's natural curiosity needs to be watered in every lesson.

10. Never forget how to be a child

Primary teachers never forget how much fun it is to play and learn. They make sure that children have lots of varied and engaging playing and learning moments and activities in class every day.

CHECK YOUR PROGRESS

- i) What should be the qualities of primary teacher?

- ii) What are the qualifications of primary teacher?

7.4 SECONDARY SCHOOL TEACHER

Secondary schooling system in India: Secondary school education comprises of two years of lower secondary and two years of higher secondary education. The lower secondary level is for students aged 14 to 16 years. Admission requirement is the completion of upper primary school education. Instruction is more organized along specific subjects. Higher secondary schooling system in India Senior secondary education comprises two years of higher secondary education, which starts at approximately 16 years and ends at the 17th year of the child. At the senior secondary level, a student can choose particular subjects/vocations (keeping requirement of educational boards and preferences in view).

7.4.1 QUALIFICATIONS OF SECONDARY SCHOOL TEACHER (for 14 to 18 age group)

Bachelor degree (3 years' program) with B. A/B.Sc. /B. Com 50% or 50 in Post-Graduate OR Management, Engineering, Computer Science, Technology, Agricultural, BBI, Pharmacy, Law, Fine Arts, Performing Arts, Music, Dance, Drama with 55% and

Bachelor of Education B.Ed.

- As per National Council of Teacher Education (Recognition Norms and procedure) amendment regulation 2019 for pre-primary to primary and upper primary to secondary teacher's qualification should be A Higher Secondary School Certificate or its equivalent with 50% and 4 years ITEP (Integrated Teacher Education Program).

The Teacher Eligibility Test TET with 60%

7.4.2 QUALITIES OF SECONDARY SCHOOL TEACHER

It takes a special kind of teacher to educate and motivate students in middle school or high school. All age groups have their challenges, of course, but teenagers can offer some rather unique and difficult issues to navigate through. Here are ten traits that a great teacher should have:

- **Be Passionate**

One way to fuel passion for your work is to continue your training and education. Not only will this keep you on top of current trends and new modes of thinking in your field, but it will also help you to maintain a fresh outlook and reconnect with the initial excitement you felt about your job as an educator.

- **Know What You Teach**

Secondary teachers often focus on more specialized subjects than elementary school teachers. Math teachers must be able to

teach trigonometry or calculus as effectively as algebra, and history teachers must be able to cover very specific periods of time while framing up the context of changing societal behavior. Likewise, special education teachers need to have a solid understanding of their students' behavioral and learning disabilities, with targeted techniques on how best to help them. It is therefore especially important for middle school and high school teachers to excel in the subject matter and curriculum they will be teaching, while continuing their own education, such as earning a Master's in Secondary Education, to be compliant with current standards.

- **Relate It to Real Life**

When you teach teenagers, you will often hear them say, "When am I ever going to use this in real life?" The best way to engage older students in what you are teaching is to demonstrate relevance. If you can relate it to real life and show that there is actual value to what you are teaching, you will eliminate many of the battles teachers face in motivating their students.

- **Have Clear Objectives**

Students, particularly teenagers, perform best when they understand what is expected of them. As a secondary education teacher, it is especially important to always maintain clear objectives, both in your lessons plans, and in your expectations of your students.

- **Use Effective Discipline**

Disciplining adolescents requires a different approach than disciplining elementary school children and maintaining control of the classroom is vital for an effective secondary school teacher. New ideas on discipline and learning styles are constantly being developed and taught, so many teachers will find continuing education to be an effective refresher and a way to keep up on current industry standards.

- **Connect with the Students**

The best secondary school teachers are the ones who are able to connect with their students. When you achieve this, you have the opportunity to not only teach them, but also to inspire them and make a lasting impact on their lives.

- **Be Consistent**

Early and elementary education teachers frequently hear about the importance of consistency when dealing with young children. With teenagers, being consistent is equally important. Adolescents tend to perform best when they have a consistent set of expectations to meet.

- **Be Flexible**

It might seem like consistency and flexibility are two opposing qualities. If you are consistent in your expectations, what room does that leave for flexibility? But don't forget, you are dealing with teenagers, who can often be unpredictable. Knowing when to be flexible and when to be firm is an important skill for any successful secondary school teacher. Being flexible is necessary since nothing, no matter how carefully the plans has thought through, is going to work as is written down on paper.

- **Communicate with Parents**

As a teacher, you have many responsibilities to your students, the school, and parents. We've already talked about how to be the best teacher to your students, but don't forget that part of being an effective teacher is also communicating effectively with their parents. Ensuring that teens get a good education often requires a solid partnership between the teacher and the students' parents, with open lines of communication so that problems can be quickly dealt with (and achievements are properly recognized).

- **Be Positive**

A positive outlook is one of the most important traits a secondary teacher can have. As mentioned earlier, you will have good days and bad days, and being able to shake off the bad days and move on is imperative if you are going to continue to feel passionate about the work you do.

Across the Nation, tight state and local budgets are making the teaching job market more competitive than ever before. A specialized master's degree and certification in secondary education can help you stand apart from other educators when pursuing opportunities to teach or when seeking leadership roles in middle schools and high schools.

CHECK YOUR PROGRESS

- i) Discuss the qualities of secondary school teacher?

ii) What are the qualifications of secondary school teacher?

7.5 HIGHER EDUCATION

Higher education is tertiary education leading to award of an academic degree. Higher education, also called post-secondary education, third-level or tertiary education, is an optional final stage of formal learning that occurs after completion of secondary education.

An academic degree is a qualification awarded to students upon successful completion of a course of study in higher education, usually at a college or university. These institutions commonly offer degrees at various levels, usually including bachelor's, master's and doctorates, often alongside other academic certificates and professional degrees. The most common undergraduate degree is the bachelor's degree.

Higher education includes teaching, research, exacting applied work (e.g. in medical schools and dental schools), and social services activities of universities. Within the realm of teaching, it includes both the *undergraduate* level, and beyond that, *graduate-level* (or *postgraduate* level). In addition to the skills that are specific to any particular degree, potential employers in any profession are looking for evidence of critical thinking and analytical reasoning skills, team working skills, information literacy, ethical judgment, decision-making skills, fluency in speaking and writing, problem solving skills, and a wide knowledge of liberal arts and sciences.

7.5.1 QUALIFICATION OF HIGHER EDUCATION TEACHER

Teacher for the Disciplines of Arts, Commerce, Humanities, Education, Law, Social Sciences, Sciences, Languages, Library Science, Physical Education, and Journalism & Mass Communication. As per University of Grant Commission.

I. Assistant Professor:

A. Assistant Professor: Eligibility

- i) A Master's degree with 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) in a concerned/relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign university.
- ii) Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR, or a similar test accredited by the UGC, like SLET/SET or who are or have been awarded a Ph.D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./ Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be exempted from NET/SLET/SET : Provided, the candidates registered for the Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/Bye-laws/Regulations of the Institution awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/Colleges/Institutions.
- iii) Note: NET/SLET/SET shall also not be required for such Masters Programmes in disciplines for which NET/SLET/SET is not conducted by the UGC, CSIR or similar test accredited by the UGC, like SLET/SET.

B. Associate Professor: Eligibility

- A good academic record, with a Ph.D. Degree in the concerned/allied/relevant disciplines.
- A Master's Degree with at least 55% marks (or an equivalent grade in a point-scale, wherever the grading system is followed).
- A minimum of eight years of experience of teaching and / or research in an academic/research position equivalent to that of Assistant Professor in a University, College or Accredited Research Institution/industry with a minimum of seven publications in the peer-reviewed or UGC-listed journals and a total research score of Seventy-five (75) as per the criteria given in Appendix II, Table 2.

C. Professor: Eligibility (A or B)

- A. i) An eminent scholar having a Ph.D. degree in the concerned/allied/relevant discipline, and published work of high quality, actively engaged in research with evidence of published

work with, a minimum of 10 research publications in the peer-reviewed or UGC-listed journals and a total research score of 120 as per the criteria given in Appendix II, Table 2.

ii) A minimum of ten years of teaching experience in university/college as Assistant Professor/Associate Professor/Professor, and / or research experience at equivalent level at the University/National Level Institutions with evidence of having successfully guided doctoral candidate.

OR B. An outstanding professional, having a Ph.D. degree in the relevant/allied/applied disciplines, from any academic institutions (not included in A above) / industry, who has made significant contribution to the knowledge in the concerned/allied/relevant discipline, supported by documentary evidence provided he/she has ten years' experience.

D. Senior Professor in Universities

Up to 10 percent of the existing sanctioned strength of Professors in the university may be appointed as Senior Professor in the universities, through direct recruitment. Eligibility:

- i. An eminent scholar with good track record of high-quality research publications in Peer-reviewed or UGC listed journals, significant research contribution to the discipline, and engaged in research supervision.
- ii. A minimum of ten years of teaching/research experience as Professor or an equivalent grade in a University, College or an institute of national level.
- iii. The selection shall be based on academic achievements, favorable review from three eminent subject experts who are not less than the rank of Senior Professor or a Professor of at least ten years' experience.
- iv. The selection shall be based on ten best publications in the Peer-reviewed or UGC -listed journals and award of Ph.D. degrees to at least two candidates under his/her supervision during the last 10 years and interaction with the Selection Committee constituted as per the UGC Regulation

7.5.2 QUALITIES OF HIGHER EDUCATION TEACHER

1. Stimulating Style

- Presents in ways which are interesting and involving
- Uses humor to help maintain attention
- Reinforces every major point with a meaningful referent, - example or illustration

- Relates material to the student's world
- Relates the materials to actual experience in real life
- Focuses on learning which will remain a permanent part of one's life and will be repeatedly used outside of school
- Develop the desire to want to know
- Spend time getting students "psyched-up" to learn

2. Ability to Communicate Clearly

- Puts information across in a clear, understandable manner
- Capable of reducing knowledge to its simplest components
- Ties information together
- Relate theory, principles, and concepts to practical application
- Makes objectives available and clear
- Answers questions completely and freely
- Give feedback regularly and in a manner which helps students learn
- Explains criticisms

3. Prepared and Organized

- Plans for the semester, the unit, the week, the day's activities
- Provides a syllabus containing objectives, bibliography, assignments, lab reports, homework, test schedule, special requirements, grading, guidelines
- Comes to class ready to deal with the topic
- Uses class time effectively and efficiently
- Presents in an organized manner so students can see the relationships within the material
- Highlights main ideas
- Uses instructional aids effectively

4. Command of the Subject Matter

- Knowledgeable in the content area
- Current and up-to-date in the field
- Committed to the field of specialization (reads the literature, attends prof. meetings, etc).
- Maintains contact with colleagues in the field (on and off campus)
- Can demonstrate and illustrate the important aspects, as well as explain them
- Knows the material well enough to emphasize the most important aspects
- Points out the contrasts and implications of various theories and principles
- Relates the more important facts and concepts to related fields of study
- Summarizes to aid learning and retention

5. Dynamic Enthusiasm

- Excited about teaching and shows it
- Sincerely interested in the subject matter
- Makes learning a pleasurable experience
- Exudes a positive attitude toward life in general
- Develops own unique style of humanism
- Uses enthusiasm and excitement to improve student attitudes toward both the subject and the instructor
- Will go that extra step to get the students to do whatever is necessary to learn

6. Personal Interest in Students

- Sincerely respects students and conveys this helping, caring attitude
- Makes it clear that he/she wants to help students learn
- Takes the time and effort to know the students and their needs
- Works with each student as an individual
- Talks with students, both in and out of class
- Helps students answer their own questions
- Is valued for advice on other than class problems, as well as in-class activities

7. Interactive Skills

- Perceives student needs and keeps informed on individual progress
- Uses student reaction and feedback to improve and guide actions
- Accurately reads and communicates nonverbal signals
- Senses when the class does not understand
- Looks at students when talking to them, in or out of class - eye contact shows real awareness
- Makes an effort to get students to know each other
- Praises successful performance to motivate future learning

8. Flexibility, Creativity, Openness

- Uses a variety of presentation styles and methods
- Breaks up each period into at least three different activities
- Works with different students differently
- Changes approach to meet new situations
- Tries new and different ideas periodically
- Constantly searching for new ideas, approaches and methods
- Open to student suggestions on content, methods, and projects
- Uses individuality and originality in arranging teaching-learning activities

9. Sound Character

- Has integrity and honesty in all dealings with students

- Is up-front with all rules, regulations, and special requirements with no hidden expectations
- Does not change the rules without careful justification to the students
- Uses great care and fairness in grading and testing
- Maintains confidentiality with students
- Is willing to risk being wrong and then correct errors made
- Has patience and understanding for the beginner

10. Commitment

- Demonstrates the sincere desire to teach
 - Makes teaching the number one priority
 - Accepts the restrictions and the work necessary to do the job right
 - Does what must be done to keep students apprised of their progress, successes, and needs
 - Seeks student, colleague, and administrator feedback for improvement purposes
 - Accepts criticism and suggestions as positive signs for change
 - Constantly looking for new and better ways to teach
 - Shares the best ideas with colleagues for their improvement
- Quality of Higher Education Teacher.

CHECK YOUR PROGRESS

- i. How well should Higher education teacher know the command over the subject?

- ii. What should be the qualification of Associate professor?

7.5 SUMMARY

The competency of a teacher is a major determinant of the quality of education and competency is not one-time acquisition. It is essential to have continuing education of all teachers at intervals throughout their career.

- Preprimary-The following terms may be used for educational establishments for 2 to 6 age group: Balwadi, Anganwadi, Nursery, Kindergarten, Play house, Day care. Pre-Primary Teacher should be more Patient and enthusiastic.
- At primary school, teachers manage the class, teach all subjects, and help children develop not only basic competencies, but also emotional and social awareness. While this setting still requires a broad knowledge of many subjects, dealing directly with students' social and emotional development also helps teachers bond with their class, which is essential to learning at such a young age. Primary school Teacher should be more creative, loving, and enthusiastic.
- Secondary schooling system in India Secondary school education comprises of two years of lower secondary and two years of higher secondary education. The lower secondary level is for students aged 14 to 16 years.. Instruction is more organized along specific subjects. Higher secondary schooling system in India Senior secondary education comprises two years of higher secondary education, which starts at approximately 16 years and ends at the 18th year of the child. At the senior secondary level, a student can choose particular subjects/vocations (keeping requirement of educational boards and preferences in view). Teacher should know the child psychology, good communication,
- Higher education includes teaching, research, exacting applied work (e.g. in medical schools and dental schools), and social services activities of universities. Higher education Teacher should have command over the subject, approachable, organized, professional work ethics.

7.6 EXERCISE

Q1. Fill in the blanks: -

- I) Teacher eligibility test with _____ percentage.
- II) Young children are full of _____ and _____.
- III) Early childhood teacher bring a great deal of _____.
- IV) _____ helps parents identify teachable moments in everyday situations.

- V) Primary education starts at approximately _____ year of the child.
- VI) _____ is tertiary education leading to award of an academic degree.

Q2. Answer in details:-

- 1) What are the qualifications of higher education teacher?
- 2) Differentiate between the qualifications of pre-primary and primary.
- 3) Illustrate the qualities of primary teacher.
- 4) Describe the qualities of pre-primary teacher.
- 5) What should be the qualification of primary, secondary and pre-primary teacher?

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ROLE AND CHALLENGES OF TEACHER

Unit Structure :

- 8.1 Objectives
- 8.2 Introduction
- 8.3 Concept
- 8.4 Professional Growth
- 8.5 Professional Ethics & code of conduct for teacher
- 8.6 Transitional Role of teacher (Teaching & Facilitating)
- 8.7 Let us sum up
- 8.8 Exercise
- 8.9 References

8.1 OBJECTIVES

After reading this unit you will be able to :

- Tell about the teacher's role.
- Explain challenges of teachers.
- Tell about the concept of profession.
- Explain professional growth.
- Explain how to develop professionalism for teach education.
- Explain how to develop professional ethics & code of conduct for teacher
- Explain transitional role of teacher related to teaching & facilitating

8.2 INTRODUCTION

Teacher Education (T.E.) refers to the policies, procedures, and provision designed to equip (prospective) teacher with the knowledge, attitudes behaviours & skills they require to perform their task effectively in the classroom, school and wider community.

As teacher, one of the main roles is to motivate your learners to develop their ability and aspiration to learn. You can do this by planning & preparing teaching & learning activities that take account of needs & well-being individual learners as well as group of learners.

“Teacher in the role” strategy allows student to build their imaginary further while questioning, challenging & processing their thoughts”.

Training of teacher is an important component of Teacher education. Teacher education required to perform & to continuously upgrade their professional skills. Professional development is some form of education for teachers that can enhance their teaching environment.

In this unit we will discuss professional growth, professional ethics and code of conduct for teacher, transitional role of teacher.

8.3 CONCEPT

A profession arises when any trade or occupation transforms itself through the development of formal qualifications based upon education, apprenticeship and examinations.

A profession is a vocation founded upon specialized educational training, the purpose of which is to supply disinterested counsel & services to others for a direct & definite compensation, wholly apart from expectation of other business gain.

There are only three professions :

- 1) Divinity,
- 2) Medicine
- 3) Law

Professions rise in status & power through various stages, so their may decline. This is characterized by the red cloaks of bishops giving way to the black cloaks of lawyers & then to the white cloaks of doctors. According more recently - formalized disciplines, such as architecture, which now have equally - long periods of study associated with them.

Professions enjoy high status & public prestige. All professionals do not earn the same high salaries. There are hidden in equalities even within process.

8.3.1 Examples of Professions:

- 1) Engineers
- 2) Medical technologist
- 3) Pharmacist
- 4) Nurses & Physicians
- 5) Accountants
- 6) Notaries
- 7) Lawyer etc.

Professions are regulated by status, with the responsibilities of enforcement delegated to respective professional bodies. These bodies are responsible for licensure of professionals & may additionally set examinations of competence & enforce adherence to an ethical code of practice.

Professions tend to be autonomous which means, they have a high degree of control of their own affairs :

Professionals are autonomous as they can make independent judgments about the works. Means "The freedom to exercise their professional judgments."

Professions enjoy a high social status, regard & esteem conferred them by society. This high esteem arises primarily from the higher social function of their work. All professions involve technical, specialized and highly skilled work often referred to as "professional expertise". Training for this work involves obtaining degrees & professional qualifications. Training also requires regular updating of skills through continuing education.

All professions have power. This power is used to control its own member & also its area of expertise & interests. A profession tends to dominate police & protect its area of expertise & conduct of its member.

8.3.2 Teacher Education as a Profession :

Professional training of a teacher implies his mastery in knowledge of the subject, in pedagogy & teaching techniques. Training of teacher is an important component of teacher education. Teacher education covers in its ambit the whole gamut of activities involved in the accomplishment of the teaching profession.

8.4 PROFESSIONAL GROWTH

Professional growth is all about gaining new skills & experience. It is important that you continue to learn & develop to keep your skills & knowledge up to date. It ensures to continue to work safely, legally & efficiently.

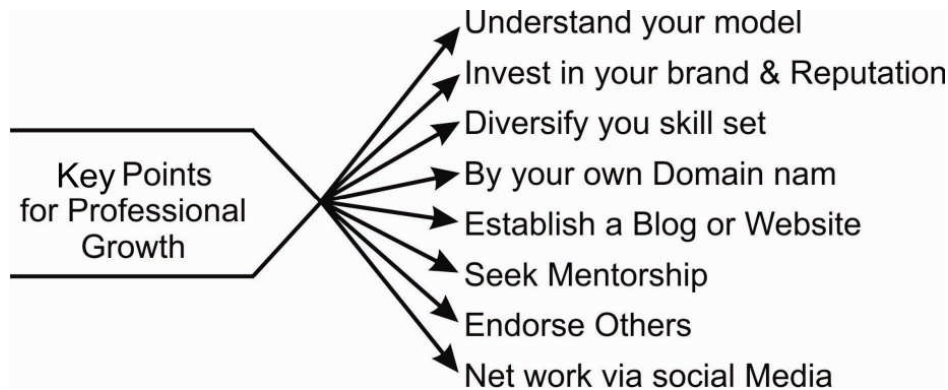


Figure 8.1: Key points for professional development

- Professional Growth is personalized, individualized learning pathways that half each staff member be their personal best.
- Within our culture of learning, there will be interests & passions that interest some but not everyone.
- Professional growth opportunities will tap into those interests & strength in support of helping people reach their next goal as professionals.
- These activities will be designed for people who want to expand their knowledge in order to improve their own performance.

8.4.1 Why is professional growth important?

Professional Growth ensures you continue to be competent in your profession. It is an ongoing process & continues throughout a professional's carrier. It ensures that you maintain and enhance the knowledge & skills you need to deliver a professional service to your customer, clients & the community. It builds confidence & credibility. Professional growth training opportunities allows your staff to build also confidence in the work.

You cant point out to staff undertaking professional growth opportunity.

- 1) Confidence & Credibility** : The act of learning provides new perspective & increased expertise in your field.
- 2) Efficiency** : By mastering new skills, efficiencies are recognized.
- 3) Ability to influence & lead** : By using the knowledge learned with the confidence and credibility gained, the ability to influence & lead becomes less subjective & more about the facts and figures brought to the table.

- 4) **Network** : Network provide an outlet for individuals to brainstorm & seek feedback.
- 5) **Keep Current** : It is easy to become complacent & simply maintain the status quo.
- 6) **Achieve Career goals** : It is a motivator for your team.
- 7) **Become a better employment** : This can be developed in conjunction with staff & communicates to your team.

8.4.2 Professional Growth for Teacher :

Teachers are reflecting on how their professional learning experiences are influencing their professional practice. Teachers are collaborating to support their professional growth. Teachers are engaging in on going career-long professional growth professional strive to improve themselves & their profession. They do research attend training courses or seminar & work-shops. Teacher constantly self critique their work. They perform assessments & get feedback from other teacher as well as student about their classroom performance.

The professional Identity of a Teacher :

Teachers play an important role in society. They are responsible for educating children's, the leaders of tomorrow. A teacher involved with the development of child, responsible for the imparting of both social & academic knowledge. As an aspiring teacher, it is important to reflect & critique on the professional identity of a teacher. We must understand the standards that are expected of teachers by revising policies. Teaching is profession that is built upon standards both paper-based & common sense.

8.4.3 Professional skills as Teacher :

To be successful teacher in this field one must be committed to Life-long Learning. Learning in the field of education comes from colleagues, students, reflection on one's practices and the advice and observation of other's in the profession. One valuable tool that teacher's have to rely on are the numerous professional organizations catered to the field of education.

8.4.4 Professional Growth Plans :

Developing the plan is a professional through which teachers demonstrate their commitment to life-long professional learning while fulfilling their requirement pertaining to continuous education.

The key component of developing the plan found the policy governing growth plans states a teacher's annual growth plan shall.

- Reflect goals & objectives based on assessment of learning needs by the individual teacher.
- Show demonstrable relationship to the teaching quality standard.
- Take into consideration, the educational plans for the school, board and education comity.
- Teacher professional growth process, including discussion between teacher & principal will continue to take place.
- The detailed requirements for an annual teacher professional growth plan policy.

As per guide line issued by UGC Orientation program is intended to inculcate in young lecturers the equality if self reliance throw their inner & outer awareness.

In order to achieve this objectives, the curriculum for the orientation course includes the with minimum of 144 contact hours i.e. six hours daily for a 4 - week program.

Component A : Awareness of linkages between society, environment, development & education.

Component B : Philosophy if education Indian education system & pedagogy.

Component C : Resource awareness & knowledge generation

Component D : Management & Personality development

The above components are illustrative in nature depending upon the requirement of lectures & academic background. Academic staff colleges is empowered to select the number of topics & methodologies of teaching.

CHECK YOUR PROGRESS

1) Define professional growth?

2) Give examples of professions.

3) Why professional growth important?

4) Explain professional growth of teacher.

8.5 PROFESSIONAL ETHICS & CODE OF CONDUCT FOR TEACHER

Oxford Dictionary defines : Ethics as the science of morals / moral principles that governs a person's behaviour or the conducting of an activity values, norms, standards, morality like expressions are synonyms to ethics & recently 'social responsibility' has also been used.

Something to do with the sense of right or wrong.

Definition of Professional ethics :

Professional ethics concerns "those norm values & principles that should govern the professional conduct of a teacher".

8.5.1 Strike & Ternaky :

The code of professional ethics may be defined as a set of self imposed professional ideas & principles necessary for the attainment or self satisfaction & professional excellence.

Professional ethics refer to the principles, guideline or norms of morality which a teachers has to follow in the teaching profession

while dealing with students, parents community & higher authorities.

The definition & parameter of professional ethics varies from society to society & from time to time. It is dynamic in a nature.

With change in society set-up patterns & dimension of the society, the ethics also change.

There is no distinct line to distinguish ethics.

What governs ethics are social benefit moral correctness, truth, value, & progress of mankind.

8.5.2 Need of professional ethics :

- For self correction
- For self satisfaction
- To guide the conduct & behaviour
- To shape the personality
- To set up ideals for students
- Development of the society
- To improve professional environment
- To follow norms & principles of the profession
- To uphold its honour & prestige of teaching profession
- To have check on the following standard
- To set example of dignity of labour & professional commitment.
- For account ability toward society & students
- To reflect a high degree of academic excellence, repertoire of teaching skills & practical wisdom

8.5.3 Concept of Professional Ethics :

“If a teacher has not an ideal aim he had better to take to shop keeping at once, he will there doubtless find an ideal within his capacity.”

“They (trs) will not look upon there work as an unpalatable means of carrying a scanty living but as an avenue through which they are rendering significant social services as well as finding some meause of self-fulfillment & self - expression.” - The secondary Education Commission 1952-53.

8.5.4 Professional Ethics :

- Professional obligation
- A certain set of brod principles
- It is related to did active beliefs not to the educational technology.

The concept of professional ethics for a teacher can be summed up in the words.

Rabindranath Tagore

“In our ideal life we must touch all men & all time through the manifestation of a truth which is eternal & universal”.

8.5.5 Components of Professional Ethics :

The professional ethics has the following components :

- Role & responsibilities of a teacher
- Functions & duties of a teacher.
- To follow the norms of teaching or teacher council
- To follow the value, beliefs & ideals of a teacher.
- To follow the terms & conditions of teaching profession

8.5.6 Professional Ethics for Teacher :

Professional ethics is critical element in teaching and plays an important role in a teacher's personal & professional life. A teacher's ethical stance will govern students teaching can be difficult profession. It requires that individuals be moral exemplars in & out of the classroom.

It is important that teachers understand that when they get a teaching position they are agreeing to follow the code of ethics.

Above all teachers must demonstrate integrity, impartially & ethical behavior in the class room & in their conduct with parents & coworkers.

Teacher must model strong character, traits such as perseverance honesty, respect, lawfulness, patience fairness, responsibility & unity.

Why is Professional ethics important for teachers?

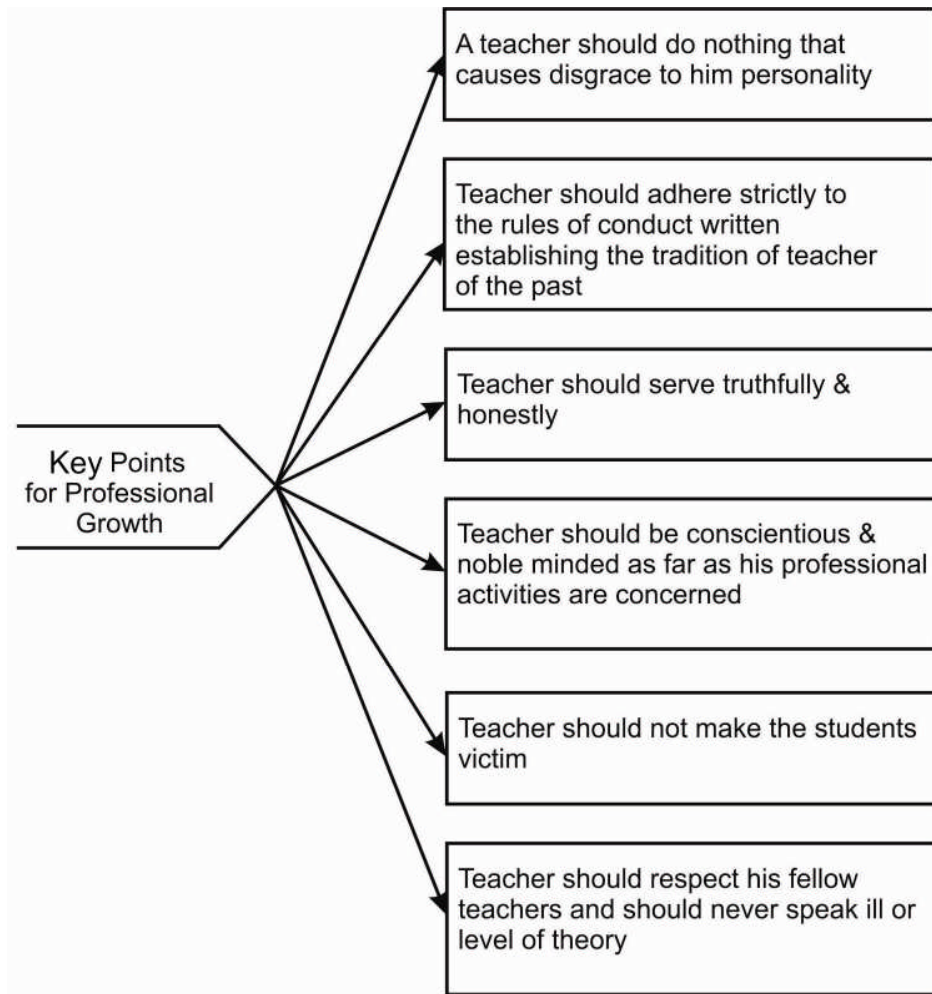


Figure: Points for professional development

8.5.7 Professional responsibilities of Teacher :

Teachers demonstrate professional responsibility & engage relevant stakeholders to maximize student growth, development & learning. Educators recognize that the purpose of schools is to educate students & embrace a responsibility to ensure that to the best of their ability every student will learn.

8.5.8 Ethical principles in Education :

Teachers' values & ethical principles are the core of teaching and consist of four basic values: Dignity, truthfulness, fairness & Responsibility & freedom. All teaching is founded on ethics: whether it be the teacher-student relationship with their work.

8.5.9 Characteristics of Ethical Teaching :

The characteristics of ethical teaching :

- 1) Appreciation for moral deliberation
- 2) Empathy

- 3) Knowledge
- 4) Reasoning
- 5) Courage
- 6) Inter personal skills

8.5.10 Ethics of good teacher :

A teacher must demonstrate integrity, impartiality & ethical behavior in the classroom & their conduct with parent & co-workers. Teacher must model strong character traits such as perseverance, honesty, respect, lawfulness, patience, fairness, responsibility & unity.

8.5.11 a) Code of conduct :

- Ethics deal with moral duties and obligations & indicate appropriate conduct to be followed by employees & workers at the work - place.
- A sophisticated version of do's & don'ts
- A legal connotation in the sense that it becomes a part of the service, conditions, so that violation of any of its provisions may lead to disciplinary measure.
- Ethical conducts are thus moral rule that guide the behaviour of personnel working in any organization, human or industrial.
- Ethical conducts make interpersonal relations free from conflicts & produce the greater code for the greatest number of people.
- The multifaceted activities carried out in educational organizations indicate that ethical conducts are essential principles for the personnel to effective
 - a) Deliver basic human services to the masses i.e. service ethics.
 - b) The conduct towards colleagues in the workplace i.e. workplace ethics.
 - c) Executive leadership styles i.e. leadership ethics.
 - d) Facilitate of motivate the learner to learn i.e. teaching professional ethics.

8.5.11 b) Code of Ethics for Teacher :

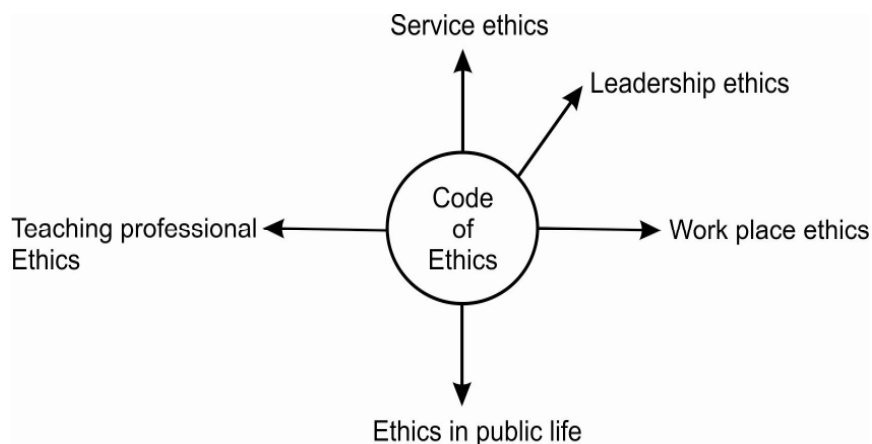


Figure 8.3: Code of Ethics

8.5.12 Service ethics:

- Education is one of the basic human services.
- Strive to keep the public aware of education as basic public service & right.
- The personnel in the educational institution should effectively utilize their energy & resources.

8.5.13 Work-place ethics:

- Violence at the workplace such as secret or open war has become a part of any organizational culture including that of education.
- Understand that everybody in the educational institutions has a right his / her opinion.

8.5.14 Leadership ethics:

In order to develop healthy work relationships among members, the supervisor in educational institutions should make sure that prejudice & favoritisms do not rear their ugly head in the institutions.

- Continually motivate the team members for attaining their maximum potential.
- Draw distinct line between professional & personal relationships.
- Acknowledge & appreciate the work.

8.5.14 Ethics in public life :

Awareness & understanding of ethics that govern public life is one of the altruistic endeavors.

- Morality should be the base of business.
- Wealth should be earned with hard work.
- Pleasure should be governed by one's conscience.
- Politics should be based on principles.

8.5.15 Teaching Professional Ethics:

- Teaching is considered to be the mother of all professions.
- High level of conduct is expected from teachers as compared to other in educational organizations in particular and society in general.
- National policy of Education 1986 suggested three ways of regulating ethical conduct of teacher - incentives - disincentives, moral compulsion & legal action.

8.5.16 Accordingly, the teachers should:

Perform their academic tasks in the form of teaching, tutorial, practical and field study conscientiously.

- Respect rights & dignity of the student, deal impartially with them, guide them without any remuneration, assist them beyond their classroom.
- Line with the values of individual dignity.
- Be calm, patient and communicative by temperament & amiable in disposition.
- Co-operate with the authorities for the betterment of the institution keeping in conformity with dignity of their profession.
- Refrain from undertaking any employment
- Know the incentives are for good performance & disincentives for non-performance.
- Be ready to face legal action in case they encourage malpractices.

CHECK YOUR PROGRESS

- 1) Define code of conduct.

2) Explain code of ethics for Teacher.

3) Explain professional ethics for Teacher.

4) Explain concept of professional ethics.

5) Explain need for professional ethics.

6) Explain components of professional ethics.

8.6 TRANSITIONAL ROLE OF TEACHER (TEACHING & FACILITATING)

What is Transitional Teacher?

A transition teacher is licensed special education teacher who has been assigned to a high school to provide transition services & resource to students with disabilities, teacher & parents. The transition teacher may teacher may teach a carrier pathways.

The first priority of the transition teacher is students in their of final year of high-school. They will assists in linking students with adult agencies & helping student find post-secondary employment, training & or college opportunities.

The second priority is student 2 year away from existing high school or at risk for dropping out. These students will need assistance getting work experience, linking to vocational programs, alternate program, etc.

8.6.1 Transition Teacher Applitrack

The primary goal of the transition program. Teacher is to provide specialized instruction in an individualized program for students in order to empower them to become happy, confident & productive members of their community.

8.6.2 Understanding the changing role of Teacher :

Positioning teachers in contemporary highlights the varying perceptions of teachers including a focus on Teachers own perspectives of their roles & duties giving emphasis to the gendered nature of the profession.

The chapter goes on to explore current dimensions of teachers practice which influence the positions they occupy, including the evolving practice of after school tuition, preparation for teaching & teaching of history. These varied dimensions of teachers roles are them related to teacher's agency for peace-building, leading to discussion of the experience of teachers in conflicts & their opportunities to promote peace.

8.6.4 What are the classroom Transitions :

Within every classroom, number of activities takes place on daily basis. Classroom transitions are the periods of time when, under teaching direction, student move as a group. Transitions include all of those times when the teachers ask students to form groups within the class & end to end activity & prepare for the beginning of another. All the time spent in between two activities is often unproductive. Establishing & teaching transition routines that

your students can learn & execute quickly & repeatedly with minimal direction by you as their teacher is very important.

8.6.5 Importance of transitions :

- Moving children from one activity to the next can be the most challenging aspects of teaching.
- Children's of all ages are generally aware of the procedures & skills that they must learn & demonstrate in order to benefit the learning process.
- Smooth & well-rehearsed classroom procedures are very important because it helps both the teacher & students to make their class room learning environment more efficient, productive & positive.
- If can save time for the entire class, allowing the saved time to be utilized for the betterment of the instructional process.
- Teachers should teach & explicitly demonstrate basic transitional skills to their students.
- Class-room activities are not disturbed when student transition from one activity to the next.

8.6.6 Need of Transitions :

- Transitions themselves are not the issue, but how well you respond to their challenges.
- Transitions in teaching are important because student learning of depends upon them.
- Efficient transitions increase time for learning.
- Transitions times can be very time consuming if they have not been properly planned & tough in advance.
- Transitions efficiently time saving; but achieving a calm atmosphere in your classroom.
- A well directed & practiced transition can minimize the amount of instructional time.
- A well rehearsed & planned classroom transitions helps to maximize instructional time.

Hence, the smooth transition is vital to obtain to optimal learning environment.

8.6.7 Transitions - Primary - Secondary School :

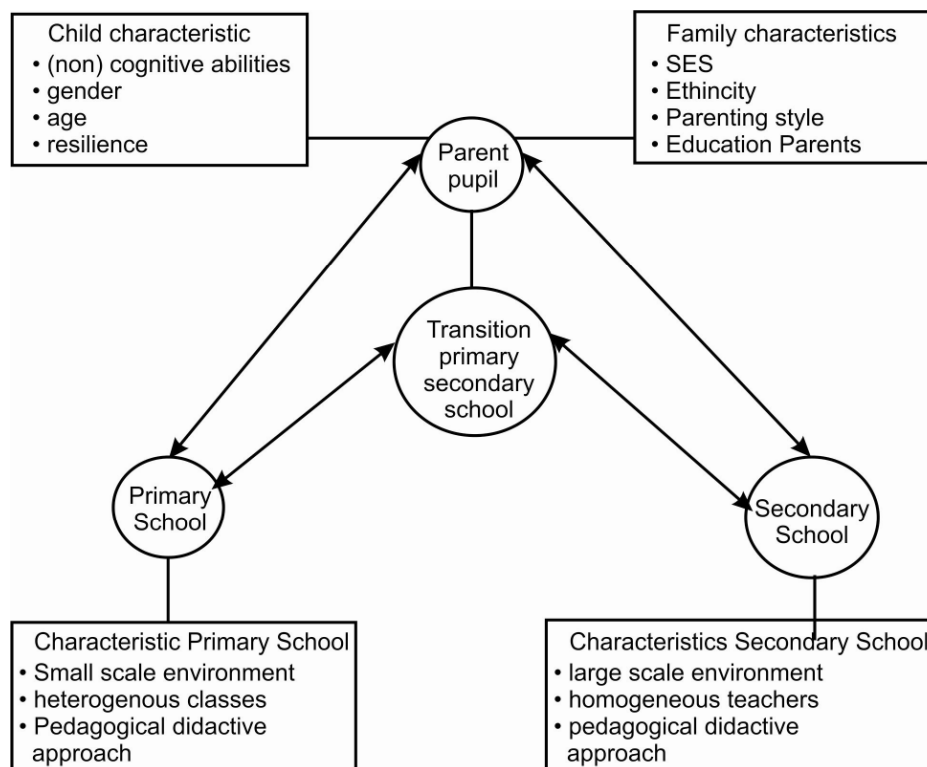


Figure 8.4: Transition - Primary - Secondary School

Preparing for a successful Transition and support :

In many school systems, in the final grade of primary school children & their parents are advised which secondary school is the most suitable. In making decision the parents, children & Teacher are involved.

Children must be prepared for a successful transition. Children's who have the knowledge & skills to succeed at the next level.

8.6.8 The formal & the Informal context :

There is no consensus about children's experiences with the transition. Two dimensions of transition, the formal school - system (size of school, different teachers, work volume) & the informal social peer-system (different kids, older teenagers, bullying).

Children can be successful in one area but not in the other & higher factor scores on the two dimensions.

Children in secondary school often report a decrease in the sense of school belonging & perceived quality of school life. Children's at secondary school expressed concerns about making friends. Effective lines of communication need to be established

between parents & the school so that both can work effectively together for the benefit of the children.

Children's struggling with the transition need support, provided by multiple groups. Parents can provide support with respect to homework. Teachers at secondary school that are more accessible to students facilitate successful transitions. Simply being available to students is form of teacher support. Positive peer relationship promote adjustment to the new environment, the secondary school supporting these peer relationships promote teachers can play an important role.

CHECK YOUR PROGRESS

1) Explain need of transitions?

2) Explain importance of transitions.

3) What re the class room Transitions?

4) Explain preparing for a successful Transition & support

8.7 LET US SUM UP

Training of a teacher is an important component required to perform & upgrade their professional skills. “Teacher in the role” strategy allows student to build their questioning, challenging & processing their thoughts. Professions rise in status & power through various stages. All professions have power some of the important characteristics of professions are :

- Skill based on theoretical knowledge.
- Professional Association
- Work Autonomy
- Code of professional conduct or ethics
- High status & rewards
- Mobility

Professional growth ensures you continue to be competent in your profession. It builds confidence & credibility. Developing the plan is a Professional through teachers demonstrate their commitment to life-long professional learning. Professional ethics refer to the Principles, guidelines or norms of morality. Professional ethics is a critical element in teaching & plays an important role in teacher’s personal & professional life.

The core of teaching consist of four basic values : Dignity, truthness, fairness, Responsibility & freedom. Teacher educators should develop professional ethics & code of ethics to correct himself and get self satisfaction by developing his conduct, behavior & personality. Teachers & teacher educators develop professional ethics by imposing responsibility on himself by showing obligation towards students, parents, society, higher authority & profession.

Today teacher role is quite multifaceted... Teachers work with politicians, colleges & community members to set clear & obtainable stands for their students; participate in the decision making that helps to deal with the problems that affect the student learning.

8.8 EXERCISE

- 1) Explain Teacher education as a profession.
- 2) Explain concept of profession.
- 3) Explain code of conduct.
- 4) Explain professional ethics & code of conduct for teacher.
- 5) Explain the need of transitions.
- 6) Explain primary - secondary transitions.

8.9 REFERENCES

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SECTION - II

1

EDUCATION AND CULTURE

Unit Structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Concept of culture
 - 1.2.1 Meaning and Nature of culture
 - 1.2.2 Characteristics of culture
 - 1.2.3 Kinds of culture
- 1.3 Concept of Modernization
 - 1.3.1 Meaning of modernization
 - 1.3.2 Factors of modernization
 - 1.3.3 Obstacles in the way of modernisation
 - 1.3.4 Education in India and modernization
- 1.4 Relationship between education and culture
 - 1.4.1 Education as an Instrument of culture
 - 1.4.2 Cultural Lag
 - 1.4.4 Impact of culture on education
 - 1.4.5 Impact of education on culture
- 1.5 Summary
- 1.6 Unit Exercise
- 1.7 References and Suggested Reading

1.0 OBJECTIVES

After going through this Unit, you will be able to:

- define culture and its kinds;
- analyse the role of Education in preservation ,transmission and renewal of culture;
- explain the usefulness of culture base pedagogy and also,
- understand interrelationship of education and culture.

1.1 INTRODUCTION

We human beings are not only social animals, human are also a cultural being. However, the societies in which we live are as

much inherited by us from the past as we shape these in the present. This shows how dynamic the societies are. We do not always see these dynamic aspects of societies unless we return to the past and study the processes through which different societies have been transformed. In every simple and complex society, there exists standards, norms, customs, values, beliefs and conventional ways of behaving which shape the behaviour and preferences of its members. These behaviours may differ from society to society and from era to era, but they represent a process through which the social heritage or the culture, is passed on from generation to generation. Culture generally includes patterns and products of learned behaviour, as well as the material objects of the society and the artefacts produced.

In this Unit we will understand how culture is not static and how changes are continuous processes which could be detected not only in the physical contexts of societies but also in their educational and cultural contexts. This will lead us to study about culture and the changes which come about in through education. Modernisation is also a factor which affects the society and culture. Besides, we will also study the roles and functions of education which plays the role of catalyst to shape the societal and cultural values and norms and also guide the processes of social development and change. In this section, we will try to understand the concept of culture and modernization and also the relationship between education and culture.

1.2 CONCEPT OF CULTURE

Let us try to understand what is meant by culture. As we have stated earlier, human beings by nature are social animals. They need societies for their survival and existence. Being social is also an essential condition for the progress of human life on earth. Conversely, a society is one which is consisted of people. But people do not come together to live as a body for long unless they have commonalities to share. These commonalities include common cultural traits, common habitation areas and distinct identities. Thus, we could say that a society is an entity that is made up of a group of individuals who share a distinct culture and thrive through those institutions which they fashion to ensure their survival and progress in an area that they learn to identify with.

According to E.B. Taylor, "culture is that complex whole which includes knowledge, beliefs, art, morals, law, customs and other capabilities acquired by man as a member of society".

1.2.1 Meaning and Nature of Culture

Definitions

In general language culture means good manners, good behaviours.

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

Ellwood says that "culture includes man's entire material civilization, tools, weapons, clothing, shelter, machines and even system of industry.

According to Brown, both material and non-material are dependent upon each other. But culture cannot be defined. It is better to describe it.

The culture of a people is the way of life of that people, the things its people value, the things they don't value, their habits of life, their work of art, what they do and what they like. By material elements is meant the whole of man's material civilization, tools, weapons, clothing, machines and industry. By non-material elements is meant language, art religion, morality, law and government."

The University Education Commission 1948-49 defines culture as "an attitude of mind, and inclination of the spirit ". According to T.S. Eliot, "the term culture includes all the characteristic activities and interests of the people.

Mahatma Gandhiji has described culture in these words," Culture is the foundation, the primary thing. It should show itself in the smallest details of your conduct and personality behaviour how you sit, how you walk, how you dress etc. Inner culture must be reflected in your speech, the way in which you treat visitors and guests, and behave towards one another and towards your teacher and elders".

Culture, Education, Society and Personality are co-related with each other, since culture affects the development of personality and the form of education is affected by the form of social culture. In the society the sources of education are also other than the schools.

Culture by mean the system of norms and standards that a society develops over the course of many generations and which profoundly affects every day behaviour of people in that society.

The main aim of culture is to give to the society by conscious process of learning and experience, patterns of behaviour which are found useful for a harmonious existence and smooth functioning in all occupations and interactions and thereby ensure

1.2.2 Characteristics of Culture

- Culture is social; it does not exist in isolation. It is a product of society. It develops through social interaction. No man can acquire culture without interacting with others.
- Culture is uniformly shared by individuals. It is not something that an individual alone can possess. Culture is sociological sense, which is shared e.g. customs, traditions, beliefs, ideas and morale etc. are all shared by people of a group of society.
- Culture is a learned entity: Culture is not inborn. It is learnt, culture is often called “learned ways of behaviour. Those are not learned behaviour is not culture.
- Culture is transmitted from generation to generation. Language is the main vehicle of education. Language in different form makes the possible for the present generation to understand the achievement of earlier generation. Transmission of culture may take place by reproduction as well as by instruction.
- Culture is Dynamic: Culture is not static it is responsive to the changing conditions of the physical world. Hence culture is dynamic.
- Culture values from Society to Society: Every simple or complex society has a culture of its own. It varies from society to society. Culture of every society is unique to itself.
- Culture is continuous and collective: Culture exists as a continuous process. In its historical growth it tends to become cumulative. Sociologist Linton called culture “the social heritage” of man.
- Culture has adaptive and integrity quality.
- Culture stand for ideals and norms and values of individuals.
- Cultural behaviors became way of life.

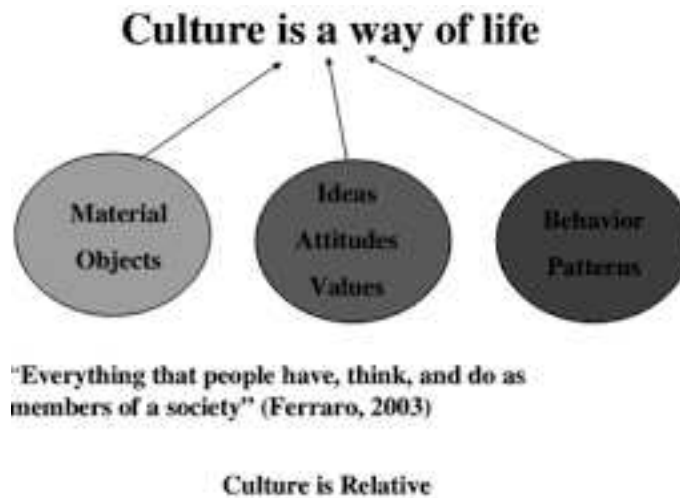


Figure 1.1: Culture

1.2.3 Kinds of Culture

There are different kinds of culture:

- Individual culture
- Communal culture
- National culture
- World culture

Each individual has some personal traits and qualities which guide the habits, thinking and behaviour of the person. These personal likes, dislikes, interests, modes of thinking and patterns of social behaviour constitute his individual culture. Similarly, different communities have their different customs, traditions, beliefs and styles of living which is known as community culture. Likewise each nation has some distinct patterns of ideals, values, modes of thoughts and behaviour. Such national traits are known as national culture. Further with the rise in the means of transport and communication the whole world has shrunk into a small unit. The whole world are now supposed to be having common values of life such as cooperation, empathy, sympathy, social services, social awakening and social sensitiveness which is termed as world culture.

According to contents there are two types of culture in every society:

- Material culture
- Non material culture

Material culture: It includes all those man made things and objects which human society has created for its physical welfare. As for example clothes, utensils, TV, radio, various machines

Non material culture: It includes those ideals, attitudes and values which modify the behaviour of an individual. Language, literature, art, music, religion, customs, traditions etc are some of the example of non material culture.

Activity 1.1

Make a list of non material culture groups which can be found living in different parts of India.

Check your Progress

1. Define culture in your own words?

2. What do you understand by material culture? Explain it with one example.

3. Explain, how culture is a way of life?

1.3 CONCEPT OF MODERNIZATION

1.3.1 Meaning of Modernisation

The slogan of Modernization is echoing every corner of world. It's a process of change from traditional society to modernity in the field of economic, political psychological and education. Modernization is simply not a concept it is response, how individuals respond to it is important. It is a socio cultural transformation of society. Modernization, a process of change with respect to the development in social, economical & political systems, is not only a concept now; rather it is our thought, our perception. When we talk of modernization, it refers to the change in the way of living (better life style), communication, urbanization, literacy, change in residence, profession etc. Modernisation led us from talk to chat mat to table barter system to online shopping etc. It cannot remain touched without Education. Education has a greater impact of modernisation in India.

Kothari Education commission discussed on transitional problem of modernisation and offered the solution "The only solution to the transitional problem is to move rapid forward and create a new equilibrium based on the full implication of the process of modernisation".

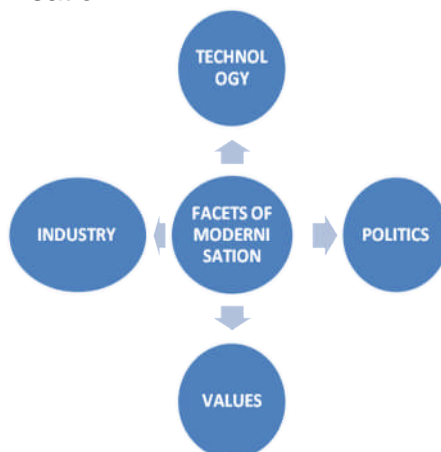


Figure 1.2: Facets Of Modernisation

Modernization of education and cultural renaissance is needed to evolve education from its own culture. India is taking steps forward with the promise of a new renaissance in the making. The most powerful tool in the process of this renaissance and modernization is education based on moral and spiritual values on the one and on the other on science and technology.

In this context we cannot do better than to quote Pandit Jawaharlal Nehru, "Can we combine the progress of science and technology with the progress of the mind and spirit also?" We cannot be untrue to science because that represents the basic fact of life today. Still less can we be untrue to those essential principles for which India has stood in the past throughout the ages. Let us then pursue our pathway to industrial progress with all our strength and dynamism at the same time, remember that material riches without toleration and compassion and wisdom may well turn to dust and ashes. Education should transmit the culture to the new generation and transform the outlook of the young towards life in the light of the past; in the context of multi-cultural influences and in the light of the future requirements of the individual and the society.

1.3.2 Factors of Modernisation

There are many factors of modernisation briefly discussed below-

1. *Universalization of education.* Constitution of India emphasized on Universalization of education to cater the need of the society. The compulsory primary education aims at universal literacy.
2. *Decentralisation of democratic education in India*
Our nation has adopted decentralization in democratic administration which also includes education as important entity .Democratic attitude stands for freedom of expression and tolerance. Everybody is equal before law.
3. *Urbanization.*
The fast growth of population in India lead to Urbanization. As in urban area people availing better facilities and amenities , rural people migrate in large number to these cities. Villagers are attracted by the glamorous life of cities and leads to modernization.
4. *Advancement of Science and Technology*
In other words that the people give up their traditional ways of living, strategies of agriculture and transportation. In early days, the majority of the people in India used to live in villages in old ways in *kachha* (non-concrete) houses and they used to cultivate their lands through ploughs and travel by means of bullock-carts. Now scenario has been given up entirely as the

people now live in well advanced houses, cultivate their fields through tractors and using modern methods of agriculture . Now Instead of using other mode of communication people prefer to travel by aeroplane and super-fast trains. This means in other words that the people are using modern methods of technology and mechanisation

5. *Industrialization*

In early times the people used to spin cloths through spindles and live in traditional ways and use their old patterns of occupation and places of residence. Due to industrialisation of a country , the people give up their traditional rural and agricultural economy. Its replaced by industrialisation. New factories and mills continue to grow daily and use latest techniques

6. Scientific attitude. A man with scientific attitude is open minded critical in thinking. He adopts planned procedure in solving problems.
7. Explosion of knowledge. With the advancement of science and technology there is explosion of knowledge. Human being started using machines computers wireless apparatus and modern mode of communication.
8. Faith and trust in change which takes place because of modernization.
9. Removal of superstitions has resulted modernization
10. International outlook of human being.

1.3.3 Obstacles on the way of Modernisation

There are many obstacles in India acting as impediments in the way of effective modernization

1. Huge gap between ideals and actuality practicability. There is a wide gap between theory and practice of peoples life which stands in the way of modernization in india.
2. Ascription vs achievement dilemma.
3. Stretch of cultural tradition. Many orthodox people find difficulties to adjust with fast changing social set up of life.
4. Diffused system of expectation and rewards
5. Rigid system of hierarchical stratification
6. Narrow religious belief and customs and traditions
7. Lack of positive attitude
8. Low feeling of oneness of nation

- 9. Diversity
- 10. Poverty
- 11. Illiteracy
- 12. Casteism.

In Indian context a balance between material and physical rewards is necessary for the success of the programme of Modernization.

1.3.4 Education in India and Modernization

1. **Aims of education:** In the light of above factors of modernization the aims of education has to be viewed differently. Imparting knowledge with curiosity and develop positive attitude interests values among students.
2. **Science based education:** Science based education must become an integral part of school curriculum. Some study of science should become part of all courses i.e humanities in university level. The quality of teaching science has to be raised and it should develop the spirit of enquiry and experimentation.
3. **Vocationalisation of Education:** Greater emphasis must be placed on vocational subjects and research.
4. **Mass education:** It is very essential to produce educated and skilled citizen and train an adequate intelligentsia to modernize society as fast as possible.
5. **Education for social and national integration:** which is pre condition for modernization
6. **Development of skilled manpower:** The skilled manpower needed for the relevant research and systematic application to agriculture, industry and other sector of life can only come from a development of scientific and technological education.
7. **Dynamic method of teaching:** In modern society people are concerned with something that is to be actively discovered rather than 'to know' aspect.
8. **Harmony between science and spirituality:** The pursuit of material affluence and power should be harmonized with the higher values.

India is on the move again with the promise of a new making of renaissance. The most powerful tool in the process of this renaissance modernization in education based on moral and spiritual values on one hand and science and technology on other hand .

Activity 1.2

Make a list of instrumental factors of modernisation in India.

Check your Progress

4. What is the meaning of Modernization?

5. What do you understand by link of education and modernization?

6. Explain ,obstacles on the way of modernization?

1.4 RELATIONSHIP BETWEEN EDUCATION AND CULTURE

Culture is a concept which can't be conserved, transmitted and promoted without touching with Education. Education acts as the agent of social change and social control. There is a relationship between Education and Culture.

1.4.1 Education as an instrument of Culture

Education as a cultural instrument has three functions:

- a. conservation,
- b. transmission, and
- c. renewal of culture.

In relation to culture, education indeed is a process of instilling in young people the conventionally inherited and contemporarily renewed values and beliefs which lie at the heart of cultures. This role of education aims at cultural conservation. Sociologists commonly conceive the function of education as the transmission of culture from generation to generation. In societies, the school is the major institution fabricated by the adult generation for maintaining and commemorating culture.

Besides imparting the tools necessary for survival, it also transmits knowledge and values to future generations. The values, beliefs and norms of a society are maintained and passed to the next generation not merely by teaching about them but also by re-orienting the entire process of education as per demand with the essential parts of culture.

Education also contributes significantly to the promotion of culture by bringing about change in the beliefs and values, manners, attitudes of society and in the norms of behaviour of individuals and groups in accordance with the changing times under the impact of modernization.

In the post-Independence period, attitudes towards women and caste system have undergone a visible change. The beliefs in old customs and rituals have progressively lost their strength and intensity.

The National Policy on Education (1986) also highlighted the three functions of education mentioned in this section, namely, conservation, transmission and renewal of culture. It emphasized that education is a fine synthesis between change-oriented technologies and the continuity of the country's cultural traditions.

The curricula and process of education must be enriched by cultural content in as many manifestations as possible. Education has an acculturating role so as to refine the sensitivities and perceptions of individuals for the development of faith in scientific temper, socialism, secularism and democracy.

Activity 1.3

Observe the educational institutions and identify the bases of education and culture.

1.4.2 Cultural Lag

People are concerned not only with the perpetuation of society but with its improvement. The school is not mirror of society where the faith beliefs traditions customs of society are reflected It should serve as a laboratory for testing the traditions, values, beliefs, and attitudes, prevailing in a particular society and taking upon itself the task of making the society a better one, It brings us to the problem of

- Removal of social lags and
- Planning of model society.

Cultural lag is defined as the degree to which certain elements of culture lag behind the changes in its other related aspects. In other words, the huge difference between the material and non material culture is known as social or cultural lag. All the parts of our modern culture are not changing at the same speed and since there is correlation or inter-dependence of parts, a rapid change in one part requires re-adjustment through other changes in various correlated parts.

A culture lag occurs "when the different elements of the society fail to adjust themselves to changes effected in some of its parts." The changes in ideas, beliefs and value systems, for example, will be slower than the changes in material conditions. In our society, the economic system is developing fast, industrial economy is replacing the rural economy. A lot of work is being done by machines or we can say that human labour is being replaced by machines. But the religious and social structures are not changing with the changes in the economic structure. Education is the only element or means to bridge the cultural lag

1.4.3 Impact of Education on Culture

Culture and Education both compliment and supplement to each others in various aspects. Followings aspects influences education on Culture.

1. **Conservation of culture:** Every society has its own distinct culture. Hence, it tries to preserve its culture and its distinctiveness in its original form. Education is the only means through which this assignment can be accomplished. Thus, education preserves the culture of a society.
2. **Transmission of culture from generation to generation:** The famous sociologist Ottaway has defined 'The function of education is to transmit social values and ideals to the young and capable members of the society.'
3. **Development of culture:** The function of education is to bring the needed and desirable change in the cultural ideals and values for the progress and continued development of the society without which social progress can not take place. Education cultures an individual modifies cultural processes by research and deeper investigations into all areas of human requirements.
4. **Continuity of culture:** Culture is a life of a society. Without which a society is bound to decay. Education controls the continuity of culture through its diverse activities and programmes. A society establishes educational institutions to preserve and transmit its culture to the coming generations. Children should be motivated to learn more and more from cultural interaction among various cultures. Thus cultural integration and assimilation will enrich the composite culture of a society.
5. **Personality development:** Education aims at developing the personality of a child. It employs varieties cultural patterns of thinking, behaviour and cultural values so that children are physically, mentally, morally, socially and intellectually develop with the development of society to the greater extent.
6. **Removal of cultural lag:** While material cultural develop at a rapid speed due to scientific and technological advancement non material culture consisting of ideas, values and norms lags behind and create a gulf between the two. Education is the only vehicle by which these gaps can be bridged.

Thus, education and culture are interdependent and complementary and supplementary to each other. However the existing system of education in India has not evolved from its own culture. There is a need that education should be related to our own culture. Education system not related to Cultural Heritage. It

has been rightly said. "The existing system of education is largely based on the ideals of spreading western science and literature and way of life among a small minority of the population and of training persons for services under the government. It is still academic and book-centered and fails to promote social, cultural, economic or political development on proper lines." A foreign system of education was introduced in India without taking into account the cultural heritage of India. It is cut off from Indian cultural traditions and is alien to masses. Reorganization of education has remained a challenging task right from the beginning after independence.

K.G. Saiyidain an eminent educationist observed, "We are to-day at one of the great cross roads of our history when the pattern both of our culture and our social order is being refashioned. It is obvious that education should always be essentially a forward-looking activity, in normal times when changes take place rather slowly and decorously, its function is mainly conservation— adjusting the child to relatively stable environment. But in periods of crisis like the present, when the older is dying out and the new one is not quite born, when the older forms of culture have lost their grip on the loyalty, at least, of the young and the new "shape of things" is far from being clear, education has a special difficult and critical role to play."

Modernization of education and cultural renaissance is needed to evolve education from its own culture. India is on the move again with the promise of a new renaissance in the making. The most powerful tool in the process of this renaissance and modernization is education based on moral and spiritual values on the one and on the other on science and technology.

In this context we can better quote Pandit Jawaharlal Nehru, "Can we combine the progress of science and technology with the progress of the mind and spirit also?" We cannot be untrue to science because that represents the basic fact of life today. Still less can we be untrue to those essential principles for which India has stood in the past throughout the ages.

Let us then continue in our path to industrial progress with all our strength and vigour and at the same time, remember that material riches without toleration and compassion and wisdom may well turn to dust and ashes. Education should forward the culture to the new generation and transform the outlook of the young towards life in the light of the past; in the context of cross-cultural influences and in the light of the future requirements of the individual and the society.

1.4.4 Impact of Culture on Education

Like culture influences education, in the same way education also influences culture of a society. It can be discussed in the following manner

1. *The Aim and objectives* of education are mostly determined by the values and patterns of society.
2. *Curriculum* is prepared according to the culture of society. It is framed according to the ideals and needs of the society to realise the cultural values.
3. *Methods of Teaching* and culture are intimately connected. The changing cultural patterns of a society acts powerful influence upon the method of teaching also. The shift from traditional teacher centred teaching to child centred education is an example. Socialised methods like project method seminar, symposium, discussion etc are widely used in the teaching learning process because of the influence of culture.
4. *Discipline* is also influenced by the cultural values. The present cultural patterns of thinking and living are directly linked to our concept of discipline.
5. *Text Books* which are written according to the formulated curriculum and promote and foster cultural ideas and values which are welcomed.
6. *Trained teacher*: Teacher the one who has imbibed the cultural ideas and values of the society only can achieve this mission successfully. Only such teacher is able to infuse higher ideals and moral values in children.
7. *School* is a miniature of society, the overall activities and programmes of the school are organised accordingly to the cultural ideas and values of society.

Hence, school is the centre of promoting, moulding, reforming, and developing the cultural pattern of society.

Check Your Progress

1. Define cultural lag in your own words.

2. What are the main aspects of education influenced by culture?

Activity 1.4

Observe your local society and cite four examples from within it to identify with the various changes occurs due to cultural influences

1.5 LET US SUM UP

In this Unit we have discussed that education is an instrument which influences the socio- cultural changes in society. Culture and Education are closely related with each other. Education conserve and transmit culture from generation to generation and contribute towards perpetuation. It also promotes and refines the culture in Indian Society, Modernization is also emphasises socio cultural transformation in society. The most powerful tool in the process of modernization is education based on science and technology. The expanding knowledge and growing power of modern society must be combined with strengthening and deepening social responsibility and appreciation of moral and spiritual values. Education is technique while culture is value. Education is the process of creation perpetuation transmission and enrichment of cultural values. As education and culture is inter related ,it responds to the socio cultural changes happening in the society by re-orienting its content and process and by re interpret its goal and objectives. In past decades it is observed acculturation ,multiculturalism are living together have been emphasized as desirable goals of education in 21st century.

In short, culture and education are supplementary and complimentary to each other and both are highly dynamic at the

same time. Hence, Education is a vital ingredient in the process of socialization of the individual which is a tremendously important aspect of culture.

1.6 UNIT END EXERCISES

I: Answer the following

1. Discuss the characteristics of Culture.
2. What is cultural lag?
3. Write five obstacles on the way of Modernisation.
4. 'Education as a part of Culture has dual function of conservation, transmission and promotion of culture'. Elaborate the statement.
5. Keeping the present-day context in mind, explain modernization factors that characterizes Indian society.
6. Explain the impact of Education on Culture with examples.

II. Fill in the Blanks

(cultural lag, social, man made things, modernisation, value)

- 1.-----includes Material Culture
2. Difference between material and non material culture is called -----
3. Culture is -----it does not exist in isolation.
4. Casteism is an obstacle in the process of-----.
5. Education is a technique whereas culture is a -----

III. Select the correct option

1. What is a main factor of modernisation
 - a. Industrialization
 - b. Culture
 - c. Society
 - d. Human being
2. Culture is -----
 - a. rigid
 - b. flexible.
 - c. Partly rigid
 - d. constant

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EDUCATION FOR DEVELOPMENT

Unit Content

2.0 Objectives

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Understanding

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2.0 OBJECTIVES

After studying this unit, you will be able to:

- ❖ define the terms National Integration, International Understanding and Citizenship
- ❖ explain meaning of the term National Integration
- ❖ justify the need of International Understanding
- ❖ explain the role of education in promoting International Understanding
- ❖ understand the need of being a Global Citizen
- ❖ discuss the role of education in attaining citizenship in its true essence
- ❖ formulate and verify the characteristics of education

2.1 INTRODUCTION

In the previous unit we have seen how culture and education are closely related with each other. Education conserves and transmits culture from generation to generation and contribute towards perpetuation. Hence, it was rightly concluded that, education is a vital ingredient in the process of socialization of the individual which is a tremendously important aspect of culture.

In this unit, we shall be seeing the role of education in maintaining national integration, developing international understanding and understanding the role of a national and global citizen.

2.2 NATIONAL INTEGRATION

National integration is the cherished desire of peace-loving people of India. The country showed its humanitarian values at the time of freedom movement adhering to non-violence-strategy to release the country from the foreign shackles. This sub- continental country needs unity and integrity for its survival with all peculiarities of differences in its culture.

2.2.1 MEANING AND NEED OF NATIONAL INTEGRATION

Meaning:

National integration is the awareness of a common identity amongst the citizens of a country. It means that though we belong to different castes, religions and regions and speak different languages we recognize the fact that we are all one. This kind of integration is very important in the building of a strong and prosperous nation.

Need:

In India national integration is needed due to following reasons:

- **Threat of Foreign Aggression**

National integration is vital for India's survival especially at a time when the country is under the threat of foreign aggression and internally the people are divided on the basis of castes, religions, regions, communities, languages and Races

- **For the Development of National Character**

National integration is an essential element for the development of national character. These days there is lack of national character. Corruption is increasing day-by-day. We are sacrificing national interests for the sake of money. National character can be formed only when we have the feeling of national integration.

- **For Success of Democracy**

India is a democratic country. National integration is an essential pre-requisite for the success of our democracy. It is a basic need for the success of democracy; otherwise, the fissiparous tendencies in the country may lead to serious consequences.

- **For Diversity**

National unity is essential for any country at any time. There is unity in diversity in India but now unity is in danger. Therefore, national unity is essential in order to maintain the eternal value of unity in diversity.

- **For Peace**

National integration is essential for keeping peace at national and international level.

Modern age is the age of science. It has changed the whole world in a family. Every nation is dependent on one another. Therefore, scientific achievement should be used for constructive work in order to provide peace to humanity. This feeling can develop only when we have the thought of national integration.

2.2.2 OBSTACLES TO NATIONAL INTEGRATION

Following are the major barriers that come in front of National Integration (in India)

- **Communalism**

Communalism is one of the great obstacles on the way of national integration. There are many communities, tribal groups and parties in India trying their best to snatch the fruit of independence for satisfying their selfish desires ignoring the interest of the society as a whole. As a result of which, every now and then, we have communal riots taking place in different parts of our country.

- **Casteism**

In ancient times Indian society was divided into a number of castes, sub-castes and sub-castes based on birth. The people of high castes develop a feeling of superiority towards the low caste. This causes bitterness among the people. It becomes very difficult to develop a sense of oneness among the people.

- **Regionalism**

Regionalism is also an obstacle on the way of national integration. Now our country has been divided into a number of states. This develops a rivalry between different regions, different states and also within the state. Now the people of

Assam, Meghalaya and Manipur have started agitation against the outsiders living in these states which go against national integration.

- **Provincialism**

People of different province think themselves as Gujarati, Marathi, Bengali, Punjabi etc. without thinking themselves to be Indians. This tendency of provincialism should be checked because it lends to disunite us.

- **Linguism**

India is a land of many languages. This variety of language is an indication of cultural enrichment. But it is a matter of regret that a number of 'linguistic conflicts exist in our country. People have developed a tendency of unwillingness to grant to other languages the same rights as they claim for their own. Quarrel or conflict over languages will definitely disintegrate us.

- **Religious Prejudices**

Every community is free to develop its religion but not at the cost of other religions. India is a secular country but still there are sudden out breaks of violence in the name of religion. Our people do not have sufficient knowledge about different religions and ways of life of others. So, they become suspicious of others religion and hate them which creates an obstacle on the way of national integration.

- **Economic Conditions**

Economic conditions affect national integration. At one end are those millions who suffer from poverty and on the other end those who maintain a life of economic sufficiency. The provision of employment opportunities to those young men shall prove helpful to national integration.

2.2.3 ROLE OF EDUCATION IN PROMOTING NATIONAL INTEGRATION

In view of promoting national integration in November 1960, the Education Ministers of all the States met to consider this matter. The problem of national integration was considered in all its gravity. It was then decided that a committee be constituted under the leadership of Dr. Sampurnananda for promoting national and emotional unity in the country.

The committee apart from considering other aspects of the problem, devoted thought to the role of education in promoting national integration. The Committee was set up in May 1961 and it began it's; work soon thereafter.

Education and the Recommendations of National and Emotional Integration Committee: The Committee recommended that the aim of education should be merely to give or exchange knowledge, but also to bring about the all-round development of personality of the students. Through the medium of education, the qualities of sacrifice and tolerance should not be evolved in the student behaviour so that, the feeling of national unity may be fostered.

The important recommendations of Committee are as follows:

(i) Recognition of Education Institutions: Recognition should be granted only to those educational institutions which do not practiced discrimination on the grounds of caste, creed, religion, clan etc.

(ii) Basis of Admission: The basis of admission to educational I institutions should be the merit of student and not caste, clan, religion, class etc.

(iii) School Uniform: The uniform of students in every school should be identical.

(iv) Oath to be taken by the students: Every year, students should be required to take oath twice to devote themselves to the service of their country and countrymen. The oath was to the effect that "India is my country; all Indians are my brothers and sisters. I love my country. I am proud of its glorious traditions and that I will always strive to make myself worthy of my country."

(v) National Anthem: Students should be taught the meaning of our national anthem and sing properly in chorus.

(vi) Respect for the National Flag: Students should be taught the importance of the national flag and to show due respect to the national flag.

(vii) Celebration of National Days: Students and teachers in co-operation with other members of the Community should celebrate such national days as 15th August, 26th January, 2nd October etc.

(viii) Organization of lectures of National Unity: The gathering organized for the various activities and purposes of school should be utilized for laying emphasis upon national integration.

(ix) Exhibition of Films and Organizing Tours: The exhibition of films depicting various aspects of national development and national Unity. Organizing tours to places of historical importance.

(x) School Project: Project should be initiated in schools for the specific purpose of acquainting students with their country. These projects should increase knowledge about various parts of the country and thus stimulate love for the country.

(xi) Open Air Theatre: At least four times in a year, play should be staged in schools for the benefit of students. The themes of these plays should be ancient India, contemporary India, and unity at the time of freedom movement and the promotion of national integration.

(xii) Reorganization of the Curriculum: The Curriculum of schools should be organized on the basis of modern India's democratic and secular values.

(a) Primary Level: Importance should be laid on prayer meeting, singing national songs telling stories of great-men, folk-song, patriotic song and social studies.

(b) Secondary Level: Priority should be given to moral and ethical education, Co-curricular activities, knowledge of languages and literature and social studies.

(c) University Level: Special emphasis should be placed upon the various social science, languages, literatures, culture and art.

CHECK YOUR PROGRESS

1) Give the meaning of National Integration

2) Why do we need National Integration in India?

2.3 INTERNATIONAL UNDERSTANDING

Education for International Understanding means a cosmopolitan education which will produce a loyalty to world citizenship. There are some of the ways and means of organising education for promoting the feelings of internationalism and the teacher plays a very vital role in contributing international understanding.

2.3.1 MEANING AND NEED OF INTERNATIONAL UNDERSTANDING

Meaning:

Dr. Radhakrishnan has rightly said, "It is essential for us not to live apart but to live together, understanding one another's fears and anxieties, aspirations and thought. We must work for racial harmony. we may be American; we may be Russian but we are essentially human beings. Let us learn to live in a world community."

Education for International Understanding means a cosmopolitan education which will produce a loyalty to world citizenship. It also refers to international efforts at co-operation and harmony in the exchange of teachers and students, rehabilitation of backward cultural areas, mutual understanding through school instruction and the like.

Need:

The need of international understanding is felt essential all quarters in modern times. The countries are coming close to each other now-a-days through rapid communication revolution. The sense of unity, co-operation and mutual relation are to be fostered among people to ensure a peaceful living in the globe, TV programmes on the role of UNESCO, UNO and World Bank for international understanding.

It basically means people coming together, and understanding each other's differences and cultures, and mixing those cultures all together so that we might all have an understanding of each other, and merge together in a peaceful way

2.3.2 OBSTACLES TO INTERNATIONAL UNDERSTANDING

The problems of all the men of all the countries are the same. The people of the world are fighting to conquer nature and to master science and technology. Their aim is to bring peace in the world with prosperity and sufficiency of everything. But this peace, pros-perity and sufficiency cannot be achieved without international understanding. If there is tension in the mind of man, if there is the fear of war, man cannot try for peace People of the world will have

to crush the tension of war and destructive elements to conquer peace and prosperity. For this aim, we will have to fight for inter-national understanding and will have, to strive for one world Government.

Now, the world has realized that the national barriers must be broken. These barriers divide men and nations. Men have realized this because they wish to survive and not to be perished. Now men have started thinking over the problem of international understanding. As such the men are thinking to have one world authority a World Government based on international understanding and good will. This International Government or Government will ensure peace and progress it will give the chance of prosperity to the people of the World.

If we want to serve the human race, we will have to consider this point. If really we are interested in living and progress, some sort of a world state based international understanding is sure to be founded. This is the age when all the barriers are breaking down, when science with technology is trying to remove poverty and maintaining peace. The goal appears to be in our grip. We have simply to hold it and make it our state. If we do not solve these problems, the problems of international understanding, we are sure to be ruined.

It would not be here to describe something about two great world wars and their consequences. This will enable us to lay force on international understanding. We all know that First World War (1914-1919) and the Second World War (1939-1945), shattered the entire economic edifice of the world. It gave birth to fear, distrust and suspicion. As a result of these wars, the nations are always in the fear of the next world war, and so they have become self-centered.

All the nations are fighting single-handed to defeat poverty and unemployment but they can do nothing separately. The people will have to be international minded giving up narrow national outlook. They will have to co-operate with one-another in defeating poverty and unemployment. The feeling of nationalism must be changed into internationalism. A concern of universal brotherhood friendliness and good will must prevail. As soon as this feeling arises in our mind, the problem of international understanding will arise itself.

We have come to the conclusion that there is great need of international understanding to defeat poverty and to bring prosperity among the nations of the world. There are certain conditions for maintaining international understanding. The more important ones are—

- (1) First of all, we shall have to scrap all military pacts and will have to renounce narrow nationalism.
- (2) We will have to try that no further blocks or pacts are going to be framed. We will have to wipe off the differences and conflicts for international understanding.
- (3) There is the great need of common ideology among all the nations of the world. International brotherhood cannot be con-sidered without the common ideology. So long as there are the conflicting political ideologies, mutual fear, suspicion and political and economic exploitation will exist in the world, and this will be the greatest hindrance in the way of international understanding.
- (4) For the foundation of international understanding, exploi-tation, racial hatred and narrow national interest must be completely avoided. All the nations of the world must be joined together and they must obey the order of the international body. Justice, both political and economic, equality and co-operation must be the principle of the one-world body.

In the end, it may be said that there is great need of inter-national understanding today to wipe off poverty from the world and to secure peace and order. The idea of international under-standing is not a dream. The world of today is marching ahead and if the people have to exist in the world, the feeling of international understanding will not be far away. This is the way for peace and prosperity of the world.

2.3.3 ROLE OF TEACHER IN INTERNATIONAL UNDERSTANDING

The teacher is even more important than the curriculum because he is medium through which the curriculum is implemented and its goals are achieved. A teacher can make the following contributions towards international understanding:

i) Broad Outlook

The teacher must have broad outlook among his students. He must have international outlook and world - mindedness to promote international understanding among his students.

ii) To understand man as man

The major objective of the teacher should be to enable children to "understand man as man", first then as a Indian, American, Jew, Hindu or any other

iii) Removing idea of violence and war

The teacher has to keep in mind that, "since war begins in the minds of men, it is in the minds of men that defence of peace must be constructed." Every person should grow up with faith in man and courage in himself.

iv) *Emphasizing peace:* The teacher must emphasize that the maintenance of peace is the only panacea for all the ills of the present sick world and to build that peace in the minds of man is our major task.

v) *Cultivating right values:* The teacher should inculcate among children the right values of life, like co-operation, friendliness, love for justice, love for truth and love for humanity.

vi) *Educating adult society:* The teacher should make an all-out effort to educate the adult society for peaceful co-existence and international understanding.

vii) *Correct Interpretation:* The teacher should not give a biased view of other countries. He should give correct facts, correct knowledge and correct interpretation of history, culture, life style etc.

viii) *Use of effective methods of teaching:* The teacher should teach in such a way that ideal of 'world citizenship', 'live and let live' may be developed.

CHECK YOUR PROGRESS

1) Explain any one obstacle to International Understanding.

2) Why do we need to work towards International Understanding?

2.4 CITIZENSHIP

Citizenship education can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society. 'Society' is here understood in the special sense of a nation with a circumscribed territory which is recognized as a state.

A knowledge of the nation's institutions, and also an awareness that the rule of law applies to social and human relationships, obviously form part of any citizenship education course. Taken in this sense, citizenship education is based on the distinction between:

- The individual as a subject of ethics and law, entitled to all the rights inherent in the human condition (human rights); and
- The citizen – entitled to the civil and political rights recognized by the national constitution of the country concerned

All human beings are both individuals and citizens of the society to which they belong. Therefore, human rights and citizen rights are interdependent.

Men, women and children all come into the world as individual human beings. Thanks to the immense historical conquest of human rights, we are equal, in rights and dignity, to all other human beings. When citizenship education has the purpose of 'educating future citizens' it must necessarily address children, young people and adults, who are living beings, having the status of human beings endowed with conscience and reason. It cannot, therefore, exclude consideration of individuals as subjects, each with individual characteristics.

Moreover, human rights include civil and political rights, the latter obviously relating to the rights and obligations of citizens. Thus a comprehensive human rights education takes account of citizenship, and considers that good citizenship is connected with human rights as a whole.

Conversely, citizenship education which trains 'good' citizens, ie. citizens aware of the human and political issues at stake in their society or nation, requires from each citizen ethical and moral qualities. All forms of citizenship education inculcate (or aim at inculcating) respect for others and recognition of the equality of all human beings; and at combating all forms of discrimination (racist, gender-based, religious, etc.) by fostering a spirit of tolerance and peace among human beings.

Thus, when we speak of the purposes to be ascribed to either citizenship education (producing citizens with moral qualities) or human rights education (comprising a knowledge of the social and political rights of all human beings, and their recognition) we inevitably end up with the complementarity between citizenship and human rights.

Depending on the cultural traditions of each education system, we shall have, in some cases, civics education, comprising a knowledge of human rights and their exercise, and in others, human rights education, stressing civil and political rights as the basis of citizenship, and hence the national features assumed by these rights and guaranteed by states.

Bearing in mind this complementarity, citizenship education means not only 'educating citizens' but also 'training children for adulthood and citizenship'.

Citizenship education has, therefore, three main objectives:

- Educating people in citizenship and human rights through an understanding of the principles and institutions [which govern a state or nation];
- Learning to exercise one's judgement and critical faculty; and
- Acquiring a sense of individual and community responsibilities

These three objectives correspond both to educating the individual as a subject of ethics and law, and to educating citizens. These objectives suggest four major themes for citizenship education:

- The relations between individuals and society: individual and collective freedoms, and rejection of any kind of discrimination
- The relations between citizens and the government: what is involved in democracy and the organization of the state
- The relations between the citizen and democratic life
- The responsibility of the individual and the citizen in the international community

2.4.1 TEACHING CITIZENSHIP EDUCATION

The introduction and continuance in schools of a democratic culture forbid dogmatism in any kind of civics education. The methods and approaches chosen are those based on discussion among pupils and between pupils and teachers, and make provision for children and young people to speak and express themselves. Modes of expression may be varied: in addition to oral exchanges, drawings, songs, poems, different kinds of written

material are excellent instruments for reflection on citizenship, democracy, justice, freedom and peace.

In a democracy, citizenship education seeks to educate citizens who will be free to make their own judgements and hold their own convictions. Compliance with existing laws should not prevent citizens from seeking and planning better and ever more just laws. Respect for law, which is one of the objectives of civics education, calls not for blind submission to rules and laws already passed but the ability to participate in drawing them up.

One of the practical tasks of citizenship education is therefore to look at the rules governing a school, improve them and reformulate them.

The values transmitted by citizenship education are not dogmatic principles laid down once and for all. A living culture calls for the creation of new values, although they should all be judged by the criterion of respect for others and for human dignity.

Thus, with regard to the laws and values accepted by an entire social group, citizenship education can in no way be a catalogue of set questions and answers. Citizenship education should be the forum which gives rise to and nurtures a genuine culture of discussion. Whatever the problem posed, such as the ongoing development of humanity or the stability of the rule of law, an exchange of ideas, notions, judgements and individual opinions is necessary. Even among young children, dialogue of this kind is possible.

Citizenship education needs also to be taught in ways that bring out the ever-constant link between knowledge and practice. The interaction between concepts and action gradually produces the ability to think in terms of values and to refer to them. Values are universal when they concern human rights: for example, the values of liberty, dignity, solidarity and tolerance. As they are firmly anchored and promoted in different cultures they can also concern a region of the world or even a special country, nation or religion. All should be made the subject of discussion and reflection and be studied in each course of citizenship education.

In other words, citizenship education is based on knowledge, practice and values that constantly interact. To be precise, let us say that awareness of the necessary reference to values gradually gives rise to practices and action which are themselves related to knowledge and skills about human rights and the institutions that regulate life in society. Pupils benefiting in this way from citizenship education learn step by step that citizenship unfolds and develops in a society imbued with values and in the human community as a whole.

2.4.2 GLOBAL CITIZENSHIP

The large worldwide population flows that are a characteristic feature of the modern world mean that schools cater for children from different cultural backgrounds. This cultural heterogeneity should be regarded as an opportunity for citizenship education.

In this situation, children are all required to mingle with and thus learn about and understand cultures other than their own. Far from blurring the cultural diversity of pupils, citizenship education can bring out the value of differences while respecting and affirming the universality of human rights principles. Respect for others - a universal principle - means, in the daily life of the school, a dialogue with others, and taking an interest in other family lifestyles, social habits and cultural practices. Citizenship education is the ideal forum, since discussion on social issues can be organized so that opinions can be expressed on ways of looking at the world, in other words, on cultures.

This is a new form of action to combat racism. Racism is frequently due to the ignorance in which children are reared in respect of cultures other than that which is the majority culture of their country. Through a knowledge of these other cultures and the very existence of multicultural life in the classroom, children are fortified against despising the 'Other' and against hostile indifference, both of which are sources of racist behaviour.

CHECK YOUR PROGRESS

1) Why is there a need to teach Citizenship Education?

2) Explain the role of a global citizen.

2.5 SUMMARY

National integration and international understanding can be developed only through the right education which will provide aware-ness, for healthy attitudes, create desirable interest, and promote critical thinking and appreciation among the students. It is the responsibility of the educational institution to generate a suitable atmosphere in which children can develop the feelings of oneness and world unity.

Students should feel that they are the members of one world, one community. They should be encouraged to practice tolerance, mutual help and respect for others. The feeling of world citizenship is to be fostered among students through co-curricular activities in school.

The problem posed by citizenship education is how to blend together the particular and the universal, the national and the international, the individual and society. The difficulty can be solved by integrating human rights education in this new subject, civics education. This approach opens up new paths for education for peace, human rights and democracy.

Thus, citizenship education addresses both the individual and the citizen and provides an avenue for each individual citizen to acquire an understanding of the issues of peace in the world, and the challenges of the globalisation of economic, environmental and cultural problems. Since sustainable development of human beings and the world they live in is linked to the quality of education, the time has come to regard citizenship education as a vital part of any education system and any teaching programme.

2.6 EXERCISE

1. Discuss the importance of National Integration. Explain the role of education in this regard.
2. What is meant by National Integration. Discuss its need and importance in the 21st Century.
3. What are the barriers in the way of achieving National Integration? How can education overcome these?
4. What is meant by International Understanding? Explain its importance in the 21st century.
5. 'The teacher plays a very significant role in imparting Internationalism.' Comment.
6. Why do we need to work towards International Understanding?
7. Why is there a need of Global Citizenship?
8. State and elaborate in the objectives of Citizenship.

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CONCEPT OF SUSTAINABLE DEVELOPMENT

UNIT STRUCTURE

3.0 Objectives

3.1 Outcomes

3.2 Introduction

3.3 Concept of Sustainable Development

3.3.1 Meaning and definition of sustainable development

3.3.2 Definition of sustainable development

3.3.3 Some more definitions of sustainable development

3.3.4 Important aspects of sustainable development

3.4 Need for sustainable development

3.5 Principles of sustainable development

3.6 Summary

3.7 Exercise

3.8 References

3.0 OBJECTIVES FOR THE UNIT

At the end of the unit, the student will be able to

- define sustainable development
- trace the history of sustainable development
- the three important aspects of sustainable development
- explain the need for sustainable development
- explains why economic development has to be integrated with social development
- examine the examples of sustainable development in India and abroad.
- explain the principles of sustainable development
- evaluate the objectives of sustainable development
- apply the concept of sustainable development to daily life experiences.

3.1 OUTCOMES

1. Deeper Understanding of the difference between economic growth, development and sustainable development.
2. Application of concept of sustainable development to environmental and social challenges.
3. Sensitization to the urgency for sustainable development.
4. Evaluate the principles of sustainable development in today's world.

Connecting to previous unit:

In the previous unit, we have studied about development and its connect to social concerns like citizenship, international understanding, so development is not just economic activity for making profit, limited to few powerful people. Even in this unit we will see that how economic activities are intertwined and inter-dependent on environment and social equity. For development to be far sighted and useful, it is important that we are educated about right perspective of development. The development which focuses on present gains, use of resources without losing sight of conservation of environment and mindful social health for present and future comes under substantial development.

In this unit we shall concentrate on what is substantial development, the need for it, objectives and principles of substantial development. You have to be alert and aware of various programs and plans undertaken in cities, towns and villages for promoting substantial development.

3.2 INTRODUCTION

LET'S PONDER : SOME EXAMPLES

Bombay High Court regarding allotment of Aarey Colony for construction of Metro III car shed, *warned that planned and sustainable development is the need of the hour, development cannot be at the cost of environment and ecology.*

Suman told Anil , *"Don't get your car from tomorrow, let us cycle to the university."*

Anne told her grandmother, " Now we have to carry our own reusable bags to the super market, instead of getting our groceries in plastic bags, like you used to when you were small, granny."

The society secretary said, *"We are to install solar panels in our building is a unanimous decision."*

The Department Canteen put up the board ,” Bring your own mug to the office, paper cups will not be provided”.

“Green spaces like parks, lakes, forests are the lungs of the cities, without which the cities will be breathless and suffocating.” Said the teacher to her eight grade students.

These kinds of statements are not new for us to hear nowadays. In our own small way, we are contributing to preservation of the environment and carrying on our economic and social activities. The economic growth from individual to national growth have to be alert to environmental and ecological preservation. This is nothing else but the concept of sustainable development, which we have to understand and educate others about. But what is sustainable development?

3.3 CONCEPT OF SUSTAINABLE DEVELOPMENT

Development has been associated with advent of industrialization and technological advancements in 18th and 19th century, this has made our life comfortable but as we enter the 20th century it was realized that this fast growth in the name of developed civilizations was at the cost of our one planet- earth. The ruthless and unplanned use of resources has brought us to a point of ecological imbalance and lopsided progress. With global warming, pollution of all types, increasing socio-economic gaps, poverty, illnesses have made it crucial that we have to take sustainable development seriously. Now, sustainability and development are two sides of the same coin and have to go hand in hand with each other otherwise it spells the destruction of our and planet's existence

3.3.1 MEANING AND DEFINITIONS OF SUSTAINABLE DEVELOPMENT

By 1970s, 'progress, growth and development linked to economic advancement was being challenged as it was the growth of only advanced countries at the stake of developing countries. It was assumed in earlier decades that the economic growth can help to overcome global inequalities. On the contrary many more challenges came up like environmental deterioration, climate changes, scarcity of resources along with widening economic gap between haves and have-nots.

It was considered that *development and conservation* had been regarded as conflicting ideas, because conservation was understood as the protection of resources, and development as the exploitation of resources (Paxton 1993), So, the term sustainable

development came up as a middle path to bring together sustainability and development. It was realised that development has to consider not only economic progress but also how to sustain the available resources, especially non-renewable resources for the future generation. Thus, the goal was to have sufficient resources for all and not just economic efficiency.

Sustainable development and sustainability appeared on the scene in the 1980s as there was a growing concern about the balance and sustenance of living beings. It was realised that economic growth is not the only one area.

“Unsustainable development has degraded and polluted the environment in such a way that it acts now as the major constraint followed by social inequity that limits the implementation of perpetual growth.” Emil Salim, *Institutionalising Sustainable Development*. Mismanagement of resources can have unapprised consequences which can lead to irreversible damages, can harm the society to such an extent such that it can lead to mass destruction of environment and people.

3.3.2 DEFINITIONS OF SUSTAINABLE DEVELOPMENT

Brundland Commission : Sustainable development is development that meets the needs of the present without compromising the ability of the future generations to meet their own needs. (World Commission, 1987).

The Brundland report has brought to light the following concerns:

- a. The economic growth is divisive, it is widening the gap between rich and poor, developed and developing.
- b. The comforts and wants of few are met and others are struggling to fulfill even their basic needs. The quality of living is also at extremes as if the earth is shared not by all but owned by few and resources used for their advantages.
- c. There is a need for sustainable population as all get the equitable if not equal advantage of the resources available and there is no exploitation of developing and underdeveloped population.

Thus, sustainable development is not just thinking about the present but a conscious effort to think about future, to take steps for secure future of others, as the quote by Nelson Henderson, *“The true meaning of life is to plant trees, under whose shade you do not expect to sit.”* This is in true sense sustainable development, where the future with its roots and fruits are sown in present. Sustainable development is an integration of three important angles- **ecological, economic and social**. These three are intertwined and cannot be compartmentalised.



Figure 3.1 Sustainable Development: Interconnectedness

3.3.3 SOME MORE DEFINITIONS OF SUSTAINABLE DEVELOPMENT

1. Sustainable development involves **the simultaneous pursuit of economic prosperity, environmental quality and social equity.**” (World Business Council on Sustainable Development)
2. “ Sustainability is meeting the needs of all humans, being able to do so on a finite planet for generations to come while ensuring some degree of openness and flexibility to adapt to changing circumstances. ” (Jerry Sturmer, Santa Barbara South Coast Community Indicators)
3. “Human beings are at the center of concern for sustainable development. They are entitled to **a healthy and productive life in harmony with nature.** ” (Rio Declaration, adopted by the United Nations conference on Environment and Development in 1992)

3.3.4 THE IMPORTANT ASPECTS OF SUSTAINABLE DEVELOPMENT

1. Economic Perspective of sustainability

Economic sustainability believes in macroeconomics, that is development is not just limited to profit or market valuables, but a wider perspective of economic growth as means for social equity or conscious use of resources especially non-renewable. It is not just limited to population control or regulated consumption of goods and resources but also mindful choice of goods, technologies, resources with goal of social integrity and environmental protection.



Building multimodal corridors (picture below) can definitely connect places and increase trade and profit but will destroy fertile hectares of forest areas. Such development is lopsided with concentration of immediate goals of profit and monetary gains but at cost of the environment, the people living there, their social risk and liabilities. But economic perspective should make conscious efforts to balance economic profit with minimal ecological damage and guided by social equity and justice, which means the development gains reach the remote parts of the society and not just limited to handful few. Under environmentally sustainable development production, consumption and expansion must be guided by conscious social action.

- 2. Environmental Sustainability:** A sustainability which maintains biodiversity balance. It emphasis on reduce waste, emission of harmful gases in the air, toxic effluence which is harmful to the environment and human health. Thus environmental sustainability is about a thinking and sensitive economy, the industries, factories and other development are done keeping in mind the damage they can have on the environment. The use of non-renewable resources has to be limited and even renewable resources the use has to be done judiciously. The earth is not one or two developed countries of few powerful people's monopoly, and for survival of all, earth has to sustain.

3. Social Sustainability: Our society is diverse with wide spectrum of people from different economic and cultural background. While it is important to work for increased production for increased economy, it is simultaneously essential to keep the workers' health as an important criterion of development. The working conditions, medical, health care facilities, educational opportunities for all comes under social justice and sustainability. Development should not misunderstand the end and means interpretation, the humans as well as the nature are end in themselves and cannot be treated as tools or instruments for someone else's progress and development. Social gap of haves and have nots to bridged rather than widened more with unbridled economic growth. Social integrity, respect for local/ indigenous resources is essential as for economic expansion local resources are dissolved and disappear for developed countries taking over the market with their products, goods and services. Recently, in Indian context too, commercialization of food, medicines and even unhealthy food habits are being finding new markets in rural and tribal regions. The rural scenario in Maharashtra itself is changing with growing demand for junk food and cold drinks as children are influenced by mass media and market full of attractive offers such that health and healthy lifestyle of rural side is compromised.

A sustainable development thus envelopes grassroots level to the policy making governance as it needs decentralised, democratic and inclusive ideology. The pluralism and diversity have to be respected and should not become an open ground for rich and powerful people to play with the natural, human and material resources for the benefit of handful people, the balance between means and ends has to be maintained.



<https://www.conserve-energy-future.com/what-is-sustainable-development-and-its-goals.php>

CHECK YOUR PROGRESS:

1. Fill in the blanks:

- a. _____ and _____ are important aspects of sustainable development .
- b. Sustainable development involves the simultaneous pursuit of economic prosperity, _____ quality and _____.”

2. Define sustainable development according to Brundland Commission.

3. What is meant by environmental sustainability?

4. Difference between social and economic perspective and social perspectives on sustainable development.

5. <https://www.youtube.com/watch?v=3eBLZR5fU9Q>

After watching this video answer the following questions

- What is sustainable development?
- What are the three key aspects for sustainability?

3.4 NEED FOR SUSTAINABLE DEVELOPMENT:

The need for sustainable development **is to balance** environmental, social and economic needs, thus, making way for well-being of present and coming generations. Man being self centric has always been a consumer and hardly a replenisher of the earth's resources. But with over-population, increasing industrialization , technological advancements, pollutant increase and each one for their own progress, there has been neglect and alienation of nature and man. To build peace, control damage of our eco system and promote well being of all , there is urgent need for sustainable development. The following points explain the need for sustainable development :

1. To ensure **quality and safe future for the next generation**.
The present generation has to be morally responsible for handing over a safe and healthy earth to the coming generations.
2. **The resources have to conserved, preserved and used judiciously**, for example deforestation and exploiting earth for its resources has brought us to environmental crisis, social imbalance and depletion of resources. Reforestation, conserving available resources and educating people of judicious use of resources is the need of the times.
3. To **have a stringent watch and check over the mindless exploitation** of the resources and if need be, stop the harm that is impeding in the recent future.

4. There is an urgent need for humans **not to take for granted earth** and its capacity to fulfill our wants as a one-sided relationship. Now is a need for human taking **leadership to take ownership** of preserving and regenerating earth's resources. Understanding this ownership is not of owning the rights on earth but owning up to the duties and responsibilities towards our planet. We are not *just the takers of the earth but Care takers of earth and its resources*.
5. There is a need **for integration of environment with economy and social responsibilities**. There is an increase need for participatory approach towards development. Participatory approach of development facilitates the local communities to play a central role in the planning, implementation and funding of activities for the benefit of all, conscious of avoiding exploitative imbalance.
6. There is a **need for knowledge and skill sharing of environment friendly economic development**. There has to be innovative strategies for conflict resolutions and social development, with collaborative planning and implementation taking help of local communities, educationists, NGOs, government policies, at national and international level.
7. The need for sustainable development is for developing respect for local resources , empowering the local communities, preserving local ways of preserving earth's resources, regeneration of local resources , at the same time thinking wider of being a global citizen. We should act locally and think globally.

CHECK YOUR PROGRESS

A) Write in 1 -2 sentences

1. Write any two examples of environmental imbalance

2. How can we act locally and think globally as a part of sustainable development mindset?

3. What does shared responsibility and ownership mean ?

- B) Write note on Need for sustainable development

3.5 PRINCIPLES/ OBJECTIVES OF SUSTAINABLE DEVELOPMENT:

The main principle of sustainable development is ***our vision, our perspective and rethinking*** about development. The world view that we all are a small part of the entire universe, a piece of the complete picture and have to think of well-being not of one individual, one country but different nations. We are a part of the whole and what happens at one end will affect other parts of the world too, we are connected beyond boundaries across time and place.

Sustainable development stands on 3 pillars – economy, environment and social.

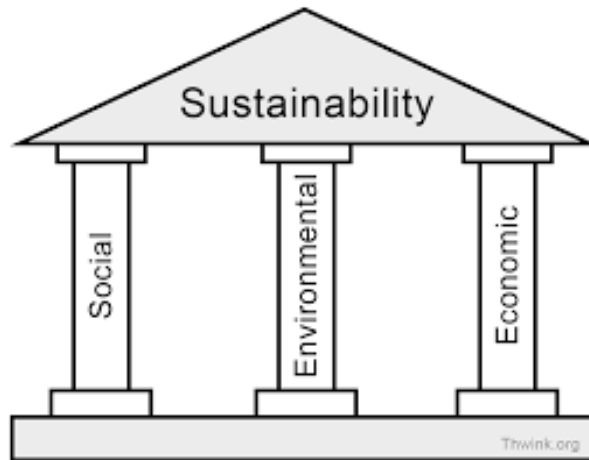


Figure 3.2. Three Pillars of sustainable development

https://www.google.com/url?sa=i&source=images&cd=&ved=2ahUKEwjp3lidnNvjAhXGfisKHeO6C1cQjRx6BAgBEAU&url=https%3A%2F%2Fwww.thwink.org%2Fsustain%2Fglossary%2FThreePillarsOfSustainability.htm&psig=AOvVaw0jcTRwRX-YIZmES__TLqXs&ust=1564443181116959

The principles of sustainable development are:

1. **Environmental and economic amalgamation:** The understanding and bonding between economic development and environment is not just a matter of principle but it's a requirement in today's times. If we need place for metro trains shed then forest cannot be torn down for it, we need to think of strategies, plans and ideas to have both metro trains for better trade as well as forests for maintain the ecological balance. The production and consumption planning has to be made after keeping in mind the consequences of damages to environment. *Economy and ecology have to go hand in hand* for future sustainability not part ways or be exploited one for the other's gains. The untimely, uncontrollable natural disasters, global warming, melting of glaciers etc is the result of our attitude that nature is for our servitude. This will also help to bridge the gap between developed and developing countries. Gandhiji had put it very well that, "The world has **enough** for everyone's **need**, but not **enough** for everyone's greed", summaries how economic development without thoughtful control of our greed can only lead to destruction of the individual, nation and the earth. Certain indigenous, local ways of life style can help in balancing economy with environment as in past humans didn't face these concerns as industrialisation and technological misuse and overuse has brought in.

2. ***Management of Natural Resources:*** Following the above principle leads to we are responsible for the preservation of the resources, conserving the biodiversity, focusing on our ecological heritage. The attitude that the natural resources are meant for our luxuries and benefits can lead to only slow death of nature, of our present and a sudden destruction of the future or at least a life of suffering and insufficient resources for a good living. Our actions have already resulted in poor quality of air, water, soil, harsh effects of sunlight and balance of other elements of nature. Thus, conservation of natural resources can be a savior for humankind today and for a better future.

3. ***Prevention is better than cure and better safe than sorry:*** These idioms have been meaningfully stated to remind us that if we don't wake up from our complacency and slumber then what we will face the consequences that will be fatal not for our quality life on earth but even for our sustenance in near future. It is better to educate and activate ourselves towards preventing any further damage to the environment, so before planning for any new development and economic leap it is better to be far-sighted and plan accordingly, keeping in mind the environment and social dynamics. It is said that with the kind of rush in capturing maximum from the natural resources for few powerful countries, the injustice will be on the environment as well as still developing countries and societies. This injustice will lead to fight for survival, thus leading to rule of the jungle and might is right. It is said that the third world war if it takes place will be for Water, thus it is time now to open our eyes to the fact that there is no solution than being cautious, far sighted, safe than sorry and accept sustainable development.

4. ***Shared Responsibility and taking onus (ownership):*** Sustainable development is not one individual's or even one nation's work, it is a cooperative effort as the damage done also is mammoth ignoring sustainable aspect of development. The wisdom, support, creativity and efforts of maximum number of people is important. Each one of us irrespective of nationality, religion and ideologies have to come together to build a stronger, safer earth for all to stay and for coming generations. It is a joint effort with leadership and ownership taken by all to think of ways for a better tomorrow. It has to focus on personal, social, ecological and economic well-being as different parts of one whole thing. The people involved have to think of balance and integrity of nature, at the same time also seek economic progress. It is important that we live within environmental limits and manage the economic development with strategies for sustainable development taking shared responsibility.

5. Waste Minimization, rehabilitation and reclamation:

Sustainable development emphasizes control of over-exploitation of resources and promote of waste minimization using knowledge of science and technology for rehabilitation and reclamation.

- 6. Ensuring a strong, healthy and just society:** The social sustainability aspect of sustainable development focuses on the majority of people must benefit from development not just a few of them, it stresses on environmental justice and social sustainability. In actual situation, few powerful and strong nations alone may have control on the resources and may exploit other nations for its use. But in sustainable development it is important for us to ensure that the resources are judiciously used and distributed as it is not the monopoly of one or two countries but it belongs to all, so ensuring a strong, healthy and just society also is a part of sustainable society. Similarly, in context of smaller society, resources must be used judiciously by all for the benefit of all. Thus, achieving universal primary education, improving mental health, improving child mortality levels, promoting gender equality, waste minimization, recycling etc, are some of the examples of social sustainability of development.

Let's Ponder

EXAMPLES OF SUSTAINABLE DEVELOPMENT: INDIA



1. DHARANI, BIHAR

Once struggling to get basic electricity like most villages in India, Dharnai has now changed its fate and become the first village in India to completely run on solar power. Residents of Dharnai had been using

diesel-based generators and hazardous fuel like cow dung to meet the electricity requirement for decades, which were both costly and unhealthy. Since the launch of Greenpeace's solar-powered 100 kilowatt micro-grid in 2014, quality electricity is being provided to more than 2,400 people living in this village in Jehanabad district.

2. The first village in Telangana region to win the Nirmal Puraskar



in 2004-05, Ramchandrapur came into focus a decade ago when the villagers pledged to donate their eyes for the visually challenged. Among its many achievements, all the houses in the village have smokeless chullahs and toilets with tap-water facilities. It

is the first village in the state to construct a sub-surface dyke on the nearby river and solve drinking water problems by constructing two over-head tanks in each house. The village does not have drainage system and all the water generated from each house is diverted to the gardens, which are planted by the villagers in each house.

<https://www.thebetterindia.com/85354/inspiring-indian-villages-sustainable-development/>

Conclusion:

Sustainable development ensures development with judicious and equitable use of resources , ensuring that present needs are satisfied but future quality of life is not compromised.

It also lays stress on the conservation of resources. A sustainable world is one where basic needs of all are satisfied and whereby one can get access to clean energy, healthy food, pure water , where the deprived have equal rights and where one can enjoy work and growth without harming the ecosystem.

CHECK YOUR PROGRESS:

1. State any two principles of sustainable development with examples.

2. Which are the three pillars of sustainable development?

3. "The world has **enough** for everyone's **need**, but not **enough** for everyone's greed". Explain with reference to sustainable development.

4. Name two actions which are to be considered as unsustainable.

5. Picture Study : Explain this strategy for sustainable development and write its advantages



6. Watch this video and answer the following questions:

<https://www.youtube.com/watch?v=neGf9Z7K4LE>

What are the principles on which sustainable development is based?

7. *"If we destroy nature, nature will destroy us "*. A statement by the late Nobel peace prize winner Laureate Wangari Maathai regarding sustainable development. Discuss

3.6 CONCLUSION

Thus, this unit has covered what is understood by meaning of sustainable development, how it is important to draw a balance between economic development but along with ecological conservation and social equity. The need for sustainable development and the principles on which sustainable development is based has also been discussed. The efforts taken by small towns, villages, cities to fulfill the goals of sustainable development have been highlighted with help of some examples, more such examples and endeavors can be referred to learn more about sustainable development. Thus, this unit helps us to be more concerned about our own earth and how individual as well as social goals can be achieved without compromising one for the other.

3.7 EXERCISE

1. The Brundtland Commission defined sustainability as
 - a. Optimum use of natural resources
 - b. natural environment is not to be exploited for human development
 - c. all control of resources must be shared by developed and developing countries
 - d. Meeting the needs of the present without compromising the ability of future generations to meet their own needs

2. The Brundtland Commission definition included which of the following concepts:
 - a. The concept of present needs to be used judiciously for better future
 - b. The concept of increasing the ability of future generation for meeting their needs
 - c. The ability of using technology so that future needs are met
 - d. The future generation can meet their own needs

3. The three pillars of sustainability includes:
 - a. Ecological, social and economic factors
 - b. Knowledge, sharing and energy
 - c. Human, animal and plant factors
 - d. All of the above

4. Which of the following is an example of balancing development with environment?
 - a. Solar energy
 - b. Rain Water harvesting
 - c. Clean Sanitation for all
 - d. All of the above

- Q.1 Explain with examples the urgent need for sustainable development in today's times.
- Q.2 Examine the principles which promote social and environmental development for sustainable development
- Q.3 Deduce the primary goals of sustainable development on the basis of the concept of sustainable development ?
- Q.4 Write down 5 ways you will adapt to contribute to sustainable development
- Q.5 A 2008 report by the Global Footprint Network and Confederation of Indian Industries suggests that *India has the world's third biggest ecological footprint*, that its resource use is already twice of its bio-capacity, and that this bio-capacity itself has declined by half in the last few decades. In the light

of above sentence, explain why India needs to adapt sustainable development.

- Q.6 Ignoring the needs and principles of sustainable development can lead to adverse consequences. Do you agree? Justify your answer.

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[Many conflicting views of sustainable](#)

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Watch the video for understanding History of sustainable development: <https://www.youtube.com/watch?v=fcf3uFoLwgk>



ROLE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

UNIT STRUCTURE

4.0 Objectives

4.1 Introduction

4.2 Place of Sustainable Development in School Curriculum

4.3 Role of Teacher in Sustainable Development

4.3.1 Introduction

4.3.2 Role of Teacher

4.4 Role of UNESCO

4.4.1 Introduction

4.4.2 Role of UNESCO

4.5 Summary

4.6 Exercise

4.7 References

4.0 OBJECTIVES

After studying this unit, you will be able to:

- explain the place of sustainable development in school development
- explain the role of a teacher in sustainable development
- explain the role of UNESCO in sustainable development

4.1 INTRODUCTION

In the previous unit you have studied about the meaning, need & objectives of sustainable development. In this unit we will study about the place of sustainable development in school curriculum as well as role of a teacher & role of UNESCO in sustainable development.

Most of the environmental problems are man-made and can be resolved by humans only for which education can play a key role. Over the years we are facing rapid deterioration in the quality of environment including pollution of air, water and land, loss of ecosystems and species etc. Climate change has now become one

of today's most serious global challenges to sustainable development and requires immediate and urgent action to address its adverse impacts.

4.2 PLACE OF SUSTAINABLE DEVELOPMENT IN SCHOOL CURRICULUM

Good quality education is an essential tool for achieving a more sustainable world. This was emphasised at the UN World Summit in Johannesburg in 2002 where the reorientation of current education systems was outlined as key to sustainable development. Education for sustainable development (ESD) promotes the development of the knowledge, skills, understanding, values and actions required creating a sustainable world, which ensures environmental protection and conservation, promotes social equity and encourages economic sustainability. The concept of ESD developed largely from environmental education, which has sought to develop the knowledge, skills, values, attitudes and behaviours in people to care for their environment. The aim of ESD is to enable people to make decisions and carry out actions to improve our quality of life without compromising the planet. It also aims to integrate the values inherent in sustainable development into all aspects and levels of learning

A curriculum is the combination of instructional practices, learning experiences, and students' performance assessment that are designed to bring out and evaluate the target learning outcomes of a particular course. Integrating the objectives, concepts and learning experiences of Education for Sustainable Development into syllabuses and teaching programmes is very important. If the curriculum is defined as 'the sum of all the formal and informal teaching and learning experiences provided by a school', then Education for Sustainable Development cannot just be added to the curriculum as a new subject. Rather, it is a dimension to be emphasised in every aspect of school life.

Sustainable development can be achieved by integrating these activities in school curriculum

- 1. Academic calendar-** Academic calendar plays very important role for the smooth functioning of all the curricular as well as co-curricular activities. Many National as well as international days can be celebrated in the school related to sustainable development. Throughout the year activities can be conducted to sensitize students towards sustainable environment –For example- Tree plantation, one act play, guest lectures, display, concerts, field trips, visits, exhibitions etc.

2. **Interdisciplinary learning** - Education for Sustainable Development can be taught in all school subjects in such a way that the learning objectives of the subject are achieved as well the knowledge of sustainable development is given through it. This can be done either through infusion of it into each subject area or by introducing special subject in the curriculum.
3. **Inculcation of Knowledge and values-** Through curriculum transaction we can give knowledge of sustainable development related issues to the students. The values that are used to select the knowledge that is taught in lessons should take account of student learning needs, local community interests and ways of learning to live sustainably.

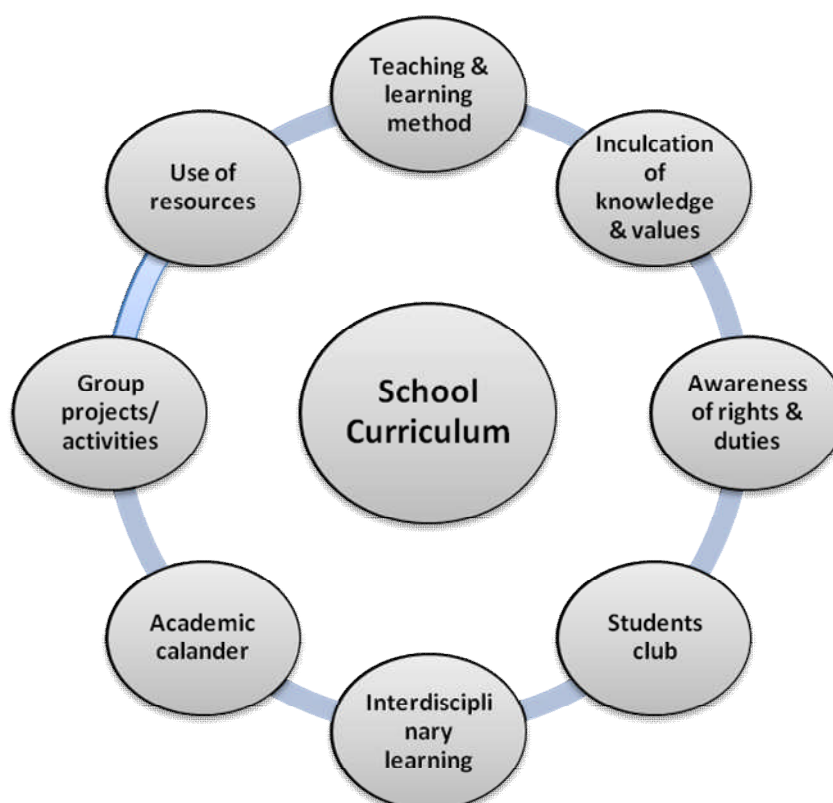


Figure 4.1: Scope of Sustainable development in School Curriculum

4. **Teaching and learning methods**-How students learn is often more important than what they learn. This is because the 'medium' is as important as the 'message'. If the medium is correct then definitely the message will reach to the students. Student-centered interactive approaches can help students to feel their responsibility towards sustainable environment.
5. **Awareness of Rights & duties** –Awareness of their rights & duties should be taught through the subjects. Democracy has to be practiced in all aspects of school life & personal life. It will

help them to understand their rights & duties towards sustainable environment.

6. **Group projects/activities** -It is very easy to integrate group projects into the formal curriculum. Projects that start off as small classroom tasks can be presented to the whole school, and maybe even can be undertaken as a competition. It can be conducted in the school campus and also in local community by a class or club which can provide valuable learning experiences to the students. Examples are surveys on Environmental awareness, health issues, maintaining & caring for a garden, visiting and helping senior citizens, working in a child centre or orphanage, monitoring local air or water quality, and so on. Such activities help the students to help each other & share knowledge with each other.
7. **Use of Resource in the campus (Green Campus)**—The concept of Recycle, Reuse, & Reproduce can be the motto in the school campus. Schools can undertake environmental audits of resources such as water and energy used and the amount of waste produced in the school. This will help the school to gather information about problem areas and the associated costs. Auditing and the consequent saving of resources can save schools money by reducing the cost of resources such as water and electricity. Small Recycling activities can be conducted in the school premises Example are - Paper Recycling, vermi-composting, use of e-waste in the laboratory ,rain water harvesting, installation of solar panels, etc.
8. **Establishing Student Clubs**-Many extra-curricular activities can be organised by/for students at lunch time, after school, at weekends, and during vacations. Student clubs (e.g. Environment Clubs, Nature club, Scouts, Guides, etc.) are an ideal way of integrating sustainable development issues into young people's thinking and activities.

CHECK YOUR PROGRESS

Explain the Place of Sustainable development in school curriculum

4.3 ROLE OF TEACHER IN SUSTAINABLE DEVELOPMENT

4.3.1 INTRODUCTION

Education must effectively empower all people to make responsible and informed decisions, both individually and collectively, thus preparing them to successfully deal with present and future challenges and to commit their active participation in the construction of common future for all. Teachers and learning communities are key components in the dissemination of those sustainability principles that will lead to the necessary changes in attitude of students.

It is important that, irrespective of the academic subject the teacher's major overall responsibility is to mould the student's socially and emotionally well-adjusted individuals and understand their responsibilities towards sustainable environment.

4.3.2 ROLE OF TEACHER

Now let's see how the teachers can help the students

1. **Use of Teaching strategies in the classroom** - The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs.

Examples of some teaching strategies are:

- **Cooperative learning**-It means students work together in groups to complete a project or task. The goals are for students to learn how to contribute to a team, demonstrate individual responsibility, and also share accountability for the outcomes of the group. Activities based on awareness on sustainable development can be taught through this method.
- **Experiential learning** –Experiential learning provides opportunity to the students to learn through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting, and may include internships, studies abroad, field trips, field research, and projects.
- **Use of latest Technology in the classroom**-Incorporating technology into teaching is a great way to actively engage the

students. It will help them to update with the latest knowledge through internet. Examples are - Use of Blogs and other 'Social Networking Websites', Video Conferencing, Google Earth, Google earth is a free Google Earth programme (<http://earth.google.com>) to view recent satellite images of your community right down to the level of being able to identify individual buildings etc.

- **Problem solving-** In a problem solving method, children learn by working on problems. This enables the students to learn new knowledge by facing the problems to be solved. The students are expected to observe, understand, analyze, interpret find solutions, and perform applications that lead to a holistic understanding of the concept.
 - **Critical thinking-**It helps students to formulate their own opinions and drawing conclusions regardless of outside influence. It teaches the discipline of analysis and seeing the connections between ideas, and being wide open to other viewpoints and opinions. Teacher can use these techniques for teaching critical thinking skills in every lesson and subject to sensitize students towards sustainable environment.
 - **Role playing-** Role playing is an interesting example of an active learning and teaching strategy. It can incorporate drama, simulations, games, and demonstrations of real life cases related to any topic.
 - **Brainstorming-** This technique encourages new ideas among students which would never have happened under normal circumstances, it helps students to provide their inputs.
2. **Learning beyond the classroom-** Studying within the boundaries of the classroom is not always sufficient for educational excellence. Sometimes teachers need to take classes outside the classroom. They can organize field trips/ visits that are relevant to the lessons taught. Moreover taking a small walk or occasionally conducting classes outside in touch with nature can be refreshing. Through such sessions students can learn a lot and easily remember whatever has been taught to them.
 3. **Professional development-** Engaging in regular professional development helps teachers to update their knowledge time to time. Professional development programmes are a great way to enhance teaching and learning process in the classroom.
 4. **Curriculum constructor-** Teacher should function as curriculum constructors rather than curriculum transmitters – this can be

done by using appropriate content, learning experiences and assessment techniques.

5. Teacher should be able to inculcate sensitivity and foster positive attitude and values towards environment.
6. **Use available resources** -Teacher should use locally available resources (low cost and no cost) for contextualizing children's' learning.
7. Teacher should adopt school based and community oriented approaches.

CHECK YOUR PROGRESS

Explain teaching strategies used by teacher for sustainable development

4.4 ROLE OF UNESCO IN SUSTAINABLE DEVELOPMENT

4.4.1 INTRODUCTION

UNESCO is the lead UN agency for Education for Sustainable Development (ESD) and is responsible for the overall management, coordination and implementation of the Global Action Programme (GAP) on ESD (Education for sustainable development). The GAP focuses on generating and scaling up action, around five priority action areas. These are to advance policy, transform learning and training environments, build the capacities of educators and trainers, empower and mobilize youth and accelerate sustainable solutions at a local level.

4.4.2 ROLE OF UNESCO

- UNESCO supports key partners, raises awareness and visibility, advocates ESD (Education for sustainable development) at an international level and supports Member States in integrating

ESD (Education for sustainable development) into education plans and programmes.

- UNESCO supports countries to develop and expand educational activities that focus on sustainability issues such as climate change, biodiversity, disaster risk reduction, water, cultural diversity, sustainable urbanisation and sustainable lifestyles through ESD .
- It advises policy-makers on how to integrate ESD into education policies, curricula and teacher training.
- UNESCO emphasizes on Empowering learners to live responsibly and to address complex global challenges means that education has to promote critical thinking, imagine future scenarios and make decisions in collaborative ways.
- UNESCO encourages training teachers to ensure that schools integrate ESD. For instance, online courses are available for secondary school teachers on climate change education.
- UNESCO creates discussion around ESD through organizing and participating in international meetings and events; by publishing key resources such as “Education for Sustainable Development Goals: Learning Objectives” .
- UNESCO organises various series of symposia on the future of ESD, the objective of which is to stimulate discussion on ESD beyond the GAP (Global action Programme) and in the context of the 2030 Agenda for Sustainable Development and to help UNESCO plan beyond the first phase of the GAP which ends in 2019.
- UNESCO led the UN Decade for ESD (2005-2014). The 2014 UNESCO World Conference on ESD, held in Aichi-Nagoya, Japan, marked the end of this Decade and saw the launch of the Aichi-Nagoya Declaration on ESD and the roadmap for the implementation of the GAP (Global action Programme) on ESD.
- UNESCO aims to improve access to quality education on sustainable development at all levels and in all social contexts, to transform society by reorienting education and help people develop knowledge, skills, values and behaviours needed for sustainable development.

UNESCO believes that education is a human right for all throughout life and that access must be matched by quality. The Organization is the only United Nations agency with a mandate to cover all aspects of education. It has been entrusted to lead the Global Education 2030 Agenda through Sustainable Development Goal 4

CHECK YOUR PROGRESS

Explain the role of UNESCO in sustainable development

4.5 SUMMARY

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. The concept of ESD developed largely from environmental education, which has sought to develop the knowledge, skills, values, attitudes and behaviours in people to care for their environment. The aim of ESD is to enable people to make decisions and carry out actions to improve our quality of life without compromising the planet. It also aims to integrate the values inherent in sustainable development into all aspects and levels of learning.

4.6 EXERCISE

Answer Briefly

1. Explain the place of sustainable development in school curriculum
2. What is the role of teacher in sustainable development?
3. Explain teaching strategies used by teacher for sustainable development
4. Explain the role of UNESCO in sustainable development

Short answers questions

1. Sustainable development
2. School Curriculum
3. Teaching strategy
4. UNESCO
5. Interdisciplinary learning
6. Academic calendar
7. Experiential learning
8. Cooperative learning

Choose the correct option from the following

1. ----- plays very important role for the smooth functioning of all the curricular as well as co-curricular activities in the school.
 - a. Academic calendar
 - b. Sustainable development
 - c. experiential learning
 - d. Interdisciplinary learning
2. The process in which Students work together in groups to complete a project or task is called as ----- .
 - a. Learning
 - b. Cooperative learning
 - c. Experiential learning
 - d. Interdisciplinary learning
3. ESD stands for -----
 - a. Education for Sustainable development
 - b. Environment for sustainable development
 - c. Education for smooth development
 - d. Educate for sustainable development
4. UNESCO stands for -----
 - a. The Union of National Environmental, Scientific and Cultural Organization
 - b. The United Nations Educational, Scientific and Cultural Organization
 - c. The United Nations Environmental, Scientific and Cultural Organization
 - d. The Union of National Educational, Scientific and Cultural Organization
5. GAP stands for -----
 - a. Global Active programme
 - b. Global Action Programme
 - c. Global Action Plan
 - d. Global Active plan

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FUNDAMENTALS OF SOCIOLOGY OF EDUCATION

UNIT STRUCTURE

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Meaning and Scope of Sociology of Education
 - 5.2.1 Meaning of Sociology
 - 5.2.2 Meaning of Sociology of Education
 - 5.2.3 Scope of Sociology of Education
- 5.3 Distinction Between Sociology of Education and Educational Sociology
 - 5.3.1 Meaning of Educational Sociology
 - 5.3.2 Distinction between Sociology of Education and Educational Sociology
- 5.4 Concept of Peace Education and Aims of Peace Education
 - 5.4.1 Concept of Peace
 - 5.4.2 Concept of Peace Education
 - 5.4.3 Aims of Peace Education
 - 5.4.4 Check your progress
- 5.5 Summary
- 5.6 Unit Exercise
- 5.7 References

5.0 OBJECTIVES

After reading this unit, you will be able to:

- define Sociology and Sociology of Education
- explain the meaning of Sociology of Education
- state the Scope of Sociology of Education
- distinguish between Sociology of Education and Educational Sociology
- describe the concept of Peace and Peace Education
- state the Aims of Peace Education

5.1 INTRODUCTION

Man is a social animal. He lives in a society and develops himself to become the productive member of the society. A society is a group of people who coexists in organised manner. It is a system of inter-relationships that connects the individual in a common culture. It includes all aspects of life that people choose to share i.e. home, work, life, religion, school, politics etc. are all aspects of society. The term 'social' refers to the interactions and relations that take place between people. Hence, human beings live in society and become social.

During the 19th century social science emerged as separate science in Europe and its objective was to study the society. The founding fathers of Sociology like Auguste Comte, Herbert Spencer and Emile Durkheim, besides many other social thinkers, wanted to establish the idea of society as a matter of study which was a distinctive study in itself. They examined the entire society as a whole unit. Society is always more than the actions, thoughts, values, belief in and wishes of its individual members. Though it is a complex and abstract reality, all human beings live in a society.

5.2 MEANING AND SCOPE OF SOCIOLOGY OF EDUCATION

5.2.1 MEANING OF SOCIOLOGY

The word 'Sociology' was derived from both, the Latin and Greek origins. The Latin 'Socius' meaning 'companion' and the Greek 'Logos' meaning 'the study of'. Hence, the word literally means the study of companionship, or social relations.

In 1837, **Auguste Comte**, a French philosopher first coin the word 'Sociology'. By sociology he meant, 'the application of scientific method in the study of the relationship between the society and the individual'. A society is where a group of people lives as a community. A society could be a village, a school, a rest house, a college or a university. These are part of human beings and their social environment. Socialization takes place in different groups of human beings in their social environment and they influence each other.

Sociology can be defined 'as the study of man and his environment in their relation with each other.'

According to Duncan, 'Sociology is the scientific study of the processes of interactions of persons.

According to E.T. Hiller, ‘Sociology is the study of relations between individuals, their conduct and reference to one another and standard by which they regulate their association’.

Thus, Sociology primarily concerns itself with social relationships. It studies the interactions between the people in a society. A network of social relationships is called the society. The main focus of sociology is the social relationships of humans. It is a scientific study of human behaviour in groups. Sociologists are most interested in knowing how these people interact with each other, how groups influence individuals and how the individuals influence the group. Sociology makes an attempt to explain how these influences function and bring changes in the personality development of the individual.

Sociology helps us to understand the social world in which we live and which shapes our lives. It helps us to understand ourselves better, since it examines how the social world influences the way we think, feel, and act. Sociology does not solve the problem, but get information to help the people solve problems. It offers a perspective (a world view). View of the world is referred as sociological perspective. It expands our awareness of social relationships, various cultures and social institutions that shape both, our lives and human history.

5.2.2. MEANING OF SOCIOLOGY OF EDUCATION

Briefly, Sociology of Education is defined as, ‘a study of the relations between education and society’. It is an investigation of the sociological processes involved in an educational institution. To **Ottaway (1962)**, it is a social study and in so far as its method is scientific, it is a branch of social science.

Peter Harold (1968) defines Sociology of Education as “the study of origins, organisations, institutions and development of human society’. This approach explains how society and the institution develop. It studies the interactions within the society and also society and other institutions.

Emile Durkheim, defines Sociology of Education as “a systematic study of sociological perspective”. Perspective is a view of the world. It enables us to gain a new vision of social life. In other words, it helps us to find out why people do what they do, like eating, talking and many more. Durkheim further stated that sociology of education is the “study of education”. He applied a sociological approach to the understanding of education system. He came up with an idea that education should be studied from the sociological perspective which helps students to understand sociology of education.

In Sociology of Education, we try to understand the problem of education from a sociological perspective. It is concerned with educational aims, methods, institutions, administration and curricula in relation to the economic, political, religious, social and cultural forces of the society in which they function. As far as the education of the individual is concerned, sociology of education highlights on the influence of social life and social relationships on the development of personality. Sociology of education emphasizes sociological aspects of educational institutions. The problems encountered are essentially the problems of sociology and not the problems of educational practice. Sociology of Education, therefore, may be explained as the scientific analysis of the social processes and social patterns involved in the educational system. It is the study of how public institutions and individual experiences influence education and its outcomes. It mainly focuses on the sociological problems in the field of education.

5.2.3 SCOPE OF SOCIOLOGY OF EDUCATION

- The scope of Sociology of Education is vast and it covers the following fields:
- It is concerned with such general concepts such as society itself, culture, community, class, environment, socialization, internalization, accommodation, assimilation, cultural lag, subculture, status, role and so forth.
- It is further involved in cases of education and social class, state, social force, cultural change, various problems of role structure, role analysis in relation to the total social system and the micro society of the school such as authority, selection, and the organization of learning, streaming, curriculum and so forth.
- It deals with analysis of educational situations in various geographical and ethnological contexts. E.g. Educational situations in rural, urban and tribal areas, in different parts of the country/world, with the background of different races, cultures etc.
- It helps us to understand the effectiveness of different educational methods in teaching students with different kinds of intelligences.
- It studies the effect of economy upon the type of education provided to the students, e.g. education provided in IB, ICSE, CBSC, SSC Board institutions.
- It helps us to understand the effect of various social agencies like family, school on the students.
- It studies the relationship between social class, culture, language, parental education, occupation and the achievement of the students.

- It studies the role and structure of school, impact of peer group on the personality of the students.
- It provides an understanding of the problems such as racism, communalism, gender discrimination etc. the problems such as racism,
- It studies the role of schools in socialization of the students.
- It suggests ways to develop national integration, international understanding, the spirit of scientific temper, globalization among the students.
- It promotes research studies related to planning, organization and application of various theories in education.

CHECK YOUR PROGRESS

1. Define Sociology.

2. Explain the meaning of Sociology of Education.

3. State the scope of Sociology of Education.

5.3 DISTINCTION BETWEEN SOCIOLOGY OF EDUCATION AND EDUCATIONAL SOCIOLOGY

5.3.1 MEANING EDUCATIONAL SOCIOLOGY

Before understanding the distinction between Sociology of Education and Educational Sociology, let us understand the meaning of Educational Sociology.

Educational sociology is the application of general principles and findings of sociology to the administration and processes of education.

Emile Durkheim was the first person who indicated the need for a sociological approach to education. He considered education “to be essentially social in character and in its functions and as a result the theory of education relates more clearly to sociology than any other science.” He emphasized that education is not static but a dynamic and ever-changing process. Every society has its own socio-cultural needs which requires the education to meet them. As these needs change continuously, the education must also change. Thus, society is the prime factor in deciding the pattern of education which can satisfy the needs of the society. Educational sociology is by definition ‘a discipline which studies education sociologically’, with the premise that it recognizes education as a social fact, a process and an institution, having a social function and being determined socially. It evolved as a discipline to prepare the educators for their future tasks.

Ottaway explains Educational Sociology as “Educational Sociology starts with the assumption that education is an activity which goes on in a society, and its aims and methods depend on the nature of the society, in which it takes place”.

According to **George Payne**, the father of Educational Sociology, “Educational Sociology is the science which describes and explains institutions, groups and social processes in relation to the educational system in its evolution and changing function.” He discussed the influence and effect of education and group life on each other and laid emphasis upon the study of all those social influences which influence human beings in their growth and development.

Educational Sociology uses the results of sociological researches in planning educational activities and in developing effective methods to implement these plans. The main aim of educational sociology is to study social interaction. It studies all social activities, human groups, social institutions and agencies which fulfil the needs of education.

Francis Brown defined Educational Sociology as that discipline which applied the general principles and findings of sociology to the process of education. It is the application of sociological principles and methods to the solution of problems in an educational system.

5.3.2 DISTINCTION BETWEEN SOCIOLOGY OF EDUCATION AND EDUCATIONAL SOCIOLOGY

The terms 'Sociology of Education and 'Educational Sociology' are used in the discipline as different approaches. The usage of the two terms rests on the preference of the expert. The concern and focus is still on the society, whether it is Educational Sociology or Sociology of Education.

Educational sociology is the application of general principles and findings of sociology to the administration and processes of education. The approach means the application of sociology to the institutions of education as a separate societal unit. Whereas, Sociology of Education is an analysis of the sociological processes involved in the educational institution. It emphasizes the study within the institution of education. It highlights on sociological aspects of educational institutions.

The sociology of education is concerned with general concepts, such as society itself, culture, community, class, environment, socialization, internalization, accommodation, assimilation, cultural lag, sub-culture, status, role etc. It further involves the effect of the polity and economy on education, the social forces and determinants that effect educational and cultural change; the social institutions involved in the educational process, various problems of role structure and role analysis in relation to the total social system and the micro-society of the school; the school viewed as a formal organisation, involving such issues as authority, selection, the organization of learning and streaming; the relationship between social class, culture and language, and between education and occupation and so forth.

The challenges of Educational Sociology are derived from the field of education. Educational Sociology throws light on the importance of the interactions of different elements of the society with an individual. It emphasizes the progress of the society through the medium of education. It tries to answer the questions -- as to what type of education should be given to children? What should be the curriculum? Why children become delinquent? It throws light on those institutions organizations and social interactions that were important in educational process. It uses educational interactions that helps in the development of the personality of the individual so that he becomes a better social being.

Educational Sociology evolved as a discipline designed to prepare educators for their future tasks. It uses the results of sociological researches in planning educational activities and in developing effective methods to implement these plans. On the other hand, sociology of education is that branch of knowledge which presents a sociological theory of education developed through the analytical studies of the interactions between individuals in formal or informal educational situations.

CHECK YOUR PROGRESS

1. What is Educational Sociology?

2. Distinguish between the Sociology of Education and Educational Sociology.

5.4 CONCEPT OF PEACE EDUCATION AND AIMS OF PEACE EDUCATION

5.4.1 CONCEPT OF PEACE

Peace is very important in each and everyone's life. It is a global concept and every one of us needs to be filled with peace for leading our life peacefully. It is regarded as one of the humanities highest values and we cherish it from birth till death. Yet there is no consensus on the meaning of the peace.

Peace was first defined as merely '**the absence of war or direct violence**'. Its simple meaning was that of absence of death

and destruction as result of war or physical violence. It is also known as '**positive peace**'.

But surely peace is more than that. It should mean not only absence of war, but violence in all forms, such as extreme poverty, starvation, avoidable diseases, discrimination against minority groups, conflicts, exploitation, injustice, denial of human rights and so on. Peace cannot be built in such violent social structures, because it leads to violence. Absence of all such obstructive factors to a good life can be called as 'negative peace'. Thus, Peace is both the absence of personal or direct violence i.e. positive peace and the presence of social justice and equality, and the absence of structural or indirect violence i.e. negative peace.

As per the Declaration and Programme of Action of a Culture of Peace General Assembly Resolution A/53/243, 1999, "Peace is not only the absence of conflict, but also required a positive, dynamic participatory process where dialogue is encouraged, and conflicts are solved in a spirit of mutual understanding and co-operation".

"Peace is the behaviour that encourages harmony in the way people talk, listen and interact with each other, discourages actions to hurt, harm, or destroy each other." (Bey and Turner, 1995)

Peace is a comprehensive concept, hence it is difficult to find any universally accepted definition of peace. It depends upon the context in which it is considered. Each definition discussed above is true in its own context. Each has its own meaning. They all can be combined together and can give us a holistic meaning of peace. Thus, all ranges of shades of meanings of peace can come under three basic sources:

1. Inner Peace: It is harmony and peace with oneself, good health and absence of inner conflicts. It is a sense of joy, freedom, insight and feelings of kindness, compassion and content and appreciation of art.

2. Social Peace: It is harmony arising from human relationships at all levels. It is conflict resolution, love, friendship, brotherhood, tolerance, democracy, community building, human rights, and morality.

3. Peace with Nature: It is harmony with natural environment and mother earth. Peace with nature implies stopping the violation of her dignity through environment and ecological degradation, exploitation, etc.

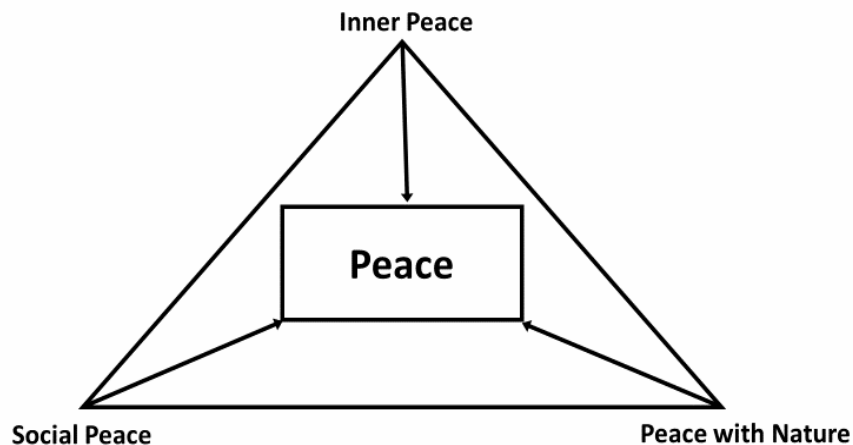


Fig.5.1 Sources of Peace

Source: Peace Education, Framework for Teacher Education, UNESCO, New Delhi.

This holistic meaning of peace is more useful than the fragmented meaning of it.

5.4.2 CONCEPT OF PEACE EDUCATION

No education system is complete without some form of component similar to peace education. It may take such forms as moral, value or citizenship, democratic or global education. The differentiating feature of peace education is the focus it has on the problem of human violence. In short, peace education can be defined as an educational response to the problem of human violence. It has the following basic features: It aims at protecting children's minds from being influenced by violence in the society. It prepares them for building a peaceful world by empowering them with necessary knowledge, attitudes, and skills. It humanizes the child, teaching and learning, and school.

Following are some of the definitions of Peace Education;

Peace education is an attempt to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures - R. D. Laing (1978)

Peace education is holistic. It embraces the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values. It is based on philosophy that teaches love, compassion, trust, fairness, co-operation and reverence for the human family and all life on our beautiful planet - Fran Schmidt and Alice Friedman (1988)

Peace education in UNICEF refers to the “process of promoting knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, inter-group, national or international level.”

Thus, we see many definitions which have focused on peace education as a process that develops knowledge, skills, attitudes and values among learners, brings behavioural change, which empower the learners to tackle their problems and lead a peaceful life.

Peace Education means to learn about peace and to learn for peace. Learning about peace means obtaining knowledge and understanding of what contributes to peace, what damages it, what leads to war, what peace mean on each level and what is my role in it? Learning for peace means learning the skills, attitudes and values that one needs in order to contribute to peace and help maintain it. For example, this means learning to deal with conflicts without the recourse to violence, learning to think creatively, learning to apply the methods of active non-violence or learning to deal with cultural differences in a constructive way.

From the above definitions we can say that peace education is holistic and interdisciplinary field that seeks to promote knowledge, skills, values and attitudes for peace. It is an educational response to the problem of human violence. One must acquire necessary skills such as problem solving, critical thinking, decision making, effective communication, conflict resolution etc. and values like self-respect, respect for life and nature, tolerance, compassion, love, co-operation etc. to face the challenges of today's world and resolve the conflicts non-violently. Peace education tries to inculcate such higher human values and develops a new attitude and a set of behavioural skills which is necessary for peaceful living. It aims at building a culture of peace which will benefit the entire humanity.

5.4.3 AIMS OF PEACE EDUCATION

The overall aim of the Peace Education is to educate every student to become peacemakers and to devote their talents, potentials, capacities and energies towards the creation of a civilization of peace based on the culture of peace.

Declaration of the 44th session of the International Conference on Education held at Geneva in 1994 has listed the following aims of peace education:

1. To develop sense of universal values in every individual.
2. To prepare citizens to cope with difficult and uncertain situations and fitting them for personal autonomy and responsibility.
3. To educate the individual and develop the ability to recognize and accept the values which exist in the diversity of individuals.
4. To strengthen peace, friendship and solidarity between individuals and people.
5. To develop the ability of non-violent conflict – resolution among the individuals.
6. To cultivate the ability to make informed choices, basing their judgments and actions not only on the analysis of present situations and the vision of a preferred future among the individuals
7. To teach the citizens to respect the cultural heritage, protect the environment and social harmony.
8. To cultivate citizens in the line of solidarity feeling and feeling of equity at the national and international levels in the perspectives of a balanced and long-term development.

Thus, peace education aims at wide variety of subject. Peace and education go hand in hand. They are inseparable. A society cannot progress without education and education system must be based on universal principles of peace for the proper development of the society.

Peace education can be taught in formal and informal school setting with following objectives;

1. To foster changes in order to make the world a better and more humane place.
2. To develop values and skills to assist the students in striving for the fullness of life.
3. To help students develop a rich vision of peace to work for a visible global society.
4. To create constructive behaviour for dealing with problems so as to minimize and eliminate conflict.
5. To explore peace both as a state of being and as an active process for the promotion of positive human relations.

Therefore, the peace education is an inclusive approach towards a holistic way of living which should be practiced at all levels of education.

CHECK YOUR PROGRESS

1.Explain the concept of Peace.

2. Define Peace Education. Briefly explain the concept of Peace Education.

3.State the aims of Peace Education.

5.5 SUMMARY

The unit dealt with the fundamentals of sociology of education. We discussed the meaning of sociology as scientific study of the processes of interactions of persons. We further defined Sociology of Education as scientific analysis of the social processes and social patterns involved in the educational system.

We discussed the scope of sociology of education and understood the meaning of Educational sociology. It is the application of general principles and findings of sociology to the administration and processes of education. The distinction between Sociology of Education and Educational Sociology was discussed.

Further, the concept of peace was analysed in brief. Peace is both the absence of personal or direct violence i.e. positive peace and the presence of social justice and equality, and the absence of structural or indirect violence i.e. negative peace. The holistic meaning of peace includes Inner Peace, Social Peace and Peace with Nature. The concept and aims of Peace Education were studied. Peace Education is a process of promoting knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence, to resolve conflict peacefully; and to create the conditions conducive to peace. The overall aim of the Peace Education is to educate every student to become peacemakers and to devote their talents, potentials, capacities and energies towards the creation of a civilization of peace based on the culture of peace.

5.6 UNIT EXERCISE

A. Answer the following in brief.

1. Define Sociology.
2. Explain the meaning of Sociology of Education and state its scope.
3. Distinguish between the Sociology of Education and Educational Sociology.
4. What do you mean by 'Peace'? Elaborate the concept of Peace Education.
5. State the aims of Peace Education.
6. Explain the meaning and aims of Peace Education.

B. Multiple choice questions:

1. Application of principles of sociology to education is known as
(a) Sociology of Education (b) Social Science of Education
(c) Educational Sociology (d) Social foundations of Education
2. Absence of war or direct violence is known as
(a) Inner Peace (b) Negative Peace (c) Positive Peace
(d) Social Peace
3. Educational Sociology deals with which aspect of Education?
(a) Social (b) Political (c) Economical (d) Psychological

4. Schools are social institutions because they
 - (a) suggest ways and means of social progress
 - (b) are established by society
 - (c) suggest solutions to problems
 - (d) preserve and instil in future generations the Knowledge, ideas and customs of our culture
5. Peace education is holistic. It is based on philosophy that teaches
 - (a) love (b) discrimination (c) conflict (d) violence

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MULTICULTURISM IN INDIAN CONTEXT

UNIT STRUCTURE

6.0 Objectives

6.1 Introduction

6.2 Characteristics and Goals of Multicultural Education

6.2.1 Characteristics of Multicultural Education

6.3 Dimensions of Multicultural Education

6.4 Approaches to Multicultural Curriculum Reform By James A. Banks

6.5 Summary

6.6 Exercise

6.7 References

6.0 OBJECTIVES

The following are the objectives of this unit:

- to enable the student to understand the concept of Multiculturalism in the Indian context.
- to enable the student to understand Characteristics and Goals of Multicultural Education.
- to develop an understanding of Dimensions of Multicultural Education and approaches to of Multicultural Education.

6.1 INTRODUCTION

In Unit 5 of this section, you have studied the meaning and scope of sociology of education. You have also studied the concept of Peace Education and aims of Peace Education. You have the fair Idea of Sociology of education and educational sociology. Now in the Unit 6 we shall focus on Multicultural Education in the Indian Context, its Characteristics and Goals. In this Unit you will learn about Dimensions and approaches to Multicultural Education.

Multiculturalism is a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued

contribution within an inclusive cultural context, which empowers all within the organization or society. (Yusof, 2003).

‘Multiculturalism’ is now used not only to define disadvantaged and marginalized groups like tribal, linguistic-cultural-religious minorities, LGBT, disabled, etc., but also immigrants who may come under ethnic, religious minorities as well as minority nations and indigenous peoples.

Multiculturalism in India is the best example of multicultural society where people speak 122 major languages and 1599 other languages. Unity in diversity is the beauty of India and the Indian Constitution assigns equal rights, privileges and duties to all people irrespective of gender, caste, class, community, language and religion. The Indian society has been multi-cultural, multi-religious, multi-racial, multi-ethnic and multi-linguistic from time immemorial. At the same time our country has been confronted with forces of divisiveness. Hence the biggest challenge before major multicultural countries like India is to preserve the pluralistic tradition and to bring the various communities into the mainstream society by promoting the spirit of multiculturalism.

Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. At the classroom level, for example, teachers may modify or incorporate lessons to reflect the cultural diversity of the students in a particular class.

James A. Banks, considered the “father of multicultural education,”

Banks and Banks 1995 – Define Multi cultural Education as a field of study and an emerging discipline whose major aim is to create equal educational opportunities from diverse racial, ethnic, social class and culture.

James Banks 2001 - The primary goal of multicultural education is to transform the school so that male and female students, exceptional students and students from diverse cultural, social class, racial and ethnic groups experience an equal opportunity to learn.

6.2 CHARACTERISTICS AND GOALS OF MULTICULTURAL EDUCATION

India is arguably the oldest civilization on this planet. And with the passage of time it has become culturally, linguistically,

religiously and ethnically one of the most diverse countries of the world. With 35 States & Union Territories and 200 languages, it can easily be termed as the cultural melting pot of the world. To maintain this cultural diversity, every aspect of our life should be taken care of. And what could be better than education to start with.

Multicultural education is the need of the hour, to make education really effective, and to ensure that the knowledge of India's cultural diversity is available to all children in India. When the Indian constitution guarantees free as well as mandatory education to children between the age of six to fourteen years, it ensures that the cultural values of a civilization like India, passes on and on. In today's India, children, attend one of the two types of schools: private funded schools or government funded schools - all depending on their family's orientation and wealth. But the curriculum in both types of schools, predominantly chartered by the central government and guided by the constitution of India, is basically pluralistic in nature. Thus, the main goal of multicultural education is quality education for all its children

6.2.1 CHARACTERISTICS OF MULTICULTURAL EDUCATION

- India is a unique country in the world in the base of culture, because there are so many cultures in this country and one of the oldest cultures in the world. So, multicultural education is demand of Indian scenario. Multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking. In addition, teachers and students must critically analyze oppression and power relations in their communities, society and the world.
- Multicultural education may also contribute to the lives of students of color beyond the classroom. It may facilitate the development of positive self-esteem, leading to students who feel better about themselves and their work. This positive view extends to the home cultures of the students as well, demonstrably increasing pride in and comfort with their home cultures. Multicultural education may also enhance the skills of students of color with other racial and ethnic groups, increasing positive cross-cultural interactions. Lastly, multicultural education may provide these students with the tools to have better navigate dominant paradigms of the mainstream White world.
- Multicultural education is a progressive approach for transforming education that holistically analyzes and addresses current shortcomings, failings, and discriminatory practices in

education. It is grounded in ideals of social justice, education equity, and a dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally, and globally. (Paul Gorski 2000) Multiculturalism is not restricted to people of color it is a universal issue that needs implementation in educational institutions, on all levels. Equality does not have to mean monolingual or bilingualism in every building, but it does require a multicultural awakening in curriculum development, which provides Equity. --

- **The seven basic characteristics of Multicultural education**

- i. Multicultural education is anti-racist education.: Multicultural education is antiracist education Antiracism, indeed antidiscrimination in general, is at the very core of a multicultural perspective. Eliminate typical stereotypes of multicultural perspective Although the beautiful and heroic aspects of our history should be taught, so must the ugly and exclusionary.
- ii. Multicultural education is basic education: Multicultural Education Is Basic Education Multicultural education must be understood as basic education. The major stumbling blocks to implement a broadly conceptualized multicultural education is the ossification of the canon, which assumes that the knowledge that is most worthwhile is already in place.
- iii. Multicultural education is for all student: Multicultural Education Is Important for All Students. The widespread misperception: multicultural education is only for students of color, or “disadvantaged” or “at-risk” students. Multicultural education is, by definition, inclusive. Because it is about all people, it is also for all people
- iv. Multicultural education is pervasive: Multicultural Education Is Pervasive A true multicultural approach is pervasive. It permeates everything: the school climate, physical environment, curriculum, and relationships among teachers and students and community. Multicultural education is a philosophy, a way of looking at the world.
- v. Multicultural education for social justice: Multicultural Education Is Education for Social Justice Developing a multicultural perspective means learning how to think in more inclusive and expansive ways. Multicultural education invites students and teachers to put their learning into action for social justice. Preparing students for active membership in a democracy is also the basis of Deweyian philosophy

- vi. Multicultural education is a process : Multicultural Education Is a Process Curriculum and materials represent the content of multicultural education, but multicultural education is above all a process. First, it is ongoing and dynamic Second, it is a process because it involves relationships among people Third, and most important, multicultural education is a process because it focuses on such intangibles as teacher's expectations, learning environments, student's learning styles, and other cultural variables that are absolutely essential for schools to understand how to be successful with all of their students. -The process of multicultural education are generally more complex, more politically volatile or more threatening to vested interests. -Must be accompanied by unlearning conventional wisdom as well as dismantling policies and practices that are disadvantageous for some students at the expense of others.
- vii. Multicultural education is critical pedagogy: Multicultural Education Is Critical Pedagogy Knowledge is neither neutral nor apolitical, yet it is generally treated by teachers and schools as if it were. It is important to understand that as teachers, all the decisions we make, no matter how neutral they seem, may impact in unconscious but fundamental ways the lives and experiences of our students. According to Banks, the main goal of a Multicultural curriculum is to help students develop decision- making and social action skills. By doing so, students learn to view events and situation from a variety of perspectives. A Multicultural approach values diversity and encourages critical thinking, reflection and action. Critical pedagogy acknowledges rather than suppresses cultural and linguistic diversity. "A genuine multicultural orientation that promotes minority student empowerment is impossible within a transmission model of pedagogy." (Cummins)

Critical pedagogy is not simply the transfer of knowledge from teacher to students, even though that knowledge may contradict what students had learned before. Critical pedagogy is also an exploder of myths. Critical pedagogy is based on the experiences and viewpoints of student rather than on an imposed culture.

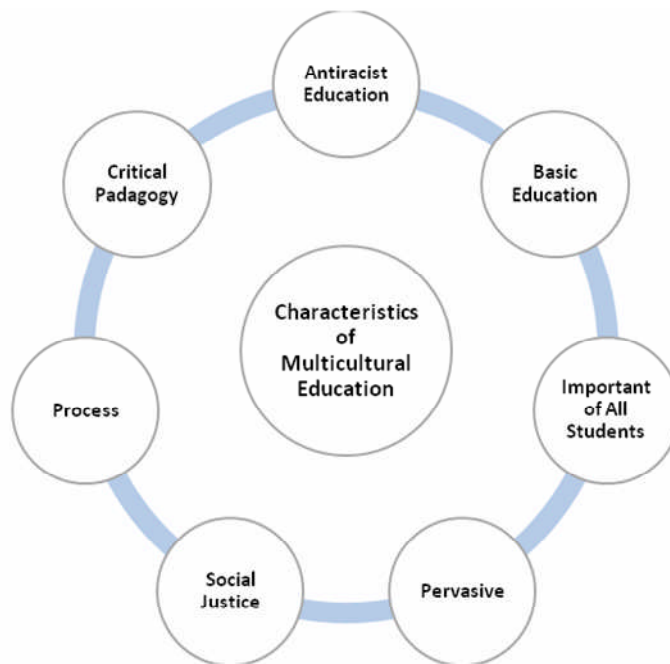


Figure 6.1: Characteristics of Multicultural Education

Multiculturalism is defined as the state of co-existence of diverse cultures. Culture includes, racial, religious, linguistic, etc. which may have differences and distinctions in customary behaviours, cultural assumptions and values, patterns of thinking and communicative styles. It also aims at the preservation of different cultures and their identities within a unified society as a state or nation.

6.2.2. Goals of Multicultural Education

India is a multi-ethnic, multi-language, multi-caste, multiregional country, the inclusive growth of the country depends on the development on these different minority groups and this inclusive growth demands all social groups to get equal access to services and opportunities for economic and social development.

Generally speaking, multicultural education is predicated on the principle of educational equity for all students, regardless of culture, and it strives to remove barriers to educational opportunities and success for students from different cultural backgrounds. In practice, educators may modify or eliminate educational policies, programs, materials, lessons, and instructional practices that are either discriminatory toward or insufficiently inclusive of diverse cultural perspectives. Multicultural education also assumes that the ways in which students learn and think are deeply influenced by their cultural identity and heritage, and that to teach culturally diverse students effective educational approaches are required that value and recognize their cultural backgrounds. In

this way, multicultural education aims to improve the learning and success of all students, particularly students from cultural groups that have been historically underrepresented or that suffer from lower educational achievement and attainment.

The goal of multicultural education is to help students understand and appreciate cultural differences and similarities and to recognize the accomplishments of diverse ethnic, racial, and socioeconomic groups. It is a practice that hopes to transform the ways in which students are instructed by giving equal attention to the contributions of all the groups in a society. Special focus may be placed on minority groups that have been under-represented in the past.

Goals of Multicultural Education.

1. Educational Equity
2. Empowerment of Students and Their Parents and Caretakers
3. The Development of a Society that Values Cultural Pluralism
4. Intercultural/Interethnic/Intergroup Understanding in the Classroom, School, and Community
5. Freedom for Individuals and Groups
6. An Expanded Knowledge of Various Cultural and Ethnic Groups
7. The Development of Students, Parents, and Practitioners (teachers, nurses, journalists, counselors, principals, custodians, documentary producers, bus drivers, curriculum coordinators, etc.) Whose Thoughts and Actions are Guided by an Informed and Inquisitive Multicultural Perspective

The National Association for Multicultural Education Advancing and Advocating for Social Justice & Equity. There are six points of consensus regarding multicultural education that are central to NAME's philosophy, and serve as NAME's goals:

- To respect and appreciate cultural diversity.
 - To promote the understanding of unique cultural and ethnic heritage.
 - To promote the development of culturally responsible and responsive curricula.
 - To facilitate acquisition of the attitudes, skills, and knowledge to function in various cultures.
 - To eliminate racism and discrimination in society.
 - To achieve social, political, economic, and educational equity. ---

The Goals of Multi-Cultural Education

1. To help individuals gain greater self-understanding by viewing themselves from the perspectives of other culture.
2. To provide students within cultural, ethnic and language alternative.
3. To Provide all students with the skills, attitudes and knowledge needed to function within their community, cultures, n and across other ethnic cultures.
4. To reduce the pain and discrimination that members of some ethnic and racial groups experiences because of their unique racial, physical and cultural characteristic.
5. To help students to acquire the reading, writing and mathematical skills needed to function effectively in a globalised technological world.
6. Educators must realize that group membership is not an important part of personal identity for many individual members but more important identities are individual identities such as religion, social class, gender, or sexual orientation.
7. Education and Global citizenship – To help individuals from diverse, racial, cultural, language and religious groups to acquire the knowledge, attitude and skills needed to function effectively within their cultural communities, their national civic culture, their regional culture in the global community.
8. To help students to develop positive attitude towards the different racial, ethnic, cultural and religious group.
9. To promote democracy and democratic living
10. To help students to acquire knowledge and commitments needed to make reflective decision.
11. To transform school so that male and female students exceptional students from diverse cultural, social class, racial and ethnic groups experience the equal opportunity of learning.
12. To help students to acquire knowledge attitude and skills needed to function effectively in pluralistic democratic society.

CHECK YOUR PROGRESS 1

Notes: a) Write your Answer in the spaces given below.

1) What is the main goal of Multicultural Education?

6.3 DIMENSIONS OF MULTICULTURAL EDUCATION

As we proceed further into the 21st century, multiculturalism becomes more relevant to obtaining a truly global society. Dr. James A. Banks defines the meaning of multicultural education and its potential impact on society when it is truly integrated into American classrooms. In his lecture, *Democracy, Diversity and Social Justice: Education in a Global Age*, Banks (2006) defines the five dimensions of multicultural education that serve as a guide to school reform when trying to implement multicultural education (Banks 2010). The goal of multicultural education is to encourage students to value their own cultures and the diverse cultures of those around them without politicizing their differences but rather,

Content Integration

Content integration is a key feature in multicultural education and refers to the ways in which a teacher will use ideas from a range of cultures or ethnicities to describe a concept, generalization and issues within their subject area or disciplines. An example of this may be when the teacher brings an ethnic minority actor into the discussion as an example of whatever is being taught.

Knowledge Construction Process

The knowledge construction process teaches students to understand how knowledge is understood and interpreted within different cultural groups. This characteristic of multicultural learning help students to identify how knowledge is a reflection of a certain culture's experience and value system. It helps students to deconstruct this knowledge system and build knowledge themselves.

Prejudice Reduction

Prejudice reduction are lessons specifically aimed at teaching students to develop a positive view of different ethnic and cultural groups. These type of lessons will often include positive imagery of ethnic minorities. Research has shown that classes such as these can help students to develop a positive image of other cultural groups.

Equity Pedagogy

This part of multicultural education deals with how lessons are taught when facing a class of mixed race. Research has shown that Mexican American and African American students learn better in a cooperative learning environment as opposed to a competitive one. Equity pedagogy aims to deal with this difference in learning style and employ styles of learning that will best achieve the academic ability of the students.

Empowering School Culture and Social Structure

This is a term that describes how a schools culture must change in order to accommodate students from different cultures and make them all feel a sense of equality. This is done by employing learning methods as described above and making a concerted effort to change the attitudes and beliefs in a school to suit a multi-ethnic group of students.

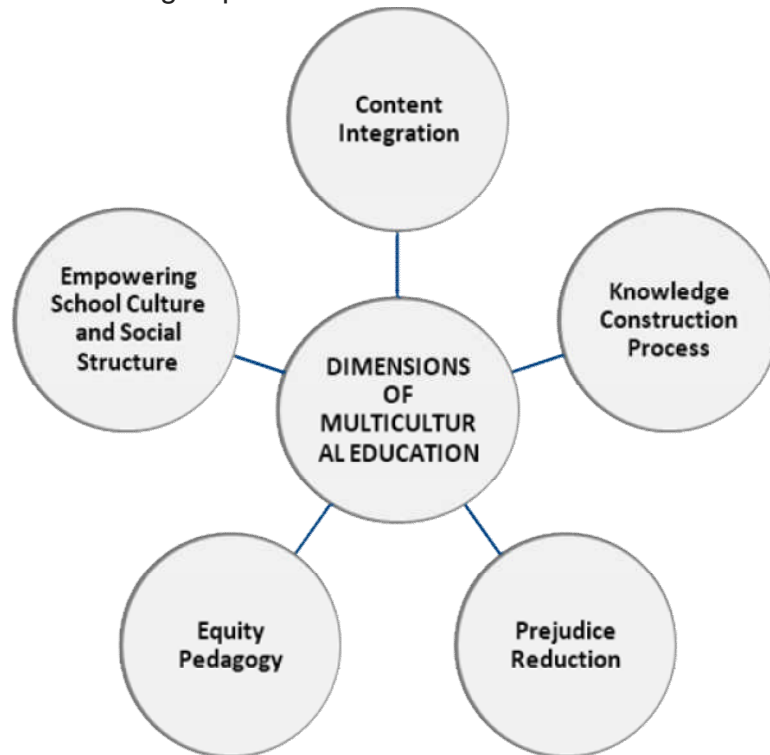


Figure 6.2: Dimensions of Multicultural Education

To implement multicultural education effectively, teachers and administrators must attend to each of the five dimensions of multicultural education described above. They should use content from diverse groups when teaching concepts and skills, help students to understand how knowledge in the various disciplines is constructed, help students to develop positive inter group attitudes and behaviors, and modify their teaching strategies so that students from different racial, cultural, and social-class will experience equal educational opportunities. The total environment and culture of the school must be transformed so that students from diverse ethnic and cultural groups will experience equal status in the culture and life of the school.

CHECK YOUR PROGRESS 2

1. What are the Dimensions of Multicultural Education?

6. 4 APPROACHES TO MULTICULTURAL CURRICULUM REFORM BY JAMES A. BANKS

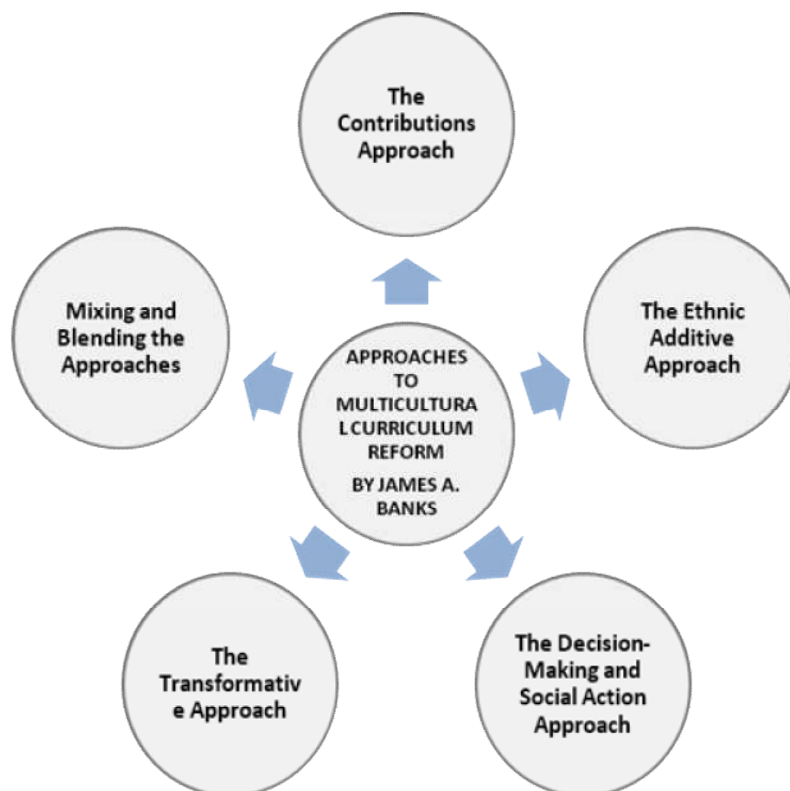


Figure 6.3: Approaches to Multicultural curriculum reform

The Contributions Approach

Several identifiable approaches to the integration of ethnic content into the curriculum have evolved since the 1960s. The Contributions Approach to integration is one of the most frequently used and is often used extensively during the first phase of an ethnic revival movement. This approach is characterized by the addition of ethnic heroes into the curriculum that are selected using criteria similar to those which were used to select mainstream

heroes for inclusion into the curriculum. The mainstream curriculum remains unchanged in terms of its basic structure, goals, and salient characteristics.

The Heroes and Holidays Approach is a variant of the Contributions Approach. In this approach, ethnic content is limited primarily to special days, weeks and months related to ethnic events and celebrations. Cinco de Mayo, Martin Luther King's birthday, and Black History Week are examples of ethnic days and weeks that are celebrated in the schools. During these celebrations, teachers involve students in lessons, experiences, and pageants related to the ethnic groups being commemorated. When this approach is used, the class studies little or nothing about the ethnic groups before or after the special event or occasion.

The Contributions Approach is the easiest approach for teachers to use to integrate the curriculum with ethnic content. However, it has several serious limitations. Students do not attain a global view of the role of ethnic and cultural groups in U.S. society. Rather, they see ethnic issues and events primarily as an addition to the curriculum, and consequently as an appendage to the main story of the development of the nation and to the core curriculum in the language arts, the social studies, the arts, and to other subject areas. The teaching of ethnic issues with the use of heroes, holidays, and contributions also tends to gloss over important concepts and issues related to the victimization and oppression of ethnic groups and their struggles against racism and for power. Issues such as racism, poverty, and oppression tend to be evaded in the Contributions Approach to curriculum integration. The focus, rather, tends to be on success and the validation of the Horatio Alger myth that every American who is willing to work can go from rags to riches and pull himself or herself up by the bootstrap.

The Contributions Approach often results in the trivialization of ethnic cultures, the study of their strange and exotic characteristics, and the reinforcement of stereotypes and misconceptions. When the focus is on the contributions and unique aspects of ethnic cultures, students are not helped to understand them as complete and dynamic wholes.

The Ethnic Additive Approach

Another important aspect to the integration of ethnic content to the curriculum is the addition of content, concepts, themes, and perspectives to the curriculum without changing its basic structure, purposes, and characteristics. The Additive Approach allows the teacher to put ethnic content into the curriculum without restructuring it, which takes substantial time, effort, training and rethinking of the curriculum and its purposes, nature, and goals. The Additive Approach can be the first phase in a more radical

curriculum reform effort designed to restructure the total curriculum and to integrate it with ethnic content, perspectives, and frames of reference. However, this approach shares several disadvantages with the Contributions Approach. Its most important shortcoming is that it usually results in the viewing of ethnic content from the perspective of mainstream historians, writers, artists, and scientists because it does not involve a restructuring of the curriculum. The events, concepts, issues, and problems selected for study are selected using Mainstream-Centric and Euro-Centric criteria and perspectives. When teaching a unit such as "The Westward Movement" in a fifth-grade U.S. History class, the teacher may integrate her unit by adding content about the Lakota (Sioux) Indians. However, the unit remains Mainstream-Centric and focused because of its perspective and point of view. A unit called "The Westward Movement" is Mainstream- and Euro-Centric because it focuses on the movement of European Americans from the eastern to the western part of the United States. The Lakota Indians were already in the West and consequently were not moving west. The unit might be called, "The Invasion from the East," from the point of view of the Lakota. An objective title for the unit might be, "TWO Cultures Meet in the Americas."

The Additive Approach also fails to help students to view society from diverse cultural and ethnic perspectives and to understand the ways in which the histories and cultures of the nation's diverse ethnic, cultural, and religious groups are inextricably bound.

The Transformative Approach

The Transformative Approach differs fundamentally from the Contributions and Additive Approaches. This approach changes the basic assumptions of the curriculum and enable students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view. The key curriculum issue involved in the Transformation Approach is not the addition of a long list of ethnic groups, heroes, and contributions, but the infusion of various perspectives, frames of reference, and content from various groups that will extend students' understandings of the nature, development, and complexity of U.S. society. When students are studying the Revolution in the British colonies, the perspectives of the Anglo Revolutionaries, the Anglo Loyalists, Afro-Americans, Indians, and the British are essential for them to attain a thorough understanding of this significant event in U.S. history. Students must study the various and sometimes divergent meanings of the Revolution to these diverse groups to fully understand it.

When studying Indian history, language, music, arts, science, and mathematics, the emphasis should not be on the ways in which various ethnic and cultural groups have "contributed"

to mainstream Indian society and culture. The emphasis, rather, should be on how the common Indian culture and society emerged from a complex synthesis and interaction of the diverse cultural elements that originated within the various cultural, racial, ethnic, and religious groups that make up Indian society. One of the ironies of conquest is that those who are conquered often deeply influence the culture of the conquerors.

The Decision-Making and Social Action Approach

His approach includes all of the elements of the Transformation Approach but adds components that require students to make decisions and to take actions related to the concept, issue, or problem they have studied in the unit. In this approach, students study a social problem such as, "What actions should we take to reduce prejudice and discrimination in our school?" They gather pertinent data, analyze their values and beliefs, synthesize their knowledge and values, and identify alternative courses of action, and finally decide what, if any, actions they will take to reduce prejudice and discrimination in their school. Major goals of the Decision-Making and Social Action Approach are to teach students thinking and decision-making skills, to empower them, and to help them acquire a sense of political efficacy.

Mixing and Blending the Approaches

The four approaches to the integration of ethnic content into the curriculum that we have described are often mixed and blended in actual teaching situations. One approach, such as the Contributions Approach, can also be used as a vehicle to move to other and more intellectually challenging approaches, such as the Transformation and the Decision-Making and Social Action Approaches. It is not realistic to expect a teacher to move directly from a highly Mainstream-Centric curriculum to one that focuses on decision making and social action. Rather, the move from the first to the higher levels of ethnic content integration into the curriculum is likely to be gradual and cumulative.

CHECK YOUR PROGRESS

- 1) Name the Approaches to Multicultural education given by JAMES A. BANK

6.5 SUMMARY

Multicultural education is an idea stating that all students, regardless of the groups to which they belong such as those related to gender, ethnicity, race, culture, language, social class, religion sexual orientation, or exceptional should experience educational equality in the schools. Some students, because of their particular characteristics, have a better chance to succeed in school as it is currently structured than students from other groups. Multicultural education is a continuing process because of the idealized goals it tries to actualizes educational equality and the eradication of all forms of discrimination can never be fully achieved in human society

6.6 UNIT EXERCISE

1. What do you mean by multicultural education in India? Explain the characteristics of multicultural education.
 2. State the goals of multicultural education.
 3. Explain the approaches to multicultural education given by James A. Bank.
 4. Illustrate the approaches to multicultural education given by James A. Bank.
 5. Describe the dimensions of multicultural education.
 6. Identify some classroom areas that could be included in the multicultural education. Justify your answer with illustration.
 7. True or False. If false, state the reason.
 - a) To help students to acquire knowledge attitude and skills needed to function effectively in pluralistic democratic society.
 - b) Multicultural Education is to promote dictatorship.
 - c) Multicultural education is only for specific group of people.
 8. Fill in the blank.
 - a) _____ considered the “father of multicultural education,”
 - b) Multiculturalism is defined as the state of co-existence of _____.
-

6.7 REFERENCES

SUPPLEMENTARY REFERENCES

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ISSUES IN EDUCATION

Unit Structure:

- 7.0 Objectives
- 7.1 Introduction
- 7.2 Human Rights Education
- 7.3 Issues in Human Rights Education
- 7.4 Multicultural Education
 - 7.4.1 What is Culture?
 - 7.4.2 What is Multicultural Education?
 - 7.4.3 Goals of Multicultural classroom are
 - 7.4.4 Dimension of Multicultural Education
 - 7.4.5 Issues in Multicultural Education
- 7.5 Education for Values
 - 7.5.1 Objectives
 - 7.5.2 The main Objectives of Education for Values is are
 - 7.5.3 Issues of Education for Values

7.0 OBJECTIVES

At the end of the unit student will be able to

- define human rights education
- examine the need for human rights education
- explain the issues concerning human rights education
- define multicultural education
- examine the need for multicultural education
- explain the issues concerning multicultural education
- define education for values
- examine the need for education for values
- explain the issues concerning education for values
- explain the ways to resolve the issues in education

7.1 INTRODUCTION

The world is a global village with one part of world influencing in more than one way. There is a need therefore, for respect of the dignity of human life and acceptance of diversity. In the world where hostility, war and intolerance are increasing the seeds of peace, harmony and value systems have to be strengthened right from impressionable age of the youth. These values can be transmitted to a larger scope of people at almost

same time with the means of education as its medium and therefore there is a need for education for human rights , multicultural and value-based education.

7.2 HUMAN RIGHTS EDUCATION

a) HUMAN RIGHTS EDUCATION:

Sub Topic A

What are Human Rights ?

Human rights can be regarded as the common feature or point of intersection of many recent trends in education such as conflict resolution, law-related education, development education, issues-related education, peace education, anti-bias education, multicultural education, and global education.

What is Human Rights Education?

Human rights education is the knowledge, skills and attitude towards promotion of human rights. Education is needed for understanding importance of human rights. Human rights education is all learning that develops the knowledge, skills, and values of human rights.

The United Nations Decade for Human Rights Education (1995-2004) has defined Human Rights Education as "training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes which are directed to:

- (a) The strengthening of respect for human rights and fundamental freedoms;
- (b) The full development of the human personality and the sense of its dignity;
- (c) The promotion of understanding, respect, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- (d) The enabling of all persons to participate effectively in a free society;
- (e) The furtherance of the activities of the United Nations for the Maintenance of Peace." (Adapted from the Plan of Action of the United Nations Decade for Human Rights Education (1995-2004), paragraph 2)

Human rights education teaches both about human rights and for human rights. Its goal is to help people understand human

rights, value human rights, and take responsibility for respecting, defending, and promoting human rights. An important outcome of human rights education is empowerment, a process through which people and communities increase their control of their own lives and the decisions that affect them. The ultimate goal of human rights education is people working together to bring about human rights, justice, and dignity for all.

Check your progress:

1. Define Human Rights Education.

2. What is the relationship between human rights and human rights education

3. Explain the need for Human Rights Education in your words.

7.3 ISSUES IN HUMAN RIGHTS EDUCATION

1. Education has to provide solid foundation for human rights: Human rights education has to happen at all levels- primary, secondary and tertiary. Teaching from the primary level will give a structure and increasing level of depth in human rights education. Thus, such a structure will be ingrained in students from their formative age and be an integral part of their school education.

2. Human Rights Education must have a wider coverage: This type of education should not be limited to only to formal but also non-formal settings, ensuring that it has a wider coverage of reaching the youth, even those who cannot afford formal or higher education. Educationalists should also ask themselves the question, then, how do our educational establishments – from primary to tertiary level – reflect the values we propagate?
3. Interdisciplinary Impact: Human Rights Education should not be limited to only Humanities stream. It should be a part of those faculties or disciplines which does not have human rights education in their curriculum can also have some relevant content added in their syllabus.

Human rights can clearly be examined through different disciplines in order to provide students with an overview and deepen their understanding, from the arts, humanities and languages to the sciences. The curriculum can thus have. Human rights as core element around which creative curriculum can be built , and can have interdisciplinary impact to it.

4. Developing best ways to teach human rights: Human rights education cannot be transmitted as a lecture method, it has to be accompanying the student on first-hand experience of sensitive journey to know and empathize about human rights education

through story-telling, oral tradition; through written works of philosophy and literature; through drama and role-playing; through art work, drawing, even cartoons; through public speaking; through sports; and through health education and science in the service of human rights.

Conclusion: An important model of human rights education was presented which outlined how participative learning (a “hands-on” learning), active learning (whereby the student seeks to learn) and experimental learning (the process of making meaning from direct experience) can all play a part in HRE. This model was shown to break down perceived barriers between schools and their communities, and on a larger scale, between nations with histories of suffering. The panel also touched upon the importance of religious and cultural traditions which have informed notions of dignity, law and human rights. This is a worthy reminder that the concept of human dignity was invented in 1948, or that the idea of human rights or principles of equality were of an entirely secular origin

Check your progress:

1. Explain with examples from present times the issues in Human Rights Education

2. Examine the effective ways of transacting Human Rights Education in different levels of educational stream

3. Describe the inter-disciplinary impact of Human Rights Education.

https://shodhganga.inflibnet.ac.in/bitstream/10603/28300/8/08_chapter%202.pdf

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7.4 MULTICULTURAL EDUCATION

b) MULTICULTURAL EDUCATION

7.4.1 WHAT IS CULTURE?

Culture consists of shared beliefs, values, traditions, knowledge of a particular group. It consists of perspectives, symbols, interpretations, accepted norms that distinguishes one group from another.

As long as it was a homogenous society, mono culture and micro cultural patterns was accepted norms but with the world becoming a global village, things started changing and there was a need to move from ethnocentrism to pluralism and cultural relativism. Such a shift has historical, socio-cultural implications and is not easy as it may seem, it is not just acceptance and tolerance but appreciation and celebration of dominant equally with minority cultures. Thus, as society became multicultural, heterogenous, plural; education too had to change to meet the needs and goals of the diverse cultures. It is not limited to few chapters in the text book or just content it is contextualizing the culture in its historical, political and social perspectives. Thus, multicultural education is a holistic understanding of knowledge, values, attitudes and skills of a culture in its context.

7.4.2 WHAT IS MULTICULTURAL EDUCATION?

Gay (2000) and Ladson-Billings (2004) defined multicultural education as adopting a culturally responsive pedagogy with trained instructors facilitating it. Thus, multi-cultural education needs to relook at what is taught, how it is taught and by whom it is taught. This the major issue of multicultural education.

Multicultural education aims at equipping students with the necessary knowledge, skills and attitude for effective living in a pluralistic society. Multicultural education promotes a perspective of acceptance, celebration of other cultures. The cultural differences in multicultural education is not looked upon as a liability but is valued and cherished. Multi-cultural education is a sensitive to needs, interests and challenges of students belonging to diverse cultures. It aims at creating equal opportunities and conducive environment for people belonging to different ethnic background, race, linguistic variation, social class, religious affinity. Its objective is to provide rich and comprehensive understanding of diverse cultures and their traditions.

7.4.3 Goals of Multicultural classroom are:

1. To develop respect, responsibility to the cultural diversity, reverence to earth, regard for human dignity and appreciation of the pluralism in nature and culture.
2. To encourage multiple perspectives and be open minded to interpretations from different angles.
3. To fight against prejudice, discrimination, bias and develop scientific temper to promote rational and objective thinking
4. To develop self -awareness, awareness of one's own and other cultures.

India is a second largest country based on the population. There are so many culture, religion, caste and ethnic group in my country. It is not possible to include every cultural ritual in the curriculum.

7.4.4 Dimension of Multicultural Education:

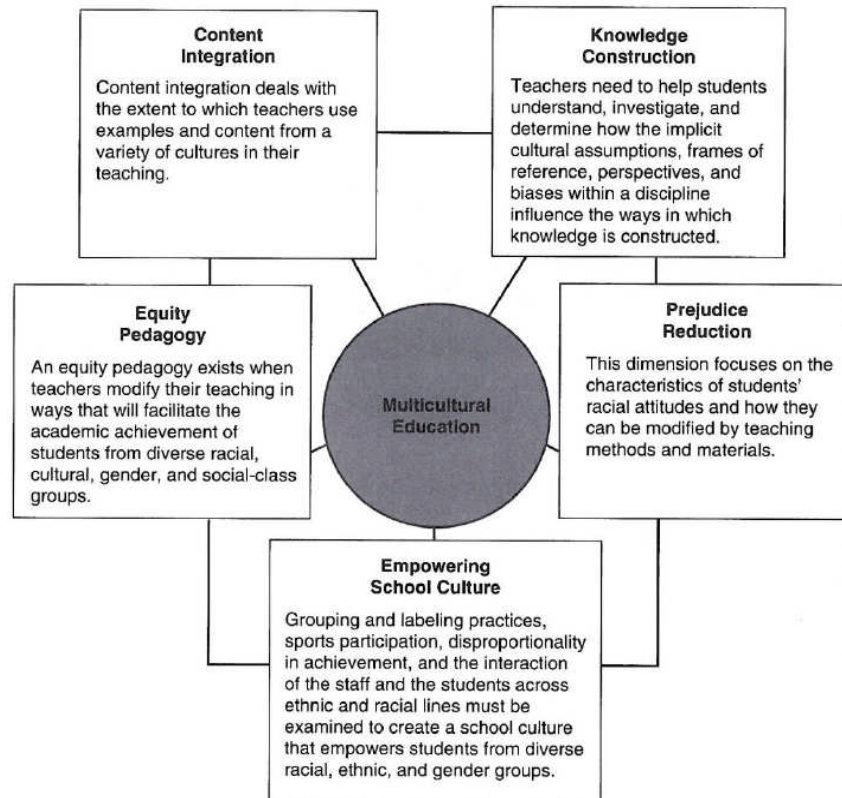


Figure 1.4 The Dimensions of Multicultural Education

Source: Copyright © 2009 by James A. Banks.

James A. Banks, professor of education and director of the centre for multicultural education at the University of Washington in Seattle, is recognized as a leading scholar in the field of multicultural education. He has detailed find critical dimension of multicultural education.

- **Content Integration-** deals with the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concept, generalization and issues within their subject area or disciplines. These include subjects like history, languages as well as math and science
- **Knowledge Construction:** student learns how to build knowledge him or herself. It includes changing the ways in which teachers and students view and interact with knowledge, helping them to become knowledge producers, not merely the consumers of knowledge produced by others. Multicultural

theories assert that the values, personal histories, attitudes, and beliefs of researchers cannot be separated from the knowledge they create.

- **Prejudice Reduction:** describes lessons and activities used by the teacher to help student to develop positive attitudes towards different racial, ethnic and cultural group.
- **Equity Pedagogy:** exists when teachers modifies their teaching in ways that will facilitate the academic achievement of student from divers racial, culture and social class groups. An equity pedagogy assumes that students from diverse cultures and groups come to school with many strengths. Teachers practice culturally responsive teaching when an equity pedagogy is implemented.
- **Empowering School Culture and Society Structure:** created when the culture and organization of the school are transformed in ways that enable student from diverse racial, ethnic and gender groups to experience quality and equal status. An empowering school structure facilitates the practice of multicultural education by providing teachers with opportunities for collective planning and instruction, and by creating democratic structures that give teachers, parents, and school staff shared responsibility for school governance.

7.4.5 Issues in Multicultural Education:

1. **Lack of intercultural competence:** in a classroom if the teacher lacks the intercultural competence, it can become a challenge. Teacher may be deficient in comprehending students' cultures, may have insufficient or even faulty knowledge, may lack in the skill of working with students of plural background, may not have a favorable attitude, all these can be a hurdle in a multicultural classroom. (Gopal,2011). Teachers have to be equipped and trained to use several approaches to teach in a diverse classroom.
2. **Understanding Multicultural Curriculum:** Curricula which absorbs all types of diversity is only burdensome and overload of information. In a multi cultural classroom, the challenge is not to include all information indiscriminately, add about all religions, or languages etc which is neither possible nor necessary. There is a need for common curriculum broad enough to serve the diverse population. A universal design of a curriculum can be achieved by means of materials and activities that provide for alternatives to people of wide diversities.

3. Not only in social studies and languages: Multi cultural education is understood by teachers especially mathematics and science that multicultural education is in the realm of social studies and languages and math and science are same everywhere. But that is a inadequate and wrong notion. Multicultural education has to be broadly defined not limiting it to subject content and including an understanding of the content in the diverse cultural perspectives, so that there is more appropriate acceptance of multi- cultural understanding and lesser resistance towards a multi-cultural classroom.
4. Low academic achievement of students coming from a totally diverse culture: The academic content is in the students' second language, where student takes time to interpret, translate the language and then understand the content, this process can lead to low academic achievement. There is sometimes reluctance to participate and involve in the classroom activities, if the approach is different from the cultural background. For example, students from remote parts of tribal region prefer to be silent and absorb studies and are not used to direct questions, frank reply in classroom. This can also hinder their academic achievement. Teachers have to sensitive to this and slowly help the students to accept the different approaches to classroom interactions.
5. Teaching Methodology: Teachers have to adapt different teaching methodologies keeping in mind the diversity of classroom. Teachers have to modify their styles and approach to gain trust and confidence of students of a culture which is different. Diversified teaching methods like role play, stories, problem solving, simulations and cooperative learning can be adopted which can cater to students from different cultures.
6. Shift from inclusion of ethnic content to structural reforms in education system: By 1980's the movement which started in America for inclusion of African Americans in the mainstream school started in 1950s had taken roots and it was not merely a superficial level of accepting students from diverse cultures in the folds of schools but also inclusion of history, writings of people from diverse cultural background. There was also a need to question the cultural traditions, interpretations, bias, prejudice, negative beliefs with scientific research evidence.
7. Balance between cultural assimilation and loosing cultural identity: it is a challenge to maintain a balance between inclusion, assimilating different cultures and not letting a minority culture lose its identity and cultural richness.

8. Attitude of teachers towards multiculturalism: The teachers are the main implementers of true value and attitude towards multicultural education. But if they themselves are not objective, biased and are stereotyped they cannot pass on the understanding of multicultural education. Sometimes teachers find it difficult to implement multicultural perspectives in syllabus and instill values of pluralistic society. Teachers have to find innovative ways of integrating values and appreciation of diverse society in classroom teaching, staying within the limits of syllabus. The bias and lopsided favoritism in the text book has to be handled well by the teacher. Sometimes, discussion of concerns of diverse cultures can lead to conflicts in classroom, which have to be delicately handled by the teacher bringing different perspectives to the class.
9. Communication of diverse views: The method of teaching, approaches to subjects and linguistic barriers have to be managed by the educational institutes in amicable way, the structural and functional reforms, the policies towards multicultural education have to be handled well. A course, units or chapters can be added to sensitize students towards ethnic groups and other tribal groups.

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Check your progress:

1. Explain the need for Multicultural Education in your words?

2. What are the dimensions of Multicultural Education.

3. Critically examine the different issues in Multicultural Education.

4. Cite your experience of a multicultural classroom.

5. Multicultural classroom can give rise to divisiveness. Do you agree? Justify your answer.

7.5 EDUCATION FOR VALUES

Sub Topic C

c) Education for Values

7.5.1 Introduction:

Education is not for just cognitive development or for acquiring knowledge for passing exams. Education is developing intellect, but at the same time character -building is important part

of it, instilling values of good citizenship, being cooperative, humane and fellow-feeling are also important.

Education is a social institution to promote discipline, responsibility, democratic living, cohesiveness along with academic engagement. Education for values promotes a life with cherished values and ideals in the society which is needed for smooth functioning of the society.

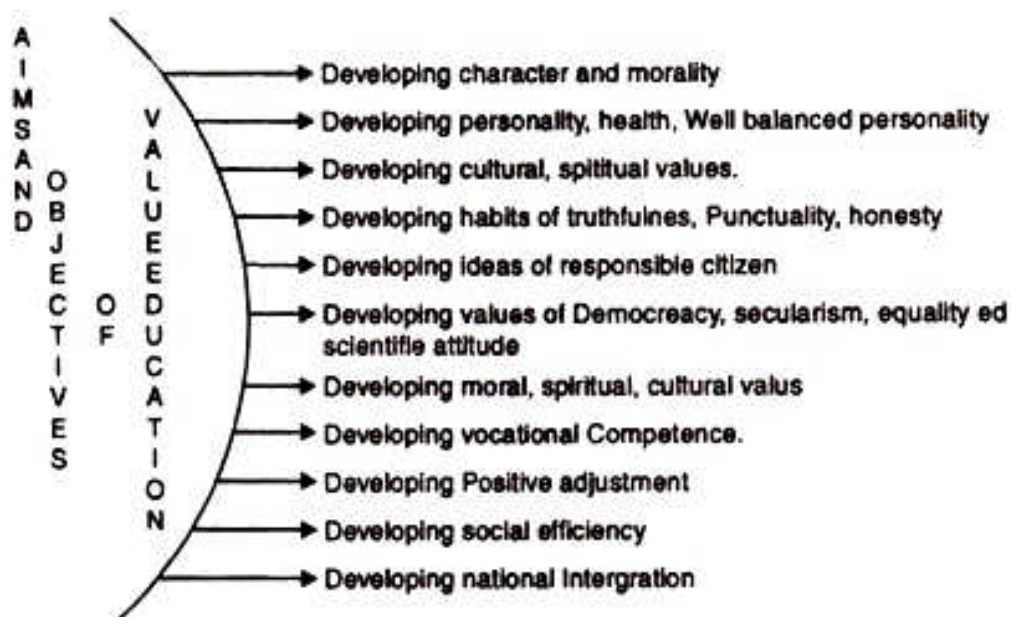
Education for values is not dogmatic, authoritarian indoctrination or propagation. On the contrary, it is a process of direct inculcation of a set of right values, it is a process of working on one's outlooks, beliefs and perceptions with a view to develop capacities of reflective thinking and independent judgement on issues that are critical concern to oneself and to humanity.

1. The aim of education for values is not to develop passive conformity and thoughtless subservience to set norms, but it encourages contemplation, rational acceptance to display voluntary responsible behaviour. It is not a matter of habit but a conscious effort to bring about desirable changes in oneself and the society. Education is the means to bring about these changes in the affective dimension of educational objectives concerned with development of feelings, values, attitudes etc. It has been observed that the focus of education has been more on the cognitive development and affective development of attitude and values are ignored and neglected. Thus, there is an urgent need for development of values through education as a part of the curriculum as well as hidden curriculum. Education for values is a process of transmitting, conserving and creating all that is considered as good and right in the society

7.5.2 The main Objectives of Education for Values is are:

1. To develop integral and holistic development of the individual
2. To create attitude and values towards a more sustainable human society
3. To instill values of love, cooperation, humanity and harmony in all sections of the society
4. To develop values as the means as well as the goals of education.
5. To develop in students critical thinking to identify what is of value in their life.
6. To develop psychological, spiritual and cultural values.

<http://www.ncert.nic.in/departments/nie/depfe/Final.pdf>



7.5.3 Issues of Education for Values:

Recommendations from Some of the Educational Commissions and Policies :

There are different concerns of integrating values in education system, from understanding what values to evaluation of values are instilled in the learner. Values in education and education for values have been an important element in our education policies right from Radhakrishnan Education Commission (1948) to National Curriculum Framework (2005) and other education national education policies. Education, in all these recommendations summarized that, will be incomplete if spiritual training is excluded (University Education Commission, 1948), identified the “absence of provision for education in social, moral and spiritual values” as a serious defect in the curriculum (Education Commission 1964-66), education have to be made into a “forceful tool for the cultivation of social and moral values.” (National Policy on Education, 1986), education aims equipping students with the values and attitudes required for living in harmony with oneself and others as responsible citizens (NCF 2005).

Education for values have shifted from religious and moral values to education for harmony and peace as per the need and times of the society. Education for values is important as it is the main agency for individual transformation and social change. Education for values aims at empowering the students with certain attitudes and skills as well as giving them the critical ability to use them in the contemporary every day world, filled with challenges. Some of the issues in executing education for values are :

1. **Defining values:** The root of education is values but the question arises what are values, how to distinguish it from religious values to more social and spiritual values, which are the values to be instilled in the education is also a challenge. Education for values have to define values which are not limited to any religion but has an over encompassing texture of values for reaching out to humanity. These values are derived from overall nationalistic and universal which focus on democratic, socialistic, secular social order. These values promote social cohesiveness, ensuring quality lifestyle for all, equality, conservation of environment, preservation of culture and self-actualization. These values speak of 3-fold relationship – values with self, values with society and values with environment.
2. **Harmonizing tradition with modernity:** An outlook which requires assimilation, synthesis and retention of what is valuable and adaptation to the present rather than wholesome rejection of values of Indian culture and tradition needs to be developed in our young children
<http://www.ncert.nic.in/departments/nie/depfe/Final.pdf>
3. **Multicultural society :** India is a land of multi culture, multi-faith, therefore there is a need for values like scientific temper, rationality, receptivity, inclusivity, objectivity, tolerance, detachment from dogmatism, violence, terrorism, etc, awareness to one's prejudices, biases, negative rigid thoughts, ethnocentrism, etc. Thus, education for values have to promote pluralism, unity in diversity and celebration of multi-cultural thoughts.
4. **Education for values beyond classroom:** Education for values have to promote skills, attitudes and capacities not bound to four walls of classroom, but extending to social connect and practicing the values in the society. The focus therefore cannot only be improving of academic knowledge, practical and technical skills mostly tied to market needs and employability but also holistic education focusing on the emotional and relational skills conducive to health and wholeness of the society and the nation. The aim of holistic development of students can thus be located in education for values. www.ncert.nic.in/departments/nie/depfe/Final.pdf
5. **Transaction of education for values:** Education for values is not to just add to the lecture method of verbal instructions, in authoritarian manner for rote learning the values. The way of transaction is the essence of education for values. Education for values is about thinking, reflecting, feeling being sensitized so the methods of transaction have to be dialogue, discussion, simulated scenarios, role play, through narration of stories, field

visits, multisensory experiences, educational films, multimedia and social media. The environment for value transaction should not be threatening or judgmental. The teachers' response has to be encouraging, objective, unbiased and objective.

6. **Integration of education for values in curriculum:** The dilemma is whether education for values have to be an independent subject and course work or integrated in the curriculum. It has been stressed in NCERT books on value education that it is not necessary to adopt a course on value education. As such, values can be inculcated explicitly in the teaching/learning process, or implicitly through the school's "*hidden curriculum*", such as teachers' choice of teaching methods, personal examples and messages conveyed to their students through classroom interactions (Halstead, 1996). It can be well integrated in making suitable and deliberate adjustments in the regular curriculum, as hidden curriculum and also a part of co-curricular activities. Assemblies, mock parliament, Mock United Nations, visits to old age homes, orphanages, celebration of national and international days, cultural programs in harmonious way etc. can be ways to integrate values in educational programs.
7. **Evaluation of education for values:** The plan of instilling education for values has to have objectives and outcome pre-determined. Some of the questions to be asked before-hand are: What is the purpose of education for value as, what objectives does it seek to achieve? How are these objectives integrated in the curriculum, which learning experiences have to planned for achieving these objectives? So one of the challenges of education for values is planning the evaluation to assess the achievement of the objectives.
8. **Approaches to Education for Values :** As per the requirement and the situation one must decide the different approaches to education for values:
 - a. Cognitive Development Approach is seen as a movement through stages of moral development. This helps students to improve reasoning and to not differentiate right and wrong decisions. Includes dilemma activities, small group discussions, decision-making tasks to further develop students' values. Role Plays explores multi-layered values in complex moral scenarios.
 - b. Service Learning approach involves activities at school and in the community, where schools should provide experiences as opportunities to practice making a choice of actions.

- c. The Social Action and Participation assumes that individuals learn values best by practicing them. There are numerous examples of social action and participation projects, including EfS (education for sustainability), “circles of democracy” (coined by Goodman, 1994) in the classroom, human rights education, social justice etc.
- d. The Trait approach refers to values that are classified more important than others and involves teaching a set of qualities such as honesty, loyalty and compassion.

Values Clarification allows students to be more socially aware and become critical thinkers. It also helps students understand and accept everyone's values and beliefs. Includes practical activities to clarify feelings towards person/event/issue. https://www.researchgate.net/publication/281605526_Values_education.

Thus, education for values emphasize the idea that values are caught not taught, values instilling requires role model, practicing values in the classroom and beyond, integration of values in education in its various programs.

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Education in Values : A Source Book, NCERT1992

Check your progress:

1. Explain the significance of education for values.

2. Examine the issues in education for values.

3. 'Values are caught , not taught'. Explain with reference to the challenges of transacting education for values.

4. Explain how hidden curriculum can be a means for education of values.

Check your progress:

1. Elucidate the relationship between Human Rights Education and Multicultural Education
2. There is a dire need for teaching Human Rights Education in schools and colleges in today's times. Explain.

3. Choose the correct alternative
 - a. Human Rights Education teaches
 1. about human rights and for human rights
 2. about self- control
 3. about social movements
 - b. Multicultural Education is a balance between
 1. Values and Human Rights
 2. Cultural Assimilation and losing cultural identity
 3. Empowerment and Development
 - c. Education for values focuses on
 1. Cultural Cohesion
 2. Subservience to social norms
 3. Critical thinking of the purpose of values.



TRENDS IN EDUCATION

UNIT STRUCTURE:

- 8.0 Objectives
- 8.1 Introduction
- 8.2 Open Learning
 - 8.2.1 Essential Characteristics of Open Learning Systems
 - 8.2.2 Need and Importance of Open Education
 - 8.2.3 The Concept of Open Learning and Distance Education System
 - 8.2.4 Advantages of Open Learning
- 8.3 Online Learning
 - 8.3.1 Introduction
 - 8.3.2 Characteristics of Online
 - 8.3.3 Modes of Online Learning
- 8.4 Information and Communication Technology
 - 8.4.1 Introduction
 - 8.4.2 Components of an ICT system
 - 8.4.3 Characteristics of Information and Communication Technology in Education
 - 8.4.4 Need of ICT in Education
 - 8.4.5 Importance of ICT In Education
- 8.5 MOOC
 - 8.5.1 Brief history of MOOC
 - 8.5.2 Types of MOOC
 - 8.5.3 Advantages and Disadvantages of MOOC
- 8.6 Summary
- 8.7 Exercise
- 8.8 References

8.0 OBJECTIVES

After studying this unit you will be able to:

- understanding the new trends in education
- explain the concept and meaning of open learning
- explain the characteristics, need and advantages of open learning
- explain the need, importance and advantages of open distance learning
- explain the concept and meaning of online learning
- write the advantages and disadvantages of online learning
- differentiate between synchronous and asynchronous learning

- describe the concept of Information and Communication Technology
- describe the need and importance of ICT in Education

8.1 INTRODUCTION

The field of education has seen a drastic change in the past two decades. The changing scenario of world economy and advancement in information and communication technology has resulted in the beginning of many new trends in education. Modern day education is all about innovation, accessibility, and suitability. From kindergarten to university, students are encouraged to learn through interactive and practical tools. Higher education is more career-oriented today than ever before. The barriers of time and age have also been removed, while geographical boundaries don't matter anymore. These revolutionary trends have benefitted those people who want to get practical knowledge for their personal and professional growth. We are highlighting some of the most popular trends in education that can help you to become the innovative leader the world needs today. In this unit, we will concentrated on some of these major trends of education.

8.2 OPEN LEARNING

In the previous unit you have studied about the issues in education, in this unit we will discuss about different trends in education. In today's context there are major three trends in education which are Open learning, Online learning and use of Information and Communication Technology in Education. First we will see about Open learning.

Open learning is an innovative movement in Education that emerged in the 1970s and evolved into fields of practice and study. The term refers generally to activities that either enhance learning opportunities within formal education systems or broaden learning opportunities beyond formal education systems. According to Collins Dictionary open Learning is a system of further education on a flexible part-time basis.

Cambridge dictionary defines Open learning as a way of studying that allows people to learn where and when they want, and to receive and send written work by mail or email.

We may define “open education” as a system of education that does not operate through traditional conventions which are essentially restrictive in nature – admission restrictions, attendance restrictions, restrictions on the candidature for examinations, restrictions on the period of time to be devoted to a course,

restrictions on the number of examinations given and taken in a year, restrictions on subject combinations for a particular degree, restrictions on the modes of didactic communication and the didactic tasks, etc. The larger the number of such restrictions left unobserved, the higher the degree of the “openness” of the types of education under consideration. We should make clear our point that “correspondence/distance education institutes” may or may not be “open” in the sense we have referred to above, or may be open only to a limited degree. And in the same way, even a traditional college/university may become “open” to a recognisable degree.

Some examples of open education institutions are

- Yashwantrao Chavan Maharashtra Open University (YCMOU), Nashik,
- Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha
- University of Mumbai (IDOL), Mumbai
- Indira Gandhi National Open Distance Education University (IGNOU), Delhi
- The Open University, UK

8.2.1 ESSENTIAL CHARACTERISTICS OF OPEN LEARNING SYSTEMS:

1. The system must guide a student by eliciting, interpreting and analyzing goals at the beginning point and throughout the student's contact with the program of instruction.
2. The system must formulate learning objectives in such a way that they serve as the basis for making decisions in instructional design, including evaluation, and in a way that they will be fully known to, accepted by, or capable of modification by students.
3. The system must facilitate the participation of learners without imposing traditional academic entry requirements, without the pursuit of an academic degree or other certification as the exclusive reward.
4. Costs of the system must not be directly and rigidly volume sensitive. As an operating principle, after reaching a critical minimum enrolment, unit costs should show a diminishing relationship to total systems costs.
5. To provide the flexibility required to satisfy a variety of individual needs, the system should make it operationally possible to employ sound, television, film, and print as options for mediating learning experiences.
6. The system should use testing and evaluation principally to diagnose and analyze the extent to which specified learning

objectives have been accomplished. In other words, the system should be competency-based.

7. The system must be able to accommodate distance between the instructional staff resources and the learner, employing the distance as a positive element in the development of independence in learning.
8. The system must accept the learner and his surroundings as the environment for learning, and must concentrate on enriching that environment.
9. The system must seek and maintain the active cooperation of community and regional resources which can be an aid in making the learning environment a part of daily living and fostering the notion of the "learning society."

8.2.2 NEED AND IMPORTANCE OF OPEN LEARNING:

Opening education gives opportunity to more people of all ages to enrol in formal and informal programs regardless of where they live, their age, previous experience, schooling, or socio-economic condition.

- ❖ It provides open access to learning in homes, libraries, on jobs, in communities as well as in schools; in other words the broadening or opening of the learning environment is available.
- ❖ Open learning is not restricted to place, credit earned in previous learning, credit earned in exam, recognition of life and work experience.
- ❖ Use of multiple open channels for learning via radio, TV, mail or other media makes it more convenient.
- ❖ Open learning provide an open curriculum relevant to the life and learning styles of different people which help them in curriculum development, and participating in decision-making regarding their own learning.
- ❖ Encouraging the open participation of part-time learners who combine working with learning.
- ❖ Open learning seeks open accreditation between the regular and open schools.
- ❖ It provides open cooperation, resource and staff sharing between the regular and open schools, libraries, public and private schools, business, industry and community resources

- in program policy, program development, ,program delivery ,program access and program evaluation

8.2.3 THE CONCEPT OF OPEN LEARNING AND DISTANCE EDUCATION SYSTEM :

It focuses on open access to education and training to make the learners free from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners. Open and distance learning (ODL) is one of the most rapidly growing fields of education now a days and it has substantial impact on all education delivery systems. The new ODL system is growing fast because of the development of Internet-based information, technologies, and in particular the World Wide Web. The concept of ODL education came from idea where the learners and the teachers can not be in a class room and each other to make the entire education system flexible.

Though open learning and distance education serve the same purpose by providing a chance of education who can't attend regular mode. Still they do differ a bit. Open learning lets one appear in exams without need of any attendance whereas in case of distance education one has to attend a few classes (PCP).

The open learning gives learners choices about:

- medium or media, whether print, online, television, or video
- place of study, whether at home, in the workplace, or on campus;
- pace of study, whether closely paced or unstructured;
- Support mechanisms, whether tutors on demand, audio conferences, or computer assisted learning; and entry and exit points

Open Access

The term open access implies a lack of: .

- formal entry requirements;
- prerequisite credentials; and
- An entrance examination.

8.2.4 ADVANTAGES OF OPEN LEARNING:

- **Overcoming physical distance**
Open and distance learning can overcome problems of physical distance for learners in remote locations who are unable or unwilling to physically attend a campus also where the learners and teachers geographically separated in that teachers in urban settings instruct learners in rural settings.

- **Open and distance learning can solve time or scheduling problem**

Those students or groups who are unwilling or unable to attend classes frequently or sometimes the learners may engaged in fulltime or part time work or engage in family and community commitments. Open and distance education solves the issue of time and scheduling for them.

- **Expanding the limited number of places available**

Open and distance learning can expand the limited number of places available for campus based institutions which is very few in number.

- **Open and distance learning can make the best use of the few teachers available when:**

- there is a lack of trained teaching personnel relative to demand;
- teachers are geographically concentrated; and
- teachers with certain expertise are in short supply.

- **widens women's opportunities to learn**

It gives opportunity to women to enrol for various courses without disturbing their schedule.

CHECK YOUR PROGRESS

1. Write the advantages of Open Learning?

2. Explain the concept of Open and Distance learning?

8.3 ONLINE LEARNING

8.3.1 INTRODUCTION:

Dear student in the previous point you have studied about open education now we will study about online learning. Open learning can be taken through online medium. Online learning or E-learning refers to the delivery of networked distance learning or education program in the form of digital content by electronic means. It refers to the technically supported construction of knowledge and skills. Online learning has become popular because of its potential for providing more flexible access to content and instruction at any time, from any place, now we will see which are the factors for the motivation for online learning program are:

- It increases the availability of learning experiences for learners who cannot or choose not to attend traditional face-to-face teaching,
- Assembling and disseminating instructional content more cost-efficiently
- Providing access to qualified instructors to learners in places where such instructors are not available.

8.3.2 CHARACTERISTICS OF ONLINE LEARNING:

- It is a Delivery of the digital content, any type of content is easily accessible on one click
- Use of a computer or electronic device is essential
- It creates a learner-oriented environment for the teachers and students.
- It focus on the distance learning mode
- It is networked, you can connect anytime and anywhere
- Response time is much faster as compared to distance learning
- Quick and Easy Updating of Course Content
- Course Content is customized
- Interaction with a Course Expert and Other Students becomes very easy

8.3.3 MODES OF ONLINE LEARNING:

There are two modes of online learning that is Synchronous and Asynchronous Synchronous Learning

Synchronous Learning

Meaning: Synchronous e-learning involves online studies through instant learning mode such as chat and videoconferencing etc. This kind of learning tool is real-time. It is like a virtual classroom which

allows students to ask, and teachers to answer questions instantly, through instant messaging, which is why it is called synchronous. In other words, we can say that the learning process that takes place by using computer that is connected to the Internet. A lecture is an example of synchronous learning in a face-to-face environment, because learners and teachers are all in the same place at the same time. Another example of a synchronous learning event would involve students watching a live web stream of a class, while simultaneously taking part in a discussion. Synchronous learning can be facilitated by having students and instructors participate in a class via a web conferencing tool. These synchronous experiences can be designed to develop and strengthen instructor-student and student-student relationships, which can be a challenge in distance learning programs.

Characteristicsof synchronous learning

- virtual Communication between two or more people
- Provides Distance learning
- Real time or Concurrent learning is possible
- Immediate feedback
- It is Scheduled learning

Asynchronous Learning

Meaning: Asynchronous learning can be carried out online and offline. Asynchronous learning is a student-centred teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people. Asynchronous learning is based on constructivist theory, a student-centered approach that emphasizes the importance of peer-to-peer interactions. This approach combines self-study with asynchronous interactions to promote learning, and it can be used to facilitate learning in traditional on-campus education, distance education, and continuing education. This combined network of learners and the electronic network in which they communicate are referred to as an asynchronous learning network.

The online learning resources used to support asynchronous learning include email, electronic mailing lists, threaded conferencing systems, online discussion boards, wikis, and blogs. Course management systems such as Campus Cruiser LMS, Desire to Learn, Blackboard, WebTV, Moodle etc. It has been developed to support online interaction, allowing users to organize discussions, post and reply to messages, and upload and access multimedia. A benefit of asynchronous learning is that you're able to be self-paced. A type of two ways online communication that occurs with a time delay to respond at convenience. It is nothing but a learner centered teaching-learning

in which online learning resources are used to enable information sharing not limited by place and time between people in a network.

Characteristics:

- Intermittent, on demand access
- Pre- produced
- just-in-time
- individual or poorly collaborative
- Independent learning

A significant difference between synchronous and asynchronous learning is the instant messaging and immediate feedback. With synchronous learning you have got instant messaging and immediate feedback from your fellow students or teacher. Asynchronous learning doesn't include that if you're having trouble answering the questions and you're not able to ask them directly. Then again, with asynchronous learning you can be self-paced. This is not possible with synchronous learning.

Example – watching an online lecture and during this lecture the teacher will be asking some questions

Synchronous learning

You have to watch the lecture at a certain time. You are able to interact with your students about the answers. The teacher is also able to read your answers immediately and to interact with the students during this lecture. The lecture has to be given online.

Asynchronous learning

You are able to watch the lecture at your own pace. You you're not able to discuss your answers with your classmates immediately. This lecture can be given offline

Advantages of Online Learning:

- **Online learning is so effective** because students can finish their work quickly and conveniently. A person can attend different courses at a time.
- **Economic:** Students can learn with any device that is connected to the Internet. In addition it helps them to save money as students and teachers will no longer commute to class.
- **Time saving:** The teacher or trainer doesn't need to give the same class repeatedly to different groups of students. He or she only needs to prepare the content once and then share it with different groups at anytime. Students have freedom to choose the time for study

- **Self-paced learning:** Students or trainees can take courses from their own devices anytime and anywhere. So, those who don't have time for traditional classes can learn online when they have the time. Responsibility and self-discipline is developed among the students
- **IT keeps up with the updated content:** the internet is truly able to keep up with the rapidly changing world and knowledge.

Disadvantages of Online Learning

- Online courses cannot cope with thousands of students that try to join discussions. Also, online learning can be difficult, if it is meant for disciplines that involve practice.
- **Human relationships** that develop in a group cannot be developed through online learning, online learning cannot offer human interaction.
- **Isolation** Since students don't have to be physically present in a classroom, it might be more difficult (or nearly impossible) for them to get in touch with other learners ultimately leads into Isolation.
- **Plagiarism:** Keeping in mind that your students are using a computer and not being monitored at all times, they could potentially plagiarize essays and other assignments.
- **Cheating:** Along similar lines, it can be easier for students to cheat on online exams.
- **It does not suit everybody** If you are unable to manage your time between home, work and study then online learning can prove to be disadvantageous.
- **Affects Your Health** The computer is required by the online learning process. It may affect your posture and can strain your eyes

CHECK YOUR PROGRESS:

1) Differentiate between synchronous and asynchronous learning.

8.4 INFORMATION AND COMMUNICATION TECHNOLOGY

8.4.1 INTRODUCTION:

Earlier we have studied about online learning now we will study about ICT, or information and communications technology (or technologies). ICT is the infrastructure and components that enable modern computing. Although there is no single, universal definition of ICT, the term is generally accepted to mean all devices, networking components, applications and systems that combined allow people and organizations (i.e., businesses, non profit agencies, governments and criminal enterprises) to interact in the digital world. According to UNESCO “ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters”.

Teacher is the main part of the educational field in our society. In this digital era, ICT use in the classroom is important for giving students opportunities to learn and apply the required 21st century skills. ICT improves teaching and learning and its importance for teachers in performing their role of creators of pedagogical environments. ICT helps of a teacher to present his teaching attractively and able to learn for the learners at any level of educational programmes.

8.4.2 COMPONENTS OF AN ICT SYSTEM:

ICT encompasses both the internet-enabled sphere as well as the mobile one powered by wireless networks. It also includes antiquated technologies, such as landline telephones, radio and television broadcast -- all of which are still widely used today alongside cutting-edge ICT pieces such as artificial intelligence and robotics. ICT commonly means more than its list of components. ICT includes the computer hardware, software, application of telecommunication technologies, projection devices, Local Area Network (LAN), Wide Area Network (WAN), digital cameras, Compact Disks (CDs), Digital Video Disks (DVDs), cell phones, satellites, and fiber optics, E-books / E-journals/ E-databases, Computer-mediated conferences– Video conferencing, Telemedicine, Virtual reality, Telecommunication satellites etc.



Figure 8.1 Components of ICT

8.4.3 CHARACTERISTICS OF INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION:

ICT in education is any hardware and software technology that contribute in the educational processing. ICT in education is any information Technology that focuses on the acquisition, storage, manipulation, management, transmission or reception of data required for the educational purpose. Example – Student's record, their admissions, updates of activities.

ICT in education is any technology that deals with the exchange of information in teaching learning process. Example- Use of teleconferencing, PowerPoint presentations, etc. ICT in education is the support material in the hands of the human resource involved in the educational process in order to enhance the quality of education.

8.4.4 NEED OF ICT IN EDUCATION:

- Education as a lifelong process therefore anytime and anywhere access to ICT is the need of the hour
- As the world has become short and new knowledge is increasing day by day therefore there is requirement to get access the information
- Education should meet the needs of variety of learners and teachers; therefore ICT plays important role in meeting this need
- ICT is requirement of the society that the individuals should possess technological literacy.
- We need to increase access and bring down the cost of education to meet the challenges of illiteracy and poverty- ICT is the answer.

8.4.5 IMPORTANCE OF ICT IN EDUCATION:

- It gives immediate access to information and the source of various information
- It gives access to variety of learning resources,
- It reduces time in the process of learning and accessing the content.
- Through ICT learning can be done anytime, anywhere, and in a Collaborative way,
- Multimedia approach can be used effectively in education
- Access to Online Libraries, Repositories, access to Open Courseware and Open Educational Resources is easily available
- Teaching of different subjects made interesting by using various information and resources
- Through ICT Distance Education and Online Education is possible for everyone
- The student can use multiple communication channels, e-mail, chat, forum, blogs, etc.,
- ICT enables better accesses to children with special needs
- For Blended learning by combining conventional classroom learning with E-learning systems
- To process administrative and assessment data
- To exchange and share ideas -among teachers for the professional growth
- To carry out internet-based research to enhance educational process

CHECK YOUR PROGRESS:

1) Explain the need and importance of ICT in Education

8.5 MASSIVE OPEN ONLINE COURSES (MOOC)

MOOCS are asynchronous, open-access, Web-based courses geared toward enrolling hundreds or thousands of students at a time. MOOCs deliver content via recorded video lectures, online readings, and online assessments, as well as various degrees of student-student and student-instructor interaction. By their nature, MOOCs can accommodate students of similar interests from a wide range of backgrounds, experience, and location around the world. Similarly, most MOOCS are free of cost, further increasing their accessibility to anyone interested. Some MOOCs offer certifications, which range from statements of accomplishment for meeting minimum course standards to verified certificates for passing proctored exams; most MOOCs, though, do not count for college credit.

8.5.1 A BRIEF HISTORY:

MOOCs were first started in 2008, created by George Siemens and Stephen Downs, and was called “Connectivism and Connective Knowledge/2008” or CCK08. It was created as a credit course for the University of Manitoba. CCK08 had 25 students who had paid fees for the course and around 2200 learners who took the course for free.

MOOCs really took off in 2012, when Professors Sebastian Thrun and Peter Norvig of Stanford University offered the online course called “Introduction to Artificial Intelligence”. This course had approximately 1,600,000 students participating from 190 countries. After the success of Intro to Artificial Intelligence, Thrun and Nrovig started Udacity, a business model for online knowledge sharing. There are also a few other MOOCs providers, include Coursera and EdX.

8.5.2 TYPES OF MOOC:

1. xMOOCs

xMOOCs are based on traditional course structures and make use of established teaching approaches and materials. Students will watch pre-recorded lectures, complete required readings, and participate in discussions as produced and curated by the course instructor or an instructional team from a higher education institution. xMOOCs are typically self-contained and rarely if ever utilize content external to the main content delivery and learning platform.

2. cMOOCs

cMOOCs are based on connectivist learning models that privilege collaboration as a form of active learning. Students in a cMOOC will work together to locate, evaluate, and contribute

course content, uploading materials (tweets, blog posts, blogs, wikis, etc.) to the course using the learning platform. A cMOOC instructor or instructional team facilitates learning by finalizing, aggregating, and assessing the students' contributions to the course.

Even as other asynchronous online courses have been available for decades, MOOCs are one of the most recent evolutions in online learning, due to their asynchronous nature, global reach, relationship to college credit, and fully-online design and delivery. Due to their immediate and ongoing popularity for both current students and lifelong learners, MOOCs seem to be signalling several important trends that will continue for the foreseeable future.

As educational technologies, instructional design and online learning/content delivery platforms keep evolving, more learners with more needs and motives will be drawn to taking online courses – a growing demand that in turn will spur further improvements in technology and delivery. From this it seems that future online learning options will need to focus on leveraging technologies to create personalisable learning experiences that meet diverse student needs (accreditation, affordability, and access, among others) instead of simply looking toward content delivery.

8.5.3 ADVANTAGES AND DISADVANTAGES OF MOOC:

The Advantages of MOOCs:

1. Courses are offered for free
2. Access to courses offered by professors at the top schools
3. Courses are available to a vast and diverse audience across the globe
4. Learners' performance can be monitored easily using the data captured during the start of courses
5. Both professors and learners get world-wide exposure, thus improving pedagogical techniques and knowledge sharing
6. Can be used as a tool in a blended learning program, where students can access more information than what is provided in the class

The Disadvantages of MOOCs:

1. Can't provide for personalized courseware and attention from a tutor
2. It is difficult to keep track of students' assignments and involvement

3. Learners with disabilities and a poor Internet connection can't use MOOCs
4. Language can be a barrier while offering MOOCs
5. MOOCs can't be used as a credit-earning course at universities

Though there are a few drawbacks, MOOCs have a lot of potential for reinventing the way we learn. It will be interesting to see how they progress and grow over time.

CHECK YOUR PROGRESS

- 1) What are the advantages and disadvantages of using MOOC?

8.6 SUMMARY

According to Education Commission (1964-66), in this world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. Our success in the great enterprise of national reconstruction depends upon the quality of education and persons passing out of our schools and colleges, so it is necessary to renovate the educational system. It should be reconstructed according to the needs of the present society. Change in Science and Technology have had considerable impact on the educational system which aims at developing the ability of people to keep pace with each other in order to effectively apply technology to raise the level of efficiency. Therefore, the educational system must be changed. Now a days we can see the changing trends in education,, now students have options of going for open learning , online learning .Such kind of facility in Education definitely help the students to keep pace with the changing society without disturbing or compromising things.

Looking at the efficiency, accuracy and the productivity of computers, different Commissions have been set up and have given their reports in the Indian context. New Educational Policy (1986) emphasized computer literacy .During the 7th Five Year Plan. A huge sum of Rs.700 Crores allotted for computer literacy and expansion of Computer programs at all levels of education.” Ramamurthy Committee on school education also gives emphasis on computer education.

Computers are one of the powerful tools to facilitate learning and motivate the students. With the advancement of modern technology in the world, it is more urgent to use new pedagogy and also to develop efficiency in the way the students learn. There is a need to renovate our teaching methods to make classroom teaching effective. Most of the changes have been attributed to the “Information Revolution”. Many of the transformations taking place are associated with the much rapid flow of information and greater capacity for its storage. In the present Information ICT have a pivotal role to play to cater the needs of the students.

8.7 EXERCISE

1. Explain the meaning of Open learning?
2. Explain the concept of Distance and Open learning in Education?
3. Write advantages of open learning.
4. Explain the meaning and characteristics of online learning?
5. Explain the modes of learning?
6. Explain the difference between synchronous and asynchronous learning?
7. Explain the concept of MOOC.
8. Explain the need and importance of ICT in education?

Write the meaning of the following:

1. Plagiarism
2. Synchronous learning
3. Asynchronous learning
4. Self-Paced learning
5. Online learning
6. Open learning
7. Open and Distance learning
8. MOOC

Give examples of the following:

1. Open learning Institutions
2. Online learning Institutions
3. Modes of Synchronous learning
4. Modes of Asynchronous learning
5. ICT used in education

Choose the correct option from below:

1. A way of studying that allows people to learn where and when they want, and to receive and send written work by mail or email is called as -----
 - a. Open learning
 - b. Distance learning
 - c. ICT
 - d. Cooperative learning

2. With ----- you have got instant messaging and immediate feedback from your fellow students or teacher.
 - a. Synchronous learning
 - b. Asynchronous learning
 - c. Self-Paced learning
 - d. Online learning

3. ----- refers to the delivery of networked distance learning or education program in the form of digital content by electronic means.
 - a. Online learning
 - b. Open learning
 - c. Cooperative learning
 - d. Distance learning

4. Through ----- Distance Education and Online Education is possible for everyone.
 - a. ICT
 - b. PPT
 - c. cooperative learning
 - d. hardware

5. ICT includes the -----
 - a. computer hardware
 - b. software,
 - c. Video conferencing, Telemedicine, Virtual reality, Telecommunication satellites
 - d. All of the above

6. Types of MOOC are -----
 - a. cMOOC and zMOOC
 - b. aMOOC and bMOOC
 - c. xMOOC and cMOOC
 - d. zMOOC and xMOOC

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PAPER 1 - SECTION I & II PRACTICAL WORK I and II

UNIT STRUCTURE

9.0 Objectives of PWI and PWII

9.1 Introduction

9.2 Description of the PWI and PWII

9.0 OBJECTIVES OF PRACTICAL WORK I AND PRACTICAL WORK II

PRACTICAL WORK I

- To train them in multifaceted roles that a teacher plays in the **school**,
- To provide opportunity for enriched learning experiences beyond curriculum,
- To comprehend the functioning of school and get oneself about its activities carried out for quality education.

PRACTICAL WORK II

- To acquaint the learners with aims and objectives of YOGA education in present scenario,
- To provide opportunity for understanding the way YOGA activities carried out and its impact.
- To train the learners about the different types of NGO working for the cause of education, their organisation, activities and impact on society.
- To make learner aware about the different vocational courses linked with school curriculum and its usage for future career

9.1 INTRODUCTION

As a part of practical work the learner is expected to carry out two practical task during the course. The practical work is termed as Practical work 1 and Practical work 2

Practical Work I (PWI)

Visit a School (pre-primary /Primary /secondary School) to study its functioning and write a detailed report reflecting your own views.

(The report may include a brief history of the institution, its organisational hierarchy, vision, mission, goals, infrastructure, curricular and co-curricular activities etc.)

Practical Work II (PWII)

Every student must visit a Yoga centre/NGO in Education/ a Vocational Training centre to study its functioning and write a report on the same. (The report includes a brief history of the institution, its organisational setup, its mission and goals, the activities or courses conducted etc.)

9.2 DESCRIPTION OF THE PWI AND PWII

PWI: Every Learner is suppose to carry out the practical activity and prepare the report as per the guidelines / outline given

Guidelines /Outline for the Practical Work I

1) General Information:

- Name of the School:
- Address :
- Year of Establishment :
- Form of school: Aided/Unaided,
 - Boys/Girls/coeducation
 - Pre-primary/Primary/Secondary
- Name of The Management and its Hierarchy :
- Vision and Mission of The institution:
- Medium of Instruction:
- Number of shifts: Timings
- Total Number of students

2) School Building (Infrastructure):

- Total Area:
- Number of classrooms :
- Number of Conference Rooms:
- Number of A.V Room:
- Number of Computer Lab:
- Library : No of Books, Distribution of books ,periodicals , Utilization of Library services(each point to be explained separately)
- Playground : Sports Material (indoor and Outdoor) ,Games played ,other sports related activities (Mention it separately)
- Sanitation Blocks:
- Science Laboratory : Apparatus in Lab ,demonstration by teacher, and performance by student ---mention in detail

3) Academic (Teaching Staff and Non Teaching Staff) :

- Number of Teaching Staff (Their qualification with subject ,total number of teaching experience, subjects taught,

participation in seminar ,conference, workshops at various level like state national,,)

- Staff contribution other then curricular work like scholarship exam or competitive exams for students.
- Any other special academic work of staff
Specify above points in detail.

Similarly for non teaching staff the first point is to be written

4) Functioning (Administration):

The Division of work done i.e the different committees and its functions to be mentioned in brief

5) Co-curricular activities:

- 1) Number of Games(Indoor and Outdoor) in school.
- 2) Number of Competitions (sports and cultural) in which school participates at various levels
- 3) Awards and Trophies bagged at various levels in various competitions
- 4) NCC /Scout and Guide (specify activities)
- 5) Social Service (specify activities)
- 6) Celebration of important days and festivals (specify activities)
- 7) Educational tour/Excursion/Picnic
- 8) Different Competitions (Intra and Interschool) Conducted in school (Elocution, Debate, Drawing, Singing , poster (Specify Activities)
- 9) Any Association like Maths, Science, Dramatic etc. Specify activities
- 10) Community Work
- 11) Publication in form of School Magazine
- 12) Entertainment programme for students and by students (specify it activities)
- 13) Self Defence Activities, First Aid training
- 14) School Band
- 15) Inviting Resource Persons for expertise
- 16) Exhibitions (specify it kind and activities)
- 17) Annual Day

You can Mention any other activity as novel practice in school other than given above.

6) Office Records:

You can go through office records and mention in report

Muster roll, Attendance Register, Service book , GR, Report card ,Cumulative record card etc

7) Reflection (Your views on visit i.e. Experience): In Brief

PWII: Every Learner is suppose to carry out the practical activity by visiting either of Yoga centre/NGO in education/Vocational training centre and prepare the report as per the guidelines/outline given

Guidelines /Outline for the Practical Work II**1) General Information:(Brief History)**

- Name of the Institution /Centre:
- Address :
- Year of Establishment:
- Name of The Management and its Hierarchy :
- Vision and Mission of The institution/Centre:
- Objectives of the institution
- Branches of the institution

2) Organisational setup of the institution:

Number of members (Chairman, Secretary, treasurer, acting members, trustees, volunteers etc,) Funding agencies or the sources of income. Specify it

3) Activities conducted:

The number activities conducted (in institution or outside the institution) along with its objectives and its impact on the target group is to be mentioned in detail

4) Courses conducted (in case of YOGA center and Vocational training centre)

Mention the number of programme and courses run along with its duration, fees and its impact on the learner is to briefed out

5) Reflection (Your views on visit i.e. Experience): In Brief