



EDUCATION

STANDARD TWELVE

CURRICULUM

CCE



EDUCATIONAL RESEARCH



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

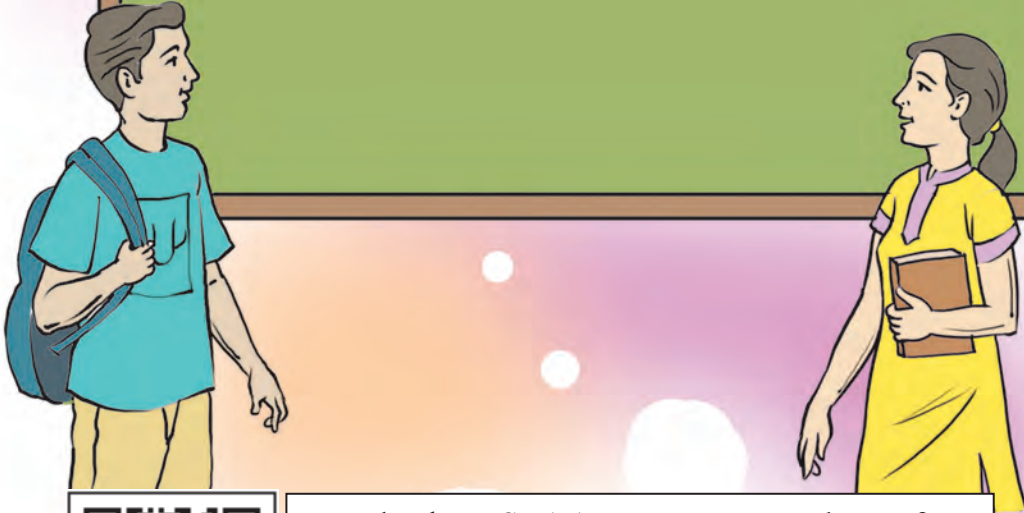
Fundamental Duties- It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4 dated 25.04.2016 has given approval to prescribe this textbook in its meeting held on 30.01.2020 and it has been decided to implement it from the academic year 2020-21

EDUCATION

STANDARD TWELVE



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**Maharashtra State Bureau of Textbook Production and
Curriculum Research, Pune**

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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvīda-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

My Dear Friends,

I warmly welcome you to Twelfth Standard. Last year you had entered into a new optional subject 'Education'. You were introduced with various sub branches of this subject. You also understood that this subject of Education includes many allied subjects like Educational Philosophy, Educational Psychology, Educational Sociology, Educational Management, Educational Research etc. The subject of Education helps in understanding the entire educational process.

Through the present textbook you will be introduced with Education at still deeper level. Last year you could study the educational thoughts and the educational contribution of some educational thinkers in Maharashtra. This year you would get an opportunity to study some Indian educational thinkers out of Maharashtra. It is also very essential for you to know about various Education Commissions in India and Right to Education Act 2009. Similarly it would be very useful for you to understand basic concepts and the characteristics of learning, the characteristics of good educational management, the principles of curriculum development, the features of evaluation methods, various methods of educational research and the new trends in education that have entered in the field of Education recently.

Education is a very progressive and research based knowledge discipline. Hence there has been a constant addition of new knowledge and concepts in the content of Education. Similarly Education being an interdisciplinary subject, there seems to be give and take of knowledge from various other subjects. Through this, Education is becoming an enriched subject.

If you are going to enter in the field of Education in your educational or professional future, and if you are intending to become a teacher or teacher educator, then this textbook is going to be a very basic reference and guide. I am sure that through the study of all the chapters in this book you would get the best knowledge and skills in Education.

I sincerely hope that this textbook of Education will inspire you for more and deeper study of education. It is expected that you are supposed to support your study with additional reading, have discussions with your friends and teachers and complete the assignments or activities given. This will make your study perfect.

Please note that the QR Code is given on the front page for experiencing the joy of Digital Book.

I wish all the very best to you for your educational progress !



(Vivek Gosavi)
Director

Pune

Date : 21 February 2020

Bharatiya Saur : 2 Phalgun 1941

Maharashtra State Bureau of
Textbook Production and
Curriculum Research, Pune-04

Following competencies should be developed in students at the end of Standard 12th

Sr.No.	Chapter	Competency Statements
1.	Indian Educational Thinkers	<ul style="list-style-type: none"> * To be able to tell educational thoughts of Rabindranath Tagore. * To be able to tell educational contribution of Rabindranath Tagore. * To be able to tell educational thoughts of Swami Vivekananda. * To be able to tell educational contribution of Swami Vivekananda. * To be able to tell educational thoughts of Mahatma Gandhi. * To be able to tell educational contribution of Mahatma Gandhi. * To be able to tell educational thoughts of Dr. Sarvapalli Radhakrishnan. * To be able to tell educational contribution of Dr. Sarvapalli Radhakrishnan. * To be able to tell educational thoughts of Dr. Babasaheb Ambedkar. * To be able to tell educational contribution of Dr. Babasaheb Ambedkar.
2.	Education in Post Independence India	<ul style="list-style-type: none"> * To be able to tell the background of University Education Commission. * To be able to explain the main objectives of University Education Commission. * To be able to tell the main recommendations of University Education Commission. * To be able to tell the background of Secondary Education Commission. * To be able to explain the main objectives of Secondary Education Commission. * To be able to tell the main recommendations of Secondary Education Commission. * To be able to tell the background of Indian Education Commission. * To be able to explain the main objectives of Indian Education Commission. * To be able to tell the main recommendations of Indian Education Commission. * To be able to tell the background of National Education Policy 1986. * To be able to explain the main objectives of National Education Policy 1986. * To be able to explain the salient features of National Education Policy 1986. * To be able to tell the background of National Curriculum Framework 2005. * To be able to tell the educational aims stated in National Curriculum Framework 2005. * To be able to tell the nature of National Curriculum Framework 2005. * To be able to tell the background of State Education Framework 2010. * To be able to explain the main principles of State Education Framework 2010. * To be able to explain the salient features of State Education Framework 2010. * To be able to tell the background of Right of Children to Free and Compulsory Education Act, 2009. * To be able to tell the main provisions of Right of Children to Free and Compulsory Education Act, 2009.
3.	Socialization	<ul style="list-style-type: none"> * To be able to tell the concept of socialization. * To be able to explain the role of teacher in socialization. * To be able to tell the concept of social transformation. * To be able to explain the characteristics of social transformation. * To be able to explain the factors which bring in social transformation. * To be able to explain the role of teacher in social transformation. * To be able to tell the concept of mass communication media. * To be able to explain the types of mass communication media. * To be able to tell the benefits of mass communication media. * To be able to tell the limitations of mass communication media.



4.	Learning Process	<ul style="list-style-type: none"> * To be able to tell the concept of learning process. * To be able to tell the nature of learning process. * To be able to explain the characteristics of learning process. * To be able to explain the factors affecting learning. * To be able to tell the definition of transfer of learning. * To be able to explain the types of transfer of learning. * To be able to explain the factors that can be transferred through learning. * To be able to tell benefits of transfer of learning. * To be able to tell the features of theory of trial and error on the basis of experiment. * To be able to explain the laws of learning as given by Thorndike. * To be able to tell the educational importance of learning by theory of trial and error. * To be able to tell the stages of learning on the basis of experiment of insightful learning theory. * To be able to tell the educational importance of theory of insightful learning.
5.	Educational Management and Administration	<ul style="list-style-type: none"> * To be able to tell the qualities of a good educational manager. * To be able to explain the functions of the teacher as a classroom manager. * To be able to explain the major functions of Secretary of Education. * To be able to explain major functions of Commissioner of Education. * To be able to explain major functions of Director of Education. * To be able to explain the major functions of State Council of Educational Research and Training, Maharashtra. * To be able to explain the major functions of Maharashtra State Bureau of Textbook Production & Curriculum Research. * To be able to explain the major functions of Maharashtra State Board of Secondary and Higher Secondary Education. * To be able to tell the names of the examinations conducted by Maharashtra State Council of Examination. * To be able to explain the major functions of Maharashtra State Council of Examination.
6.	Curriculum and Educational Evaluation	<ul style="list-style-type: none"> * To be able to tell the concept of curriculum. * To be able to explain the factors or elements of curriculum. * To be able to explain the principles of curriculum development. * To be able to tell the concept of educational evaluation. * To be able to explain the factors of educational evaluation. * To be able to tell the difference between measurement and evaluation. * To be able to tell the meaning of continuous comprehensive evaluation. * To be able to explain the methods of continuous comprehensive evaluation. * To be able to explain the meaning of formative evaluation. * To be able to tell the tools and techniques used in formative evaluation. * To be able to explain the meaning of summative evaluation. * To be able to tell the difference between formative and summative evaluation. * To be able to explain the objectives to be considered for continuous comprehensive evaluation. * To be able to tell the benefits and limitations of written examination. * To be able to tell the benefits and limitations of oral examination. * To be able to tell the difference between oral examination and written examination. * To be able to explain the requirements for practical examination. * To be able to tell the benefits and limitations of practical examination. * To be able to tell the benefits and limitations of online examination.

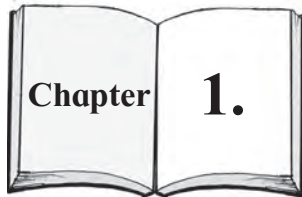
7.	Educational Research Methods	<ul style="list-style-type: none"> * To be able to tell the meaning of historical research method. * To be able to explain the characteristics of historical research method. * To be able to tell the meaning of descriptive research method. * To be able to explain the characteristics of descriptive research method. * To be able to tell the meaning of experimental research method. * To be able to explain the characteristics of experimental research method. * To be able to tell the general steps followed for research. * To be able to tell the tools of data collection. * To be able to tell the benefits of questionnaire. * To be able to tell the limitations of questionnaire. * To be able to tell the benefits of interview schedule. * To be able to tell the limitations of interview schedule. * To be able to tell the benefits of achievement test. * To be able to tell the limitations of achievement test.
8.	New Trends in Education	<ul style="list-style-type: none"> * To be able to tell the concept of inclusive education. * To be able to explain the characteristics of inclusive education. * To be able to tell the government schemes for 'Divyang'. * To be able to tell the benefits of inclusive education. * To be able to tell the limitations of inclusive education. * To be able to tell the concept of open education. * To be able to explain the functions of open education. * To be able to explain the characteristics of open education. * To be able to tell the concept of blended learning. * To be able to explain the characteristics of blended learning. * To be able to tell the benefits of blended learning. * To be able to tell the limitations of blended learning. * To be able to tell the concept of constructivism. * To be able to tell the process of knowledge construction. * To be able to explain the characteristics of constructivism. * To be able to explain the benefits of constructivism. * To be able to tell the role of the teachers with constructivism approach. * To be able to tell the role of students with constructivism approach. * To be able to tell the concept of skill based education. * To be able to explain the characteristics of skill based education. * To be able to tell the benefits of skill based education.

For Teachers

- The main objective of teaching the subject of Education is to make students understand the process of education in detail. Hence teachers are supposed to present the content in the textbook in an effective way.
- This textbook is going to be your help and guide. However it is not going to be the whole and sole. It is also essential to present additional information in an attractive way.
- Various pictures, figures and charts given in the textbook should be used in teaching to make it easier.
- Try to develop among the students the habit of self-learning. Provide them the guidance accordingly. The feature called "Internet my friend" will be very useful in this regard.
- Make constant efforts to make your students more activity oriented, reflective and innovative.
- Along with the lecture method, you should also use various other methods and techniques like question-answers, discussions, group-discussions, debate, role-play, exhibitions etc.
- You should also arrange lectures by external experts occasionally.
- You can give additional definitions of the terms apart from the ones given in the textbook.
- While explaining every point more and more appropriate examples should be given.
- Frequent evaluation should be done of the content that is taught.
- Help your students in working on the features like, "Lets tell", "Discuss it", "Enlist", "Classify it" etc. Attract their attention towards "Remember it", "Do You Know?" etc.
- It is not expected to read aloud the textbook in the class. Students should read it silently and then have good discussion over it. They can be given the opportunity to express their thoughts and opinions.
- Your teaching and students' learning should not remain restricted to material in the textbook. It should be supported by additional appropriate reading.
- You can encourage the students to get additional information about various educational institutes that have been mentioned in the textbook.

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Indian Educational Thinkers



1.1 Rabindranath Tagore

- 1.1.1 Educational thoughts of Rabindranath Tagore
- 1.1.2 Educational contribution of Rabindranath Tagore

1.2 Swami Vivekananda

- 1.2.1 Educational thoughts of Swami Vivekananda
- 1.2.2 Educational contribution of Swami Vivekananda

1.3 Mahatma Gandhi

- 1.3.1 Educational thoughts of Mahatma Gandhi

- 1.3.2 Educational contribution of Mahatma Gandhi

1.4 Dr. Sarvapalli Radhakrishnan

- 1.4.1 Educational thoughts of Dr. Sarvapalli Radhakrishnan
- 1.4.2 Educational contribution of Dr. Sarvapalli Radhakrishnan

1.5 Dr. Babasaheb Ambedkar

- 1.5.1 Educational thoughts of Dr. Babasaheb Ambedkar
- 1.5.2 Educational contribution of Dr. Babasaheb Ambedkar

India has seen many eminent educational thinkers. In this chapter, we shall study educational thoughts and educational contribution of some of them.

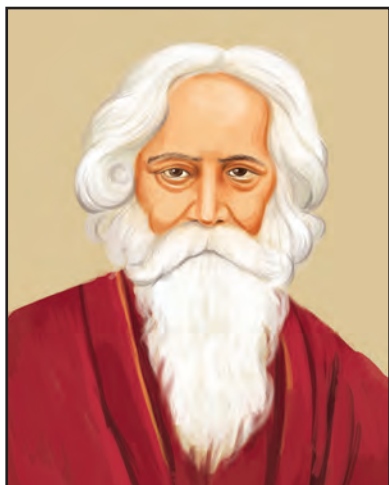
1.1 Rabindranath Tagore



Lets tell

- ★ Who was the first Indian poet to get the worldwide prestigious Nobel prize of literature?
- ★ Who wrote the Indian National Anthem 'Jana-Gana-Mana' ?

Rabindranath Tagore was born on 7th May 1861 in Kolkata. He completed his primary



education from private tutors at his home and higher education at Saint Xavier College, Kolkata. He was awarded the Nobel prize for literature for his poetry 'Geetanjali'

in 1913. He was also awarded the apex degree D. Lit. by Kolkata University. In 1915, British Government conferred the greatest honour 'Sir' upon him. He died on 7th August 1941.

Debendranath Tagore, father of Rabindranath Tagore was a follower of Brahma Samaj, established by Raja Rammohan Roy and his mother Sharadadevi was religious by nature. Rabindranath Tagore, therefore, experienced religious as well as progressive environment in his childhood.



Do you know?

Rabindranath Tagore visited England in 1878 to pursue higher education. However, he did not feel interested in studies there and returned to India in 1880 without securing any degree.

He found the schools offering formal education suffocating. With a passion to help children out of the burden of formal education, he established an innovative school called Shantiniketan. He implemented various innovative experiments in Shantiniketan. As a result he was recognized as a great educationist worldwide.

1.1.1 Educational thoughts of Rabindranath Tagore

- (1) **Definition of Education** - Rabindranath Tagore has defined education as 'Education is Self-expression.'
- (2) **Freedom to Children in Teaching-Learning Process** - According to Rabindranath Tagore, children must get freedom while learning. Natural environment must be ensured for learning. He believed that children can learn better in natural environment as against artificial one. Teachers, therefore, must design and use teaching methods giving scope to freedom and natural expression of children.
- (3) **Education must Ensure All-round Development of Children** - Through education, intellectual, emotional, activity oriented development of a child should be ensured. Also, through overall nurturance of physical, social and creative abilities should lead to development of correlations and harmony. Teachers and educationists, while designing the curriculum and teaching should consider these aspects.
- (4) **Education for Child's Mental Freedom** - For development of an independent, decisive, creative child, it must be given freedom of choice to select the subjects and medium of instruction. This would definitely lead to excellence in their own careers and mastery in their own subject.
- (5) **Spiritual Development for the Achievement of Educational Goals** - For any educational aim, inspiration from within is a prerequisite. More the intensity of the inspiration, earlier the achievement of educational goals. For a child's spiritual development one must get a free and open environment.

- (6) **Medium of Education should be Mother-tongue** - If a subject is to be explained to a child in simple manner, in shortest time and in an integrated manner, then there is no option for mother-tongue.
- (7) **Teachers must Emphasize Self-discipline in Classroom Teaching** - In classroom teaching, self-discipline is vital. In order to imbibe the same in the pupils, it should not be forced through punishments or other exterior means but should be nurtured from within. Internalized self-discipline lasts longer.
- (8) **Education must be Correlated with Life** - Rabindranath Tagore insisted that Education must be correlated with life. A child must be engaged in life centred education in addition to books. Any learning must be situation based and the knowledge must be imparted in the form of application in real-life.
- (9) **Education for Character Building** - Character building needs appropriate environment and appropriate education. If a child's intellectual and mental development is ensured through education, then it certainly leads to character building. Rabindranath Tagore used to quote quite often :

When wealth is lost, nothing is lost.

When health is lost, something is lost.

But when character is lost, everything is lost.

- (10) **Education for Harmony with Nature** - Rabindranath Tagore in his book 'Personality' has mentioned key thoughts on education. He says that the best education is the one that facilitates the learner to create harmony with the nature. The state of harmony is the supreme stage in the development of human being.



Do you know?

Our National Anthem 'Jana-Gana-Mana' is originally in Bengali language. Only one stanza from the original song is considered as our National Anthem



Internet my friend

With the help of internet, seek the original national anthem with five stanzas written in Bengali by Rabindranath Tagore and listen to it.

1.1.2 Educational Contribution of Rabindranath Tagore

- (1) **Shantiniketan School** - Shantiniketan School was established in 1901, in Bolpur Village near Kolkata. Implementing his own educational thoughts was the objective behind establishment of this School. In Shantiniketan, classes had no walls and were conducted in open spaces. The teachers and pupils stayed together in the proximity of nature. Through common lunch and dinner, values of self-dependence and dignity of labour were nurtured. This school had subjects like gardening, book binding, carpentry, music, drama, dance, literature etc. Mother tongue was the medium of teaching and learning. In addition to mother tongue, additional languages such as English and Hindi were also used. There was in true sense a natural environment at the school.

● Key features of Shantiniketan

- (1) Shantiniketan was a residential school.
- (2) The school commenced and ended with melodious music.
- (3) The school had a natural environment.
- (4) All the teachers were proficient in their own subject and art.

- (5) Teachers and pupils experienced teaching and learning in a free and liberated environment.
- (6) Pupils had to complete the hostel chores on their own.
- (7) The school focused on activity oriented and learning.
- (8) Medium of instruction was mother-tongue.
- (9) The school had three sections. Shishu Vibhag for children up to the age of 10 years, Madhya Vibhag for children of the age group 10 to 15 years and Adya Vibhag for children above 15 years of age.



Discuss it

Discuss in groups the similarities and differences between the natural learning environment of Shantiniketan and the formal education system being followed today.

- (2) **Vishwabharati University** - In 1921, Rabindranath Tagore converted Shantiniketan School to Vishwabharati Vidyapeeth (University). The word Bharati in Vishwabharati means Sanskriti, i.e. culture. Hence, the University that creates global culture is Vishwabharati, is the meaning derived from this name. This is a well known international university with the motto 'Yatra Vishvam Bhavati Ek Needam.' It means, 'where the world makes a home in a single nest.' This spirit is reflected in the name Vishwabharati.

● Key features of the Vishwabharati University

- (1) The University offered education from early childhood to postgraduate and research studies.
- (2) The University had interdisciplinary research center for the study of international languages and culture.
- (3) The University stipulated uniform for students.

- (4) International students were allowed to study Indian arts, literature and culture in English language.
- (5) Based on the merit, the University offered concessions in fees.
- (6) The University offered hostel facilities to the students.
- (7) Every department had a separate library as well as a central library for students' learning.
- (8) The University environment was homely and spiritual.
- (9) There was a nice confluence of Eastern and Western cultures in the University.
- (10) Apart from intellectual development, the University focused on cultural development.

(3) **Shriniketan** - Rabindranath Tagore established Shriniketan in Surul village near Kolkata on 6th February 1922. 'Shri' in the name 'Shriniketan' means welfare or development. This is a vocational school and it focused on vocational and technical education. Sustainable development of people, community and environment by using local natural resources through education to rural people is the core objective of Shriniketan.

● Key features of Shriniketan

- (1) Shriniketan was a rural secondary school imparting vocational and technical education.
- (2) Shriniketan school was also regarded as Shiksha-satra.
- (3) Shriniketan school offered foundation level education.
- (4) Shriniketan facilitated education, agriculture and service to society.
- (5) Shriniketan was under the purview of Vishwabharati University.



Internet my friend

Study the characteristics of the teaching learning methods used in Shantiniketan.

1.2 Swami Vivekananda



Lets tell

Whose birthday is celebrated as National Youth Day?

Swami Vivekananda was born on 12th January, 1863, in Kolkata. He completed his primary schooling at Metropolitan school, Kolkata and higher education at Presidency College, Kolkata. He died on 4th July 1902.



Childhood name of Swami Vivekananda was Narendra. His father - Vishwanath Dutt, was a practising lawyer at Kolkata High Court. His mother Bhuvaneshwaridevi was religious by nature. The religious atmosphere at home had a great impact on the life of Swami Vivekananda.

Since his childhood, Swami Vivekananda was bright and talented. He got obsessed with philosophy. After knowing about his interest in philosophy, Principal Rev. Hasty led him to Ramakrishna Paramahansa. In 1881, he met Ramakrishna Paramahansa. Quest for experiencing divine power led him to ask the question to Ramakrishna Paramahansa, 'Have you seen the God?' Ramakrishna Paramahansa clearly responded with confidence, 'Yes, I have seen Him. I shall also let you see Him. This was the moment

of transformation in the life of Vivekananda. He became a disciple of Ramakrishna Paramahansa.



Do you know?

In 1893, World Parliament of Religions was convened at Chicago, America. Swami Vivekananda was representing India and Hindu religion. While addressing the conference, Swami Vivekananda started his speech with the words - "My Brothers and Sisters" and the parliament applauded. Swami Vivekananda through his speech presented his clear thoughts on philosophy of vedas and integrity of Hindu religion. It is because of this representation, Hindu religion proliferated worldwide.

1.2.1 Educational thoughts of Swami Vivekananda

- (1) **Definition of Education** - According to Swami Vivekananda, "Education is the manifestation of the perfection already within man."
- (2) **Education for Character Building** - While explaining the importance of character building, Swami Vivekananda says, empowering the expression of willpower within in controlled manner is the objective of education. Role of teachers and parents is to inculcate culture for character building. Inculcating good habits can lead to character building.
- (3) **Equal Opportunity of Education to Men and Women** - Men and women as human beings hold the same Atman within. Hence men and women deserve the same birth rights. They both must get equal opportunity for education.
- (4) **Importance of Physical Education** - Just like spiritual education, Swami Vivekananda has emphasised on physical

education. According to him - strength is life and weakness is death.

- (5) **Education for Development of Concentration** - Concentration of mind is the key to knowledge. Brahmacharya and reverence are the means for attainment of knowledge and not just for education but concentration of mind is necessary in all walks of life.
- (6) **Medium of Instruction should be Mother-tongue** - Comprehension is better in mother tongue. Remembering and recalling is also easy in mother-tongue. Hence, according to Swami Vivekananda, the medium of instruction in education should be mother-tongue.
- (7) **Education must Harness National and Global Harmony** - Education is the means to broaden and universalize the perspectives. Through education, spirit of national and global harmony can be harnessed.
- (8) **Education for Eradicating Superstitions** - Education has the capacity to transform ideologies of an individual. The ill effects of superstitions and benefits of scientific attitude can be explained through education. Only when awakened, individuals can do away with unjust customs, traditions and superstitions. Education is must for eradicating superstitions.



Do you know?

Swami Vivekananda travelled extensively across India during 1888 to 1891 to understand our nation, issues and challenges before our nation, the spiritual divine culture we have and the challenges in exercising national integrity.

1.2.2 Educational Contribution of Swami Vivekananda

For proliferation of his thoughts on spirituality and education, Swami Vivekananda established the Ramakrishna Mission on 1st May 1897. The Mission was run by 'Maths'. The disciples and brahmachari sadhoos stayed in the 'Math'. Teachers and followers were nurtured. Service to society was the objective of the Mission.

● Key features of the Ramakrishna Mission

- (1) Ramakrishna Mission had two groups - Math and Mission.
- (2) The Math focused on proliferation of educational thoughts.
- (3) Pre-primary, primary, secondary schools and colleges were established for spreading education.
- (4) Teachers' training programmes were organized at the Math.
- (5) Schools and Colleges had provision for education of philosophy as well as vocational education.
- (6) Periodicals and literature were regularly published by the Math.
- (7) The mission focused on service to society. Healthcare services for the disabled, hospitals, services to drought affected people, etc. were undertaken.



Remember it

This was the message which he originally borrowed from ancient Upanishads :

‘उत्तिष्ठत, जाग्रत, प्राप्य वरान्निबोधत’

Swami Vivekananda's message to youth - 'Arise ! Awake ! And stop not till the goal is reached !'



Internet my friend

Collect information about the various initiatives of Ramakrishna Mission.

1.3 Mahatma Gandhi

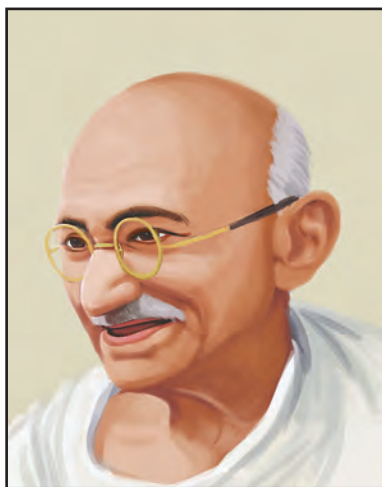


Lets tell

- ★ Who is known as the father of the nation?
- ★ Who practised and promoted non-violence for the first time in India's freedom struggle?

Mahatma Gandhi was born on 2nd October 1869 at Porbandar in Gujrat. He completed his matriculation from Rajkot High school and passed Law examination from University College of London Law School, London. He died on 30th January 1948.

Mahatma Gandhi's father was the Diwan of Rajkot province. His mother Putalabai was religious by nature. She had a big influence on the life of Mahatma Gandhi.



Do you know?

Mahatma Gandhi passed Bar-at-law examination in 1891 and started practising law at Rajkot. In 1893, he had to visit South Africa to prosecute a legal matter. There was racial discrimination in South Africa. He experienced this discrimination himself while travelling through a train and was asked to get down at Durban. This instigated him to rebel against this racial discrimination.

1.3.1 Educational thoughts of Mahatma Gandhi

- (1) **Definition of Education** - According to Mahatma Gandhi, "Literacy is not the end of education, not even the beginning. By education, I mean, drawing out of the best in man's body, mind and spirit."
- (2) **The Medium of Instruction should be Mother-tongue** - Mother-tongue facilitates ease of listening, speaking, reading, writing and thinking while learning. This harnesses nurturance of creativity. Hence Mahatma Gandhiji said that the medium of instruction should be mother tongue.
- (3) **Primary Education should be Free and Compulsory** - From six to fourteen years of age, education of each child should be free and compulsory. This will allow children from all strata of the society to have education, leading to educational, economic and social equality in India.
- (4) **Education should Employ Some Craft as a Medium of Education** - Through handicraft activism in students will get motivated and development of mental and intellectual faculties of students will be possible. So handicraft should have importance in education.
- (5) **Nurturance of Self Independence through Education** - For a child to be self reliant, s/he must be self dependent. Hence education must nurture self dependence.
- (6) **Life-centered Education** - Learning can be relevant, engaging and intense only if it is integrated with life. So every subject must be connected to life and related to practical living.
- (7) **Education with Psychological Foundation** - Teaching-learning process must be based on the psychological foundation. While designing and reciprocating curriculum, one must consider the learner's profile including his/

her age, interests, world of experiences, background, capabilities etc.

- (8) **Education should Create Responsible Citizens** - Nurturance and development of ethical, industrious, self reliant and responsible citizens who believe in democracy, having an ethical character and spirit of nationality must be the core objective of education.
- (9) **Importance of Physical Education** - Healthy body has a healthy mind. Hence education should give importance to physical development as well as to intellectual development.
- (10) **Character Building is the Core Objective of Education** - Mahatma Gandhi believed that character building is more important than literacy. The ultimate goal of education must be character building.

1.3.2 Educational contribution of Mahatma Gandhi

- (1) 1904 - Establishment of 'Phoenix' Ashram in South Africa.
- (2) 1911 - Establishment of 'Tolstoy' Ashram in Transwal, South Africa.
- (3) 1915 - Establishment of Satyagraha Ashram at village Kochrab near Ahmedabad, Gujrat.
- (4) 1917 - Village education experiment initiated at Champaranya in Bihar.
- (5) 1920 - Establishment of Gujrat University.
- (6) 1936 - Establishment of Sevagram Ashram near Wardha, Maharashtra.
- (7) 1937 - Presented Basic Education Policy - Nai Talim at All India Education Conference at Wardha, Maharashtra.
- (8) In Gandhiji's Basic Education Scheme there seems to be a beautiful balance of various philosophical schools of thoughts like idealism, naturalism, pragmatism, experimentalism and social reconstructionism.



Let us know

Characteristic features of Basic Education Policy :

- (1) Primary education must be free and compulsory for all.
- (2) Medium of instruction for education should be mother tongue.
- (3) Education must be self reliant and self sustaining.
- (4) Productive craft or industry should be given priority in education.



Internet my friend

Collect information of schools run on Nai Talim methodology.

1.4 Dr. Sarvapalli Radhakrishnan



Lets tell

- ★ What do we celebrate 5th September as?
- ★ Who was the first Vice President of independent India ?

Dr. Sarvapalli Radhakrishnan was born on 5th September 1888 in Tiruttani, Tamilnadu.



He completed his primary education in Tiruttani and Vellore. He matriculated from Luther Mission Highschool, Tirupati. He completed his B.A. in Philosophy and M.A. from Madras Presidency College, Madras, He died on 17th April 1975 in Madras.

Dr. Sarvapalli Radhakrishnan's father Veeraswami was a tahsildar. His mother Sitamma was religious by nature.



Do you know?

In 1962, when Dr. Sarvapalli Radhakrishnan was the President of India, his students approached him with a request of celebrating his birthday as the 'Teachers' Day' to express their gratitude towards him. Dr. Radhakrishnan cordially agreed with a note that he would be really happy if every teacher of the country is felicitated on his birthday. Then onwards our country celebrates 5th September as 'Teachers' Day'.

1.4.1 Educational thoughts of Dr. Sarvapalli Radhakrishnan

- (1) **Definition of Education** - According to Dr. Radhakrishnan, education is not mere literacy. Education must create human beings. It must include not only the training of the intellect but the refinement of the heart and the disciplined spirit.
- (2) **Education for Humanity** - Education must offer nurturance of empathy, kindness, trust, ethics, morality, harmony, collaboration, respect etc.
- (3) **Education for Democracy** - Education must nurture democratic values. Today's students have to be nurtured as responsible citizens of tomorrow, strong and able to lead our country. Hence democratic values must be inculcated through education.
- (4) **Development of Scientific Attitude** - For developing India in 21st century and youth with scientific attitude, we must nurture scientific attitude through education.

- (5) **Education for Balanced Personality Development** - Education must develop cognitive, emotional, constructive abilities of students for nurturing a responsible citizenship among them.
- (6) **Education for Preservation, Enrichment and Transmission of Culture** - Culture, that includes religion, traditions, customs, thoughts, social conduct etc. comes under a threat under the influence of western culture. Education must contribute to its preservation, enrichment and transmission. Students must be made aware of the values of our culture.
- (7) **Curriculum should Impart Comprehensive Knowledge about People, Society and Nature** - Educational curriculum must include information and knowledge about the environment we live in, our nature, the characteristics and the needs of nature. It must also include the efforts we must take for addressing the needs of the nature and our environment.
- (8) **Education for Self-discipline** - Self discipline is crucial for personality development. It has a potential to bring about ever lasting transformation in our behaviour. Hence education must impart self discipline.
- (9) **Women should get an Opportunity of Education and Self Development** - Spiritual and cultural character of any society depends on the status of women of that society. Hence women education must be planned systematically for development of family, society and the nation.

1.4.2 Educational contribution of Dr. Sarvapalli Radhakrishnan

- (1) **Chairman of University Education Commission** - After independence,

Government of India constituted University Education Commission in 1948, for educational transformation. Commission was assigned with the responsibility to offer guidelines for necessary transformation to higher education in India. Dr. Sarvapalli Radhakrishnan, as the Chairman of this commission played a crucial role.

- (2) **Vice Chancellor** - Dr. Sarvapalli Radhakrishnan was the Vice Chancellor of two important universities- Andhra University (1931-1938) and Banaras Hindu University (1939-1948). He set the benchmark of how to function as an efficient Vice Chancellor of a University.
- (3) **Indian Ambassador, Vice President and President of India** - Dr. Sarvapalli Radhakrishnan served as Indian Ambassador to Russia (1948), served twice as the Vice President of India (1952 - 1962) and served as the President of India (1962). He played a crucial role, working on these positions.



Internet my friend

Search on internet about Dr. Sarvapalli Radhakrishnan's literature.

1.5 Dr. Babasaheb Ambedkar



Lets tell

- ★ Who is called as the Architect of Indian Constitution ?
- ★ Who gave the message 'Educate, Unite and Struggle' to Indians ?

Dr. Babasaheb Ambedkar was born on 14th April 1891, in Mahoo, Madhyapradesh. He completed his primary education in Satara at Camp Military school. He did

his B.A. at Elphinstone college, Mumbai and earned his M.A., Ph.D. and LLD at Columbia University. He earned M.Sc. and D.Sc. at London University. He died on 6th December 1956.

Ambavade village in Ratnagiri district is



native place of Dr. Babasaheb Ambedkar. His original surname was Ambavadekar. Babasaheb's father was in the army. Environment at his home was very strict. He grew up with

strict discipline. Dr. Babasaheb Ambedkar wrote a book 'The Buddha and His Dhamma'.



Do you know?

Dr. Babasaheb Ambedkar was struggling to pursue higher education due to lack of funds. Maharaj Sayajirao Gaikwad of Baroda province offered scholarship to Dr. Babasaheb Ambedkar to pursue higher education.

1.5.1 Educational Thoughts of Dr. Babasaheb Ambedkar

- (1) **Definition of Education** - Education makes an individual aware of self-the rights as well as duties. It is education that empowers an individual to fight against injustice.
- (2) **Education to Eradicate Inequality** - In our society inequality can be seen over castes, religions, isms, gender, regions etc. These create hindrance to the national integrity and national development. In order to eradicate this inequality from the minds of each

individual, the only option we have is education. Education is the only path for eradicating inequality.

- (3) **Education Leads to Abolition of Oppression** - According to Dr. Babasaheb Ambedkar, oppression of an individual or society can be abolished only through education. Hence for the fellow brothers and sisters of the society who had been oppressed for decades he appealed-Educate, Unite and Struggle !
- (4) **Education for Equality** - Dr. Babasaheb Ambedkar believed 'Equality means upliftment of people of lower strata to higher level. For this education is must. However, there must be some special benefits or concessions.
- (5) **Education is Like Food for Human Mind** - Dr. Babasaheb Ambedkar has compared education with food and strength. Like food gives strength to body, education strengthens human brain, human mind through nurturance of thoughts. Healthy thoughts lead to healthy body and it would give strength throughout life.
- (6) **Education for Discipline** - Discipline is important for individual's personal development. Hence education must inculcate importance of discipline.
- (7) **Education for Character Building** - History or roots of a person and his/her character are two different things. Every individual when born has some history, but may not have the character. Character is built through nurturance of wisdom, modesty, compassion and comradeship. Education must focus on character building.
- (8) **Education should be Value Based** - Dr. Babasaheb Ambedkar, believed that

education must be value based. Values of humanity, philanthropy, politeness, gentleness, decisiveness, morality should be inculcated in every child through education. This would lead to all round personality development of a child.

- (9) **Universalization of Primary Education** - Primary education must be free and compulsory for the children of age group 6 to 14. That enables people from all strata of society to get educational opportunity.
- (10) **Education to Girl Child should be Encouraged** - Educating women is the need of the hour. Offering education to women means respecting them. The reason for deprived condition of women in our society is lack of education. Parents must equally encourage the daughters and sons to have education.

1.5.2 Educational contribution of Dr. Babasaheb Ambedkar

- (1) **Establishment of Bahishkrit Hitakarini Sabha** - Dr. Babasheb Ambedkar had initiated a special movement of establishing hostels for common people especially semi literate, deprived, backward and untouchables. For this he established Bahishkrit Hitakarini Sabha on 20th July 1924. 'Educate, Unite and Struggle' was the moto of this organization. Bahishkrit Hitkarini Sabha also started a magazine called 'Saraswati Vilas' in order to inculcate among students the love and interest regarding knowledge, learning and also social service.
- (2) **Establishment of Dalitwarg Education Society** - For offering quality education to Dalit students, Dalitwarg Education Society was established in 1928. Students facing financial challenges

while pursuing education were offered the hostel facility. Looking at the noble cause, government awarded permission to five such hostels. Dr. Babasaheb Ambedkar, was chief executive of this society.

- (3) **Establishment of 'Peoples Education Society'** - 'Peoples Education Society' was established in Mumbai on 8th July 1945 with an objective to promote higher education amongst backward class, especially scheduled castes. Students deprived of higher education for various reasons were offered opportunity of education through Siddharth Arts and Science College established by the Society on 20th June 1946. This college is known as Siddharth College. Similarly in order to address higher education needs of backward class and untouchable students, and with an objective of character building through higher education, Milind Arts and Science College was established in Aurangabad on 19th June 1950.



Internet my friend

With the help of internet, seek and collect information about 10 books by Dr. Babasaheb Ambedkar.



Discuss it

Prepare a comparative chart of educational thoughts, educational contribution and literature of the educational thinkers which you have studied in this chapter. Organize the discussion on this chart in your classroom. Also discuss on the issues which are specially emphasized by these thinkers.

Exercise

Q.1 (A) Complete the statements by selecting the appropriate option from the given options.

- (1) Rabindranath Targore established
 - (a) Shantiniketan School
 - (b) Gujrath University
 - (c) People's Education Society
 - (d) Ramakrishna Mission
- (2) Ramakrishna Mission was established by
 - (a) Rabindranath Targore
 - (b) Swami Vivekananda
 - (c) Mahatma Gandhi
 - (d) Dr. Sarvapalli Radhakrishnan
- (3) 'My Experiments with Truth' is the famous autobiography of
 - (a) Rabindranath Targore
 - (b) Mahatma Gandhi
 - (c) Dr. Babasaheb Ambedkar
 - (d) Dr. Sarvapalli Radhakrishnan

(B) Identify the correct correlation between column 'A' and column 'B' and match them.

Column 'A' (Educational Thinkers)	Column 'B' (Educational contribution)
(1) Rabindranath Targore	(a) Chairman of University Education Commission
(2) Swami Vivekananda	(b) Father of Basic Education (Nai Talim)
(3) Mahatma Gandhi	(c) Establishment of Belloor and Hrishikesh Math
(4) Dr. Babasaheb Ambedkar	(d) Establishment of Vishwabharati Vidyapeeth
(5) Dr. Sarvapalli Radhakrishnan	(e) Establishment of People's Education Society

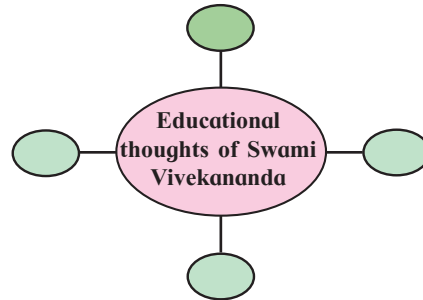
(C) Write the answers in one to two words.

- (1) Name the school established by Rabindranath Targore for vocational education.
- (2) Who was the spiritual guru of Swami Vivekananda ?
- (3) Name the ashram established by Mahatma Gandhi in South Africa.
- (4) Who wrote 'The Buddha and his Dhamma'?
- (5) Name the university led by Dr. Sarvapalli Radhakrishnan as its Vice Chancellor during 1931 to 1938.

(D) Write the answers in one sentence.

- (1) What is the motto of Vishwabharati Vidyapeeth?
- (2) Who established Dalitwarg Education Society?
- (3) What is Swami Vivekananda's definition of education?

Q.2 Complete the concept design.



Q.3 State your opinion about the following statements.

- (1) Medium of instruction should be mother tongue.
- (2) Concentration of mind is a key to knowledge acquisition.
- (3) Education is a pathway for eradicating inequality.

Q.4 Write the short notes.

- (1) Shantiniketan
- (2) Bahishkrit Hitakarini Sabha
- (3) Ramakrishna Mission
- (4) People's Education Society

Q.5 Explain the following in about 50 to 80 words.

- (1) Salient features of Vishwabharati Vidyapeeth
- (2) Basic Education Scheme

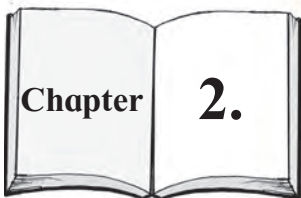
Q.6 Write the answers for the following in 100 to 150 words.

- (1) Explain Swami Vivekananda's contribution to education.
- (2) What were the educational thoughts of Dr. Sarvapalli Radhakrishnan?

Q.7 Write the long answers based on the points given.

- (1) Compare educational thoughts of Mahatma Gandhi and Rabindranath Tagore.
- (2) Write about following aspects of Dr. Babasaheb Ambedkar.
 - (a) Educational thoughts
 - (b) Educational contribution





Education in Post-Independence India



2.1 Main Education Commissions in the Post-independence Period

- 2.1.1 University Education Commission (1948-49)
- 2.1.2 Secondary Education Commission (1952-53)
- 2.1.3 Indian Education Commission (1964-66)

2.2 National Education Policy 1986

2.3 National Curriculum Framework 2005

2.4 Maharashtra State Curriculum Framework 2010

2.5 Right of children to Free and Compulsory Education Act, 2009

2.1 Main Education Commissions in the Post-Independence Period

On August 15, 1947 India gained independence from the British Rule. Education became a priority of Indian government after independence. The constitution came into force on 26th January 1950 and India became a Republic and functional under the guidelines of the constitution. In 1976, under constitutional amendment, education included as a subject in concurrent list and it became the responsibility of both Center and States. After independence many education commissions were formed, educational policies were framed and curriculum frameworks were made. The recommendations given by these commissions were implemented. In this chapter, we are going to study some important commissions, policies, curricular frameworks and Right of children to Free and Compulsory Education Act, 2009.

2.1.1 University Education Commission (1948-49)

● Background of University Education Commission

The curriculum which was taught in universities and colleges in India before independence was not suited to the Indian societal structure. Only examinations and degrees mattered more. This kind of education was not able to address to the needs, and problems faced by the country. This emphasized the need to reframe Indian

Higher Education system after independence which would help to reconstruct the societal structure and help build the skilled manpower required for the country's progress.

The Indian government appointed the University Education Commission under the Chairmanship of Dr. Sarvapalli Radhakrishnan on 4th November 1948 to reconstruct the Education in Independent India.

In the University Education Commission, there were a total of ten members including Dr. Sarvapalli Radhakrishnan. Shri. Nirmal Kumar Siddhanta was appointed as Secretary of this Commission.

● Major Objectives of University Education Commission

- (1) To set the goals and objectives of university education and research in India.
- (2) To suggest measures to ensure transparency of admission procedures to university courses.
- (3) To prepare the framework of the qualifications, terms of service, salary and scope of work of university teachers.
- (4) To suggest appropriate provisions with respect to students, students' welfare, hostel facilities, discipline and students' development in the jurisdiction of university.
- (5) To provide guidance for maintaining high quality of teaching and examination in universities and its affiliated colleges.

● **Major Recommendations given by University Education Commission**

- (1) There should be uniformity at all India level in degree examination and evaluation in order to maintain the quality of higher education.
- (2) Scholarships should be given to the researcher in order to promote the research work.
- (3) Establish colleges with adequate resources and staff, in the jurisdiction of university. Attendance should be made mandatory upto graduation level in colleges.
- (4) The university teachers should have three categories : Lecturer, Reader and Professor. The retirement age of teachers should be 60 years. However, professors should be given extension to serve up to the age of 64 years.
- (5) A student welfare advisory council should be established in each university. Good quality hostels should be built attached to university and the colleges.
- (6) Every university should have a permanent full-time Board of Examination in order to identify and rectify the defects in examination system.
- (7) The work done in the classroom throughout the year should be evaluated through examination. Inclusion of written as well as oral tests at postgraduate and vocational examinations should be done. External examiners should be appointed for evaluation.
- (8) Every university and college should have large and comprehensive library. The staff of the library should be trained.

2.1.2 Secondary Education Commission (1952-53)

● **Background of Secondary Education Commission**

After independence, the social situation in the country changed rapidly. But there was absence of any correlation between changing

situation and the education which was being provided at that time. There was no reflection of this changed social situation and political and national affairs in the secondary education. Secondary education had to be improved in order to improve the higher education. Therefore, in 1948, in a meeting of Central Advisory Board of Education, after thorough discussion, it was proposed that a separate commission should be set up for secondary education. A committee was set up by the government to study this proposed commission under the chairmanship of Dr. Tarachand. In 1949, the commission submitted the report to Central Advisory Board of Education. As per the report, a Secondary Education Commission was set up under the chairmanship of Vice Chancellor of Madras University Dr. A. Laxmanswami Mudaliar on 23rd September 1952.

Secondary Education Commission consisted of 10 members along with Dr. Mudaliar. Principal A.N. Basu was appointed as the member secretary of the commission while Dr. S. M. S. Chari was appointed as Assistant Secretary of the Commission.

● **Major Objectives of the Secondary Education Commission**

- (1) To study the Secondary Education comprehensively in all its perspectives.
- (2) To restructure and improve the secondary education.
- (3) To think about the objectives, management and content knowledge of secondary education.
- (4) To connect secondary education with primary and higher education.
- (5) To create a uniform system of secondary education for the entire nation considering the problems of secondary education.

● **Major Recommendations given by Secondary Education Commission**

- (1) Establish Multipurpose Schools which will offer diversified curriculum according to the interests of the students.

- (2) Government should provide trained guidance officers and vocational guidance services in all educational institutes.
- (3) Public schools, residential schools should be established.
- (4) A curriculum based on vocational skill development should be framed which would inculcate the value 'Dignity of Labour' in students.
- (5) Encourage students to choose technical and vocational courses and to complete them.
- (6) The examination system should be followed for evaluation of students.
- (7) The medium of instruction for secondary level education should be the mother tongue or the regional language of the state.
- (8) Activity or experimentation based methods should be used in teaching.

2.1.3 Indian Education Commission (1964-66)

● Background of the Indian Education Commission

To achieve development of education at national level, various levels of education and departments should be thought integratively. To achieve this, Government of India formed Indian Education Commission under the chairmanship of Dr. Daulat Singh Kothari on 14th July 1964.

There were a total of seventeen members along with Dr. Daulat Singh Kothari in Indian Education Commission. Shri. J. P. Naik was the Member Secretary of the Commission.



Let us know

The draft report of the commission prepared by educationist J. P. Naik was very apt and effective. The first sentence of this report 'The destiny of India is now being shaped in her classrooms' is a very popular quote everywhere.

● Major Objectives of Indian Education Commission

- (1) To make recommendations on restructuring of education.
- (2) To provide guidance related to the school admission, evaluation scheme, interrelation between education and local community, curriculum and textbook etc.
- (3) To give directions related to classroom teaching and teaching methods.
- (4) To suggest recommendations regarding religious and moral education.
- (5) To provide guidance to schools related to importance of subjects, work experience and social service.
- (6) To recommend regarding co-curricular activities at school and college level.

● Major Recommendations given by Indian Education Commission

- (1) Curriculum at pre-primary level should include various games, educational processes and activity based programmes.
- (2) Textbooks and educational material should be given free of cost in primary schools.
- (3) There should be a separate and autonomous mechanism for production of quality textbooks.
- (4) At upper primary level, in addition to written examination, there should be an oral examination and internal evaluation.
- (5) Vocational education should form large portion of secondary education.
- (6) Mathematics and science should be made compulsory at the secondary level.
- (7) The curriculum should include social service, work experience and Arts.
- (8) Students of standard 8th to 10th should know three languages (mother tongue, national language (Rashtrabhasha) and English).
- (9) For evaluation, the State Board of Examination should conduct external examinations and award certificates.

- (10) English should be the medium of instruction in main universities at national level.
- (11) At university level, instead of traditional rote learning, there should be inclusion of good reading material which will lead to thinking and contemplation.
- (12) Social science should be given importance at postgraduate level.
- (13) More emphasis should be placed on activity based teaching rather than on mere rote learning so that students feel encouraged to apply the knowledge gained from learning in real life.
- (14) Religious education should be voluntary. It can be given with the permission of Parents and Management excluding school hours.
- (15) Co-curricular activities form important part of the school curriculum which should include activities like Balveer, Veerbala, National Cadet Corps etc.

2.2 National Education Policy 1986

● Background of National Education Policy 1986

In the history of Indian education, Indian Education Commission 1966 has a great importance. This is because the commission has made recommendations for pre-primary to higher education level. The efforts were made for strict implementation of these recommendations that were important for Indian Education System. But due to various reasons such as Federal Government System in India, regional diversity, lack of motivation and narrow ideologies, it could not be implemented effectively. Keeping in mind the competition with respect to global, financial and technological progress and its constant changes and India's need to imbibe democracy, social and financial equality, a need was felt to have a new education policy .

With this ideology, India's the then Prime minister Rajiv Gandhi promised to launch a New National Policy on Education in his address to the nation on 5th January 1985. On 20th August 1985, a report entitled 'Challenge of Education: A Policy Perspective' was published. Through this report the working on National Policy on Education started. 'Education is a unique investment in the present and the future'. This cardinal principle is the key to the National Policy of Education 1986.



Remember it

A report 'Challenge of Education : A Policy Perspective' which was published on 20th August 1985 is divided into 4 parts. Such as – (1) Education, Society and Development (2) Overview of Educational Development (3) Critical Evaluation (4) A perspective regarding Educational Reconstruction

● Major Objectives of National Educational Policy 1986

- (1) To strive for the development of personality with respect to physical, mental, intellectual and aesthetic aspects.
- (2) To cultivate scientific and democratic attitude.
- (3) To build confidence in dealing with unfamiliar situations.
- (4) To create awareness regarding physical, social, technological, cultural and economic situations.
- (5) To inculcate the principles of secularism and social justice.
- (6) To develop sound mind for the spirit of dignity of labour.
- (7) To develop the spirit of nationalism and a sense of devotion in the honour of nation.
- (8) To prepare students for international understanding and cohesion.
- (9) To inculcate moral values.

- **Salient Features of National Educational Policy 1986**

- (1) The national system of education i.e. 10+2+3 , a common pattern of education was accepted.
- (2) More emphasis was given on free, compulsory and quality education to children from age of 6 to 14.
- (3) Under the campaign 'Operation Blackboard', basic minimum physical facilities and physical resources were provided in every school.
- (4) Navodaya Vidyalyayas to be set up to provide opportunity of education to children of rural areas.
- (5) Open universities will be set up for those who were educationally deprived but willing to pursue further education.
- (6) Quality books at low cost will be made available to encourage students' creative writing and reading habits.
- (7) A district-based training institute will be set up for primary school teachers' training.
- (8) An opportunity will be provided to bring differently abled people in the mainstream of education.
- (9) Residential schools, ashram schools for the students of the Scheduled Castes and Scheduled Tribes will be set up.
- (10) Priority will be given to women's primary education. A provision for separate curriculum, jobs and employment for women will be made.
- (11) More emphasis will be given on work experience and physical education in the curriculum.
- (12) It was suggested that importance to Value Education will be given.

(13) Following 10 core elements will be included in the curriculum.

- History of India's freedom movement
- Constitutional obligations
- Content essential to nurture national identity
- India's common cultural heritage
- Egalitarianism, Democracy and Secularism
- Equality of sexes
- Protection of environment
- Removal of social barriers
- Observance of small family norm
- Inculcation of scientific temper

2.3 National Curriculum Framework 2005

- **Background of National Curriculum Framework 2005**

Education has a very important place in building modern society and nation. In the later half of 20th century, there were a lot of government initiated education projects. NCERT (National Council of Educational Research & Training) organized a meeting on 14th and 19th July 2004 to prepare the framework related to important aspects such as real life oriented education, activity based education, child centered teaching, constructivist education and inclusive education. In this meeting, it was decided to reconstruct the National Curriculum Framework.

- **Major Principles of National Curriculum Framework 2005**

- (1) To correlate the knowledge and outside world.
- (2) To liberate education from rote learning methods.
- (3) Education should not be textbook oriented but should be helpful for overall development of students.
- (4) Examinations should be made flexible to have them integrated with classroom life.

● **National Curriculum Framework 2005 – Educational Aims**

- (1) Freedom of thoughts and actions.
- (2) Sensitivity towards others' emotions and health.
- (3) Be flexible and learn to respond to new situations consciously.
- (4) Mindset to participate in democratic processes.
- (5) Capability to devote or work for financial processes and social changes.

● **National Curriculum Framework 2005 – Nature**

- (1) Chapter 1 : Perspectives – Emphasizes the need of Directive principles of education, Quality criteria, Education with reference to society, educational objectives.
- (2) Chapter 2 : Learning and Knowledge - Discusses about nature of knowledge and what methods do children adopt to learn ?
- (3) Chapter 3 : Curricular area - school stages and assessment - recommendations about curricular areas and need for reconceptualisation of school subject & other aspects of curriculum.
- (4) Chapter 4 : School and Classroom Environment - Need for resources required to improve the quality of school culture.
- (5) Chapter 5 : Systematic reforms - Need for improvements of managerial aspects so that students can construct on their own knowledge with the help of the experiences gathered by them. Also an emphasis on improvements in Examination system.



Internet my friend

Click on the link below and study chapter 2 of National Curriculum Framework 2005.
<http://epathshala.nic.in/hi/programmes/national-curriculum-frameworks/ncf-2005/>

2.4 Maharashtra State Curriculum Framework 2010

● **Background of Maharashtra State Curriculum Framework 2010**

When NCF 2005 was published, it was suggested that all states should follow the directive principles suggested in this framework and make their own State level framework keeping in mind the local needs and different situations. Accordingly, in a meeting of Maharashtra Prathmik Shikshan Parishad held at Mumbai on 24th April, 2009 it was decided to start implementation of restructuring State Curricular Framework. It was also decided that various study groups of educationists would be formed. In this way the work of the framework and draft was started. The Framework received the approval of the state government on 12th October 2011. This Curriculum Framework is known as Maharashtra State Curriculum Framework 2010.

● **Major Principles of Maharashtra State Curriculum Framework 2010**

- (1) Every child is important. It should be brought to school. It should feel interested, should be retained and should get best education.
- (2) Not only intellectual but social, emotional and psychomotor development of the child is also important. Every child should get opportunity for development.
- (3) Every child should get the good quality education of his interest in the conducive

- environment which will increase his confidence and will enrich his life.
- (4) Completing the syllabus is not the objective of education but making the child capable to master the content of subject should be the aim.
 - (5) The relationship amongst students, teacher and parents should be of trust, respect, affection and co-operation.
 - (6) Every aspect in education system should be trustworthy and of good standard.
- **Salient features of Maharashtra State Curriculum Framework 2010**
- (1) This was the first Framework in continuation prepared for Primary, Secondary and Higher secondary Levels of School Education.
 - (2) It emphasized enhancing learning skills instead of unnecessary content load.
 - (3) It stressed the use of information technology in curriculum and teaching.
 - (4) It emphasized the use of mother tongue irrespective of the medium of instruction in school, inclusion of colloquial languages of Marathi in school curriculum.
 - (5) It stressed on development of skills in Art and Sports.
 - (6) More stress on applied curriculum at higher secondary level.
 - (7) It Stressed on activity based self learning techniques such as Practicals, Projects etc.
 - (8) It highlighted the process for pre-primary education for the development of proper growth and healthy habits among children of 3 to 6 years of age group.
 - (9) It stressed the Life skills development through lifelong learning.
 - (10) It emphasized the development of Inclusive Education system to remove the inequality in education.
 - (11) It emphasized inclusion of agricultural science and technology from primary levels in the science subject.
 - (12) It emphasized empowerment and modernization of State level education institutes.
 - (13) Physical education was made compulsory.
 - (14) Optional provision to learn the subjects Arts and Social Science in marathi language in english medium schools.
 - (15) It stressed on need of the evaluation of schools after a certain span of time.
- 2.5 Right of Children to Free and Compulsory Education Act, 2009**
- **Background of Right of Children to Free and Compulsory Education Act, 2009**
- Article 45 of Indian Constitution and various committees, Commissions and educational policies which were appointed till now emphasized Universalization of Elementary Education. For the universalization of education, free and compulsory education for children of age 6 to 14 years was planned. But as Article 45 is a directive principle for all states, there was difference in implementation of universalization of education from state to state. So it was necessary to formulate and pass a law to bring uniformity in universalization of elementary education. Also in 1990, the supreme court ordered that Primary Education is a right of every child. So, some amendments in the Constitution were expected. Hence article 21(A) was added in the Indian Constitution. This article included “Education” as the fundamental right of the children. President of India gave final approval to this Act on 20th August 2009. It came into force on 1st April 2010 in the whole country.

● **Major Provisions in Right of Children to Free and Compulsory Education Act, 2009**

- (1) Every child (male or female) of age from 6 to 14 years shall have the right to free and compulsory education.
- (2) According to this Act, the duties of Central government, State government, Parents, Guardians are mentioned.
- (3) This act explains a set of rules and legal provisions related to the responsibility of school for education, age of the child for school admission, rules of school admissions, criteria for evaluation of child, punishment to be given to children, duties of teachers, standards of schools and school development plans.
- (4) As per this Act, no child admitted in any school shall be held back in any class or expelled from school, or it will not be made compulsory to pass in examination conducted by board till the completion of elementary education.
- (5) There is a special provision for dropout children to take education with peers.
- (6) It is obligatory for every private school to keep 25% seats reserved for children who belong to poor families.
- (7) Taking child's or parents' interview, donation or charging capitation fee in government or private schools is prohibited.
- (8) Provision is made for conducting surveys and finding children who need to be educated and also to admit them.
- (9) Under this Act, central government gives good financial assistance and entrusts responsibility of its implementation to state and local self government.

- (10) Provisions are made to evaluate the learning outcomes decided for standard 1st to 8th through Continuous Comprehensive Evaluation.

This is world's first Act where the responsibility of students' primary school admission, attendance and completion of curriculum is given to Government. In other countries, this is parent's responsibility.



Internet my friend

Find the document of Right of Children to Free and Compulsory Education Act, 2009 with the help of Internet and study its details.



Discuss it

- (A) Organize a discussion in your classroom regarding comparison between National Education Policy 1986 and National Education Policy 2019.
- (B) Discuss about similarities and differences in National Curriculum Framework 2005 and Maharashtra State Curriculum Framework 2010.
- (C) Discuss in detail the provision laid down in 'Right of Children to Free and Compulsory Education Act, 2009.
- (D) Discuss the recommendations regarding secondary education as given in the Secondary Education Commission (Mudaliyar Commission) and Indian Education Commission (Kothari Commission).

Q.1 (A) Complete the statements by selecting the appropriate option from the given options.

- (1) 'The destiny of India is being shaped in her classroom' is said in
 - (a) University Education Commission
 - (b) Secondary Education Commission
 - (c) Indian Education Commission
 - (d) National Education Policy 1986
- (2) Navodaya Vidyalaya is established under
 - (a) University Education Commission
 - (b) Secondary Education Commission
 - (c) Indian Education Commission
 - (d) National Education Policy 1986
- (3) is not a core element.
 - (a) History of India's Freedom Movement
 - (b) Neatness
 - (c) Protection of environment
 - (d) Equality of sexes
- (4) 'Education is an unique investment in the present and the future' is a cardinal principle of
 - (a) Secondary Education Commission
 - (b) University Education Commission
 - (c) National Education Policy 1986
 - (d) Indian Education Commission

(B) Identify the correct correlation between column 'A' and column 'B' and match them.

Column 'A'	Column 'B'
(1) University Education Commission	(a) 2010
(2) Secondary Education Commission	(b) 1964
(3) Indian Education Commission	(c) 1948
(4) National Curriculum Framework	(d) 1952
(5) State Curriculum Framework	(e) 2005

(C) Write the answers in one sentence.

- (1) Who was the Chairman of University Education Commission ?
- (2) Who prepared the draft of the report of Indian Education Commission ?
- (3) From when the 10+2+3 pattern of education came into force ?
- (4) What is the age group of children mentioned in Right of Children to Free and Compulsory Education Act, 2009?

Q.2 State your opinion about the following statements.

- (1) Right of Children to Free and Compulsory Education Act, 2009 will surely help in universalisation of primary education.
- (2) Knowledge gained in school and university education need to be applied in day to day life.
- (3) Indian Education Commission considers of Pre-Primary to Higher education in totality.

Q.3 Write the short notes.

- (1) Salient features of Maharashtra State Curriculum Framework 2010
- (2) Major Recommendations given by Secondary Education Commission
- (3) Salient features of National Education Policy 1986

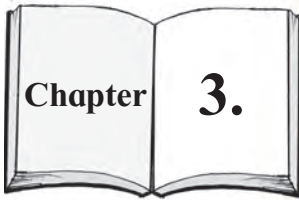
Q.4 Explain the following in about 50 to 80 words.

- (1) Aims of education mentioned in National Curriculum Framework 2005
- (2) Major objectives of National Educational Policy 1986
- (3) Major Principles of Maharashtra State Curriculum Framework 2010

Q.5 Write the answers for the following in 100 to 150 words.

- (1) Explain major objectives of Indian Education Commission.
- (2) Write major provisions of Right of Children to Free and Compulsory Education Act, 2009.
- (3) Explain the importance of 10 core elements mentioned in National Education Policy 1986 in your life.





Socialization



3.1 Socialization

- 3.1.1 Concept of Socialization
- 3.1.2 Role of Education in Socialization

3.2 Social Transformation

- 3.2.1 Concept of Social Transformation
- 3.2.2 Characteristics of Social Transformation
- 3.2.3 Factors which bring in Social Transformation

- 3.2.4 Role of Teacher in Social Transformation

3.3 Mass Communication Media

- 3.3.1 Concept of Mass Communication Media
- 3.3.2 Types of Mass Communication Media
- 3.3.3 Benefits of Mass Communication Media
- 3.3.4 Limitations of Mass Communication Media

3.1 Socialization

Man is a social animal. He cannot live alone. He exists as a part of the society. It is the process of socialization that ensures this convergence. Socialization plays a vital role in the development of a human being. For a progressive and mature society, its organization, growth and development of individuals; the process of socialization is crucial. For an individual to function as a part of society, he/she must be well versed with the dynamics of the social environment around. This connection must get initiated at early stage of life, i.e. childhood. Socialization facilitates this connect.

3.1.1 Concept of Socialization

Process of socialization is interdependent i.e. it takes place between an individual and the society. It is an interaction through which the growing individual learns the habits, attitudes, values and beliefs of the social group in which he is born and he accepts them. Because of socialization, we learn to understand and appreciate the societal norms and behave accordingly. For proper development of children's personality, it is essential that we imbibe moral norms and values in them. The social, psychological process related to this, is called socialization. Children observe discipline, an ambition to

secure a prestigious position in society evolves in them, they acquire skills necessary to obtain that position; then they attain a sense of responsibility are some of the many important things that are involved in the process of socialization. An individual adjusts oneself first with familiar environment, then with the educational environment and finally with social environment before he/she is accepted by the society. This is the complete process of socialization.

According to **Watson**, "Socialization is a social and psychological process."

According to **Harry Johnson**, "Socialization is the education that empowers a learner to fulfill his/her role in the society."



Lets tell

What is the comprehensive definition of socialization ?

3.1.2 Role of Education in Socialization

According to **Brown**, Education ensures transformation of a child in a controlled environment in schools and with formal methods, socialization of the children occurs in proper manner. School and teachers hold a great responsibility in this process.

- (1) Education is an effective medium for socialization. Language is a primary medium of communication and interaction between individuals. This interaction drives and affects socialization. Abilities which are crucial for socialization such as understanding others, expressing self as well as empathizing with the others, learning a language, getting to know about people around us who have good character, tells us a lot about values and culture.
- (2) Education makes and ensures process of socialization to remain democratic.
- (3) Because of education, relation among all staff members of school and the students becomes friendly and cordial.
- (4) Because of education, moral values, rules are understood and social control is maintained. This leads to socialization.
- (5) During the process of socialization through education, maintaining social balance is a priority. Education nurtures the ability amongst the students to resist the destructive currents in the society.
- (6) Education offers knowledge, values, competencies, perspectives, social experiences necessary for socialization of the students.
- (7) Schools offer vocational education leading to entrepreneurship.

Education plays a vital role in the process of socialization. Through education the students are molded into responsible citizens. To achieve successful understanding of new ideas, education tries constructively through socialization. Proper motivation, reward and punishment should be used judiciously for a new learner's good education. In order to achieve proper socialization of the children, the school environment should be conducive for it.



Discuss it

What should be the role of education in the process of socialization in the modern world ?

3.2 Social Transformation

Change is innate nature of man. Society also changes continuously. Social transformation means to change the existing parameters of a societal system with purpose. Meaningful changes in the behaviours and beliefs of an individual and a group of individuals which last long, lead to social change. It leads to change in the social structures, interactivities and interactions, emerging trends and schools of thoughts. This is called as social transformation.

3.2.1 Concept of Social Transformation

Social transformation refers to the changes in social organization and interrelations. The consideration of modernization and futurology are also important in social transformation.

Not all changes in the society mean social transformation. The change that has an impact on the entire social structure, can be referred to as social transformation. Social transformation, at times, is slow or rapid. It is, at times, peaceful or violent.

• Definitions of Social Transformation

Thinkers have defined social transformation as follows :

- (1) **Dr. Harry Johnson** : "In its basic sense, social transformation means change in social structure."
- (2) **Spencer** : "Social transformation is social evolution."



Remember it

'Social system means a set of interrelated and interdependent entities.' e.g., – Family system, Education system, Governance system.

• Process of Social Transformation

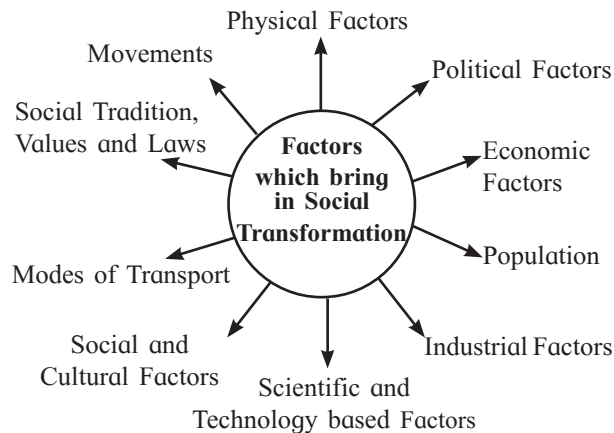
Social transformation reflects desirable changes in the social functions, framework and relationships. It also reflects the changes in attitude, various interrelationships, thinking as well as socio-cultural organization.

e.g., In olden days, husband and wife had different kind of relations. Husband was chief of the family and used to earn to run the family. Women did not have access to education and social life. She was confined to only house hold duties. However, we see women taking leading positions in the society today in all fields like industry, education, politics, social work etc. She is not confined to household chores. This fundamental change in relation between husband and wife is 'social transformation'.

3.2.2 Characteristics of Social Transformation

- (1) Social transformation is dynamic.
- (2) Social transformation is inevitable for the development.
- (3) Social transformation is dependent on changing needs of the society. It is driven by the changing aspirations of individuals, the new ecosystem that evolves to address the changing needs, new technology, new economy and new work culture.
- (4) It is certain that transformation occurs with support of rational thoughts. However, its nature is uncertain.
- (5) For conceptualizing social transformation, a comparative approach is required to be adopted. We cannot make a statement about social transformation without comparison. e.g., two communities, two societies, two time-spans etc.
- (6) Social transformation is a directional concept. It has a direction. It may lead to progress or regress.

3.2.3 Factors which bring in Social Transformation



- (1) **Physical Factors** - These include physical calamities such as earthquakes, eruption of volcanoes, fires and other geographical aspects.
- (2) **Political Factors** - e.g., World war, changes occurring due to freedom obtained by a country.
- (3) **Economic Factors** - Effect of Economic condition of an individual and that of the country, poverty, inflation on human life.
- (4) **Industrial Factors** - Industrialization brought in significant social transformation. e.g., Industrialization caused urbanization and effects of urbanization.
- (5) **Scientific and Technology based Factors** - Advances and researches in science and technology have led to rapid social transformation. e.g., Robotics, Computers, Internet, Communication technologies.
- (6) **Social and Cultural Factors** - In today's computer age, we can see rapid rise of new social, moral and political values. These cultural changes cause social transformations. Great personalities also bring about social transformation. e.g., Dr. Babasaheb Ambedkar, Mahatma Phule, Mahatma Gandhi, Dr. Panjabrao Deshmukh.

- (7) **Modes of Transport** - Fast modes of transport and commutation have brought major transformation in the pace of living.
- (8) **Social Traditions, Values and Law** - Examples of social transformation due to these factors are – French, Russian and Chinese revolution. Law and Judiciary can also enforce social transformation.
- (9) **Movements** - Various movements drive social transformation. e.g., Quit India movement, Dalit movement, Women liberation movement. Leaders like Gopal Ganesh Agarkar, Maharshi Karve, Mahatma Phule led mass movements for social reforms and gave direction to society.
- (10) **Population** - Population is not a stable factor. It is dynamic in nature and varies. Hence it has a significant impact on social transformation. e.g., change in male-female ratio affects social customs and traditions.



Internet my friend

- ★ Search on internet for other factors affecting social transformation.
- ★ Collect information about two great personalities and social reformers through search on internet. Understand and study how they brought about social transformation.

3.2.4 Role of Teacher in Social Transformation

In the social transformation that happens through school, role of a teacher is very important. Teachers role in social transformation is as explained below :

- (1) Students should get in touch with different strata of society, understand

people. Their own viewpoint of social transformation should get developed. Teacher's role is very important in nurturing the habit of thinking. By doing so, they can make the students do away with unacceptable social customs and traditions and on the other hand, they (teachers) can imbibe new thoughts and customs into students' minds.

- (2) Teacher should focus on nurturance of thinking skills and creativity of a child, as it would empower him/her to bring about desirable and appropriate change in the society.
- (3) Empowering a child by nurturance of transformational attitude, approach, out of the box thinking abilities, should be the primary objective of the teacher.
- (4) Teacher should encourage students to be lifelong learners by attaining learning skills.
- (5) Teacher should ensure nurturance of social and moral values and scientific attitude as per new social system.
- (6) Teacher should ensure development and attainment of skills by the student relevant to economic growth.
- (7) Teacher should design innovative experiments, projects and syllabus to develop various skills in the students.
- (8) Teacher plays an important role for imbibing democratic culture and nurture leadership qualities in students.

3.3 Mass Communication Media

3.3.1 Concept of Mass Communication Media

In today's world of science and technology, individuals learn, attain knowledge and get experiences through formal and non formal education modes. Mass communication media are not just for entertainment but they offer

lots of information on various subjects. Using mobiles and internet, one can reach out to many people at once. News spreads from all over the world through mass media instantly. Mass communication media are extremely important in social education. Literate as well as illiterate get access to knowledge and entertainment. Children, youth, women, men, farmers, artists, industrialists – everyone gets useful knowledge and information through mass media. Happenings and events across the world, including natural disasters, discoveries and researches, entertainment including drama, films, serials etc. can be accessed through mass media. Things relevant for a better life including health and yoga are also spread through mass media. In short, mass media encompasses every aspect of our lives. Mass communication media saves time and money while making information, knowledge, entertainment available to us.

'Media that effectively connect to a group of people simultaneously, is called 'mass communication media.'

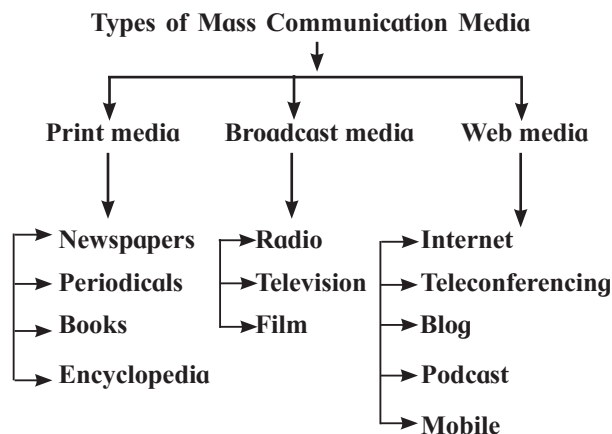
'Media that communicates ideas, expressions, attitudes, opinions etc. to more and more number of people simultaneously is called as mass communication media.'



Do you know?

During the later half of 15th century, invention of printing press gave us exposure to mass media, leading to publication of newspapers and books on a large scale. In 1920, the word 'media' was coined. Concept of mass media was earlier limited to print media. Later, during post second world war, television and radio media got introduced and became popular. Today, internet is the most popular mass communication media.

3.3.2 Types of Mass Communication Media



(1) Print Media

(1) **Newspapers** - Newspapers reflect our daily life. It is an important mass education media. It is also a very good media for advertising. It is an informal media of education.

• Benefits of Newspapers

- (1) Newspapers contribute to formation of public opinion.
- (2) Newspapers publish the opinions of social, political leaders, industrialists for public at large.
- (3) Newspapers play a major role in social transformation.
- (4) They provide information about nation's economic status, production and national income.
- (5) Newspapers spread knowledge for children.
- (6) Newspapers improve the general knowledge of public.
- (7) Secondary education examination related information also gets published in newspapers.

(2) **Periodicals** - Currently importance of periodicals among the print media is certainly notable. Periodicals function similar to the newspapers. They follow a certain periodicity in publishing. Based on this periodicity, they are classified as

weekly, fortnightly, monthly, bi-monthly, quarterly, half yearly, yearly etc. Although there are many similarities between newspapers and periodicals, the periodicals do not cover daily news.

● **Benefits of Periodicals**

- (1) Printed information is accessible for a specific subject throughout.
 - (2) Just like newspapers, periodicals also contribute to people's education.
 - (3) Many periodicals have historical background and prestige.
 - (4) Most of the periodicals are dedicated to specific subjects.
 - (5) Although not as large as newspapers, some space of periodicals is dedicated to advertisements.
 - (6) Reviews about theatre, films, television as well as books are published in periodicals and hence they have gained importance.
 - (7) Special periodicals dedicated to education, medicine, science and technology publish key researches and knowledge and are of specific importance to experts from the respective fields.
- (3) **Books** - Books are the source of knowledge. Since centuries, books are companions of human beings as a knowledge resource. Considering this, it is said that books are our teachers.

● **Benefits of Books :**

- (1) Books are the gateway to knowledge.
- (2) Books store information related to life as well.
- (3) Public communication is effectively done through the books.
- (4) Books spread thoughts to many readers.
- (5) Books are also useful to communicate government public schemes.
- (6) People's education can be effectively done through books.

(7) Telephone directories, railway timetable, ST time table, government gazette are useful books for public communication.

(4) **Encyclopedia** - Encyclopedia are for references. Libraries have special section for encyclopedia. Different types of encyclopedia related to different faculty or discipline of knowledge are available. Encyclopedia are written by many experts in collaboration. Some encyclopedia are about general knowledge and some are about a specific subject. Some encyclopedia run through many volumes. Wikipedia available on the internet is an encyclopedia. Encyclopedia store and make the detailed information of an event, a person and a concept available to the researchers and common people.

● **Benefits of Encyclopedia**

- (1) Important information can be retrieved quickly with the help of encyclopedia.
- (2) Detailed information is available in the encyclopedia.
- (3) Encyclopedia are easily available.
- (4) Information in the encyclopedia is organized in alphabetical order, so it is easy to find required information.

(2) **Broadcast Media**

(1) **Radio** - Radio takes knowledge even to rural areas. It is considered as an effective medium for informal education. Many programs for social education are broadcast on radio. Those who are not able to complete their education are



benefitted from these programs. Continual education services are offered for people who want to learn while they earn. Since it is a mass media, many people can listen to the audio programs simultaneously, i.e. at the same time. Skillful audio lessons by experienced school teachers, educators are broadcast through radio. Language learning programs are broadcast. News broadcast brings world news to the listeners. Listening to the programs on radio reduces mental stress, provides entertainment.

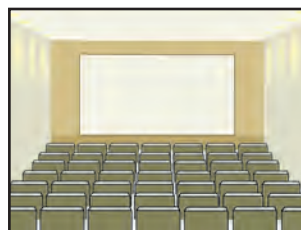
- (2) **Television** - In addition to entertainment, television is also a mode for non-formal and informal education. Different types



of programs on television are designed to impart meaningful and useful information for the students. Students gain from knowledge and experience at once. e.g., programs related to rarely found animals, wild life, healthcare, etc. It is observed that if the programs are based on the educational content being studied by the students, intense content is imparted in a short time period and also they are entertained. Television, being an audio-visual media, helps the audience to experience activities which cannot be seen physically. Different types of programs add to educational value of television, such as literacy campaign, eradicating superstitions, health education, national integration etc. Open universities also use television as a prominent medium for telecast of educational programs. e.g., Indira

Gandhi National Open University (IGNOU) runs such programs. Through television, many programs for different sectors and disciplines such as science, technology, agriculture, health and yoga are broadcast even in regional languages.

- (3) **Films** - Films contribute to establishing national integration, social integration and global harmony. Films have a great impact on society and minds of many people as a group. Different types of films create varied impact on the audience.



e.g., religious or historic or social movies influence the students very much. This media can be used effectively to spread the importance of ethical values and presenting idols. Documentary films can be explored as a good media for educational communication. Because of movies, children get opportunities to display their acting talents. Through movies, information about science, social science, medical sciences can be given to people.

- (3) **Web Media**

- (1) **Internet** - Internet is an important facility which we have got due to computers. Innovations in information technology has led us to a most effective mass media in today's world – internet. This is a revolutionary, trend setting, technology that has enabled mass media



of 21st century. It has opened up gateways of infinite knowledge and information to the world. It empowers global connect.

The use of e-mail is the most popular use of internet. F.T.P. and Telnet FTP have also become usual things. FTP means File Transfer Protocol. This enables the transfer of files using computers. Using Telnet, we can get connected to other computers.

● **Benefits of Internet**

- (1) Internet facility enables us to search any information that we need.
- (2) The facility of Net news enables us to upload information or articles on any subject.
- (3) Internet is very useful in commercial transactions, buying-selling, service provisions, supply etc.
- (4) Through internet, online application for examination can be sent.
- (5) Examination results can be declared through internet.
- (6) Internet enables us to appear for any examination anywhere through online mode.
- (7) Various games and books are made available on internet.
- (8) In the field of education and especially in research; internet is very important for finding the references.
- (9) Because of internet, various websites are available to get information.
- (2) **Teleconferencing** - Teleconferencing is an electronically enabled medium for communication. There are different types of such conferencing.
 - (1) Video conferencing
 - (2) Audio conferencing
 - (3) Audio-graphic conferencing
 - (4) Computer conferencing

Through teleconferencing mode, two or more people from two or more distant locations can be connected through electronic media and internet. It is also called as telecommunication system.



Using this media, archived documents, records and instructions received through computer can be sent/received to/from other people. For such communication, we need a computer connected to internet, a video camera, microphone, a speaker, a projector and a television or a monitor.

Now-a-days this advanced technology is frequently used in corporate company set up, for education, for training of employees and even by the judiciary system. In accordance with the modern education system, telecommunication is used in universities. Indian government officials confer with officials from different countries and also carry out many international functions using this medium.

● **Benefits of Teleconferencing**

- (1) The mode of teleconferencing can be especially useful in distance education.
- (2) Students and teachers can get instant feedback from each other.
- (3) It helps in easily communicating with teachers and experts.
- (4) It is useful for spread-out population.
- (5) Teleconferencing can help to motivate small as well as large groups for work.
- (6) It helps in time management.
- (7) Teleconferencing is a good means of

- exchanging information and experience, writing reports, conducting surveys, joint researches etc.
- (8) They help in achieving new suggestions and experiences in various fields.
 - (9) Teleconferences are useful for time saving as well as cost saving.
 - (3) **Blog** - Earlier the term used was web log. John Berger, an American blogger coined this term. Blog is known by the name of its writer.
 - (5) We can write in any language.
 - (6) Blog writing does not need anyone's permission.
 - (7) In one blog, any number of articles can be written.
 - (8) Blogs never get deleted automatically.
 - (9) It enables to publish family album of tour or film review etc. by using different audio visual media in an attractive way.
 - (10) It helps in contributing to our day-to-day work.



Writing on a blog is known as blogging. Blog is a special kind of website. Anyone who thinks and wishes to tell one's own thoughts to others, can create own blog and easily publish his/her own thoughts. Almost all blogs are in the form of online diary. This is, in fact, a contradiction. Diary, by its own nature, is very private. As against this, blogs are open to the world and anybody can read them. Every new entry made on the blog appears at the top and therefore anybody who opens the blog can first read those new entries. Blog is an audio-visual medium. It is a kind of website or part of a website. Own thoughts, information about a program, sketches, videoclips, music and sounds can be made available to all.

• Benefits of Blogs

- (1) Our knowledge and experience can be shared with others.
- (2) Our opinions regarding points of interest can be shared.
- (3) We can be connected with like minded people.
- (4) We can publish our writing for the world at no cost.

- (4) **Media Store (Podcast)** - Only writing or reading does not add to our knowledge. To get information in various fields, we use 'You Tube'. But now we are slowly



shifting to only listening. Many means/equipments are used for listening. One of them is podcast. Podcast means 'Media Store'. Audio file of stored data can be listened using 'I Pod' or 'Media Player'. There are many websites that upload podcast communication media, files (documents) besides the articles and videos. These files can be downloaded by user website and listened using own computer or other audio players. This process is known as podcasting. The person who produces this audio file is called podcaster.

• Benefits of Podcast

- (1) Using podcast, you can motivate people for doing good work.
- (2) If you are a good writer or singer, you can make use of podcast.
- (3) In travelling we can listen to various programs through podcast.
- (4) We can talk in various languages and search any information.

- (5) **Mobile Phone** - Mobile phones were used in 1969 in Japan for the first time. But from 1998 they evolved as mass communication medium. Mobile phone is a medium that creates interaction. Its basic feature is that we can take it anywhere and always remain connected to others.



• **Benefits of Mobile Phone**

- (1) Immediate contact can be done.
- (2) Easy to handle.
- (3) Anytime available.
- (4) Multipurpose use like recording, sending messages and invitations.

3.3.3 Benefits of Mass Communication Media

- (1) **Visual Experience** - Visual experience is long lasting as well as easy to comprehend as compared to just audio information.
- (2) **Benefit of Knowledge of Experts** - Lakhs of students can benefit from the knowledge of an expert teacher and not just few.
- (3) **Mass Education** - Mass communication media plays an important role in mass education. Society gets new values, new thought processes through this.
- (4) **Cultural Ethos** - Television can showcase the cultural ethos of the society. e.g., – tribal culture, their traditions, customs, food etc.
- (5) **Exhibit of different Special Places** - World is full of amazing places. Each place has its own special culture and characteristics. It is always good to visit the place, however it may not always be possible.

- (6) **Culture Transition, Propagation** - It is useful in propagating religious and cultural programs with factual information.

- (7) **Distance Education** - Distance education is delivered through mass media, thereby offering opportunities of education to masses. Those who for any reason are deprived of education – school or college can complete the education in distance mode. Doordarshan telecasts special programs for distance education.

- (8) **Messages from National Leaders** - on special occasions such as 15th August, 26th January or in some emergency situation, national leaders, especially the President, the Governor, the Prime Minister, the Chief Minister address the nation or state. The message gets broadcast to people through these media.

- (9) **News** - Through news, people get the information about the key events in the State, the Nation instantly. The visuals communicate the authenticity of the news. e.g., situation during the strike, people present at a public meet. The address is available in their own words. Even the proceedings of the parliament are telecast through news channels giving information about the functioning of the Government.

- (10) **Entertainment** - Communication through mass media was basically created for entertainment. Entertainment media can contribute to mass education by spreading a message as in a sugar coated pill. Value education for topics, such as, importance of cleanliness, threats of addiction, etc., if given through speeches, may not be effective. However, if the same message is delivered in form of a story, the impact is much better.

3.3.4 Limitations of Mass Communication Media

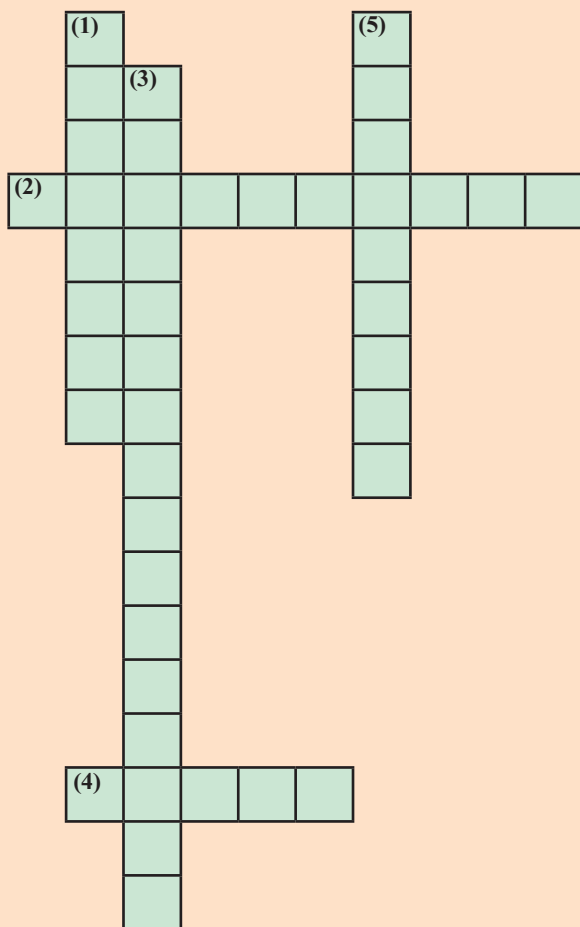
- (1) Possibility of incorrect or vague message can be spread.
- (2) Commercialization increases because of advertising.
- (3) Traditional forms of art and entertainment take a back seat.
- (4) Political parties may misuse broadcast media for their agenda.
- (5) Media, at times, promotes flamboyance or exaggerated exhibits.
- (6) Wrong policies and incorrect values may get spread quickly.
- (7) Poor class programs broadcast on television may damage cultural and social ethos.

- (8) Excessive impact of mass media may cause cultural harm and decline in socialization.
- (9) Over use of mass media may lead to loss of learnability.
- (10) Students may go away from earning real life education and living an ideal life.
- (11) Publicity earned through media is two-fold weapon. It can be earned quickly, but can malign the image quickly as well.

Mass communication media are proving to be effective for gaining knowledge as well as entertainment everywhere. Urban-rural, literate-illiterate, poor-rich, employees, entrepreneurs; every one's daily life has a continuous impact of mass media. Mass media is also important and useful for education.



Complete the Crossword



* Down *

- (1) Application for examination can be done through this media.
- (3) This technology is useful in training the employees in various industries.
- (5) This medium is useful in publishing the material related to examination at secondary level.

* Across *

- (2) Through this, many programs of open university are transmitted.
- (4) It is very useful for nurturing ethical values and ideals.

Exercise

Q.1 (A) Complete the statements by selecting the appropriate option from the given options.

- (1) Socialization is a process.
(a) Social (b) Psychological
(c) Cultural (d) Economic
- (2) Desirable transformations in social structure means
(a) Socialization (b) Social transformation
(c) Social control (d) Cultural transformation
- (3) is an effective medium for mass education.
(a) Television (b) Newspaper
(c) Books (d) Periodicals
- (4) Changing modern communication technology is an example of factor affecting social transformation.
(a) Movement
(b) Industrial
(c) Cultural
(d) Scientific and Technology based
- (5) Video conferencing is a type of mass communication media.
(a) One way visual
(b) One way audio
(c) Two way visual
(d) Two way audio-visual

(B) Identify the correct correlations between items in Column 'A' and Column 'B' and match the pairs.

Column 'A'	Column 'B'
1. Periodicals	(a) Web media
2 Radio	(b) Auditory media
3. Television	(c) Print media
4. Podcast	(d) Audio-visual media

(C) Write the answer in one or two words.

- (1) Name the factor causing socialization through interactions amongst two groups of same age.
- (2) Men and women get equal right of education by law. What does this example connote ?

(D) Write the answers in one sentence.

- (1) What is the meaning of socialization?
- (2) Write the definition of social transformation.
- (3) What are mass communication media?
- (4) Write two examples of print media.

Q.2 State your opinion about the following statements.

- (1) Social transformation is dynamic.
- (2) Internet has both advantages and disadvantages.
- (3) Publicity through mass media is two-fold weapon.

Q.3 Complete the concept designs.

(1)

Sr. No.	Media	Type of mass communication media	Benefits
(1)	Newspaper	(1) (2)
(2)	Television	(1) (2)
(3)	Mobile	(1) (2)

(2)

Sr. No.	Factors of social transformation	Examples
(1)	Physical factors	(1) (2)
(2)	Scientific and Technology based factors	(1) (2)
(3)	Movements	(1) (2)

Q.4 Write the short notes.

- (1) Importance of socialization
- (2) Nature of social transformation
- (3) Print media
- (4) Benefits of mass communication media

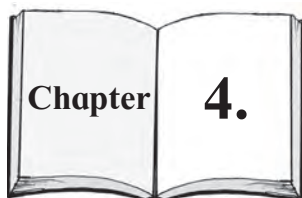
Q.5 Explain the following in about 50 to 80 words.

- (1) Various factors of social transformation
- (2) Any two web media in mass communication media

Q.6 Write the answers for the following in 100 to 150 words.

- (1) Explain the role of education in socialization.
- (2) Explain the meaning of mass communication media and describe their types.
- (3) Describe the role of a teacher in social transformation.





Learning Process



4.1 Learning Process

- 4.1.1 Concept of Learning Process
- 4.1.2 Nature of Learning Process
- 4.1.3 Characteristics of Learning Process
- 4.1.4 Factors affecting Learning
- 4.1.5 Transfer of Learning

4.2 Theories of learning

- 4.2.1 Theory of Trial and Error Learning
- 4.2.2 Theory of Insightful Learning

4.1 Learning Process

Learning is an important process for the students. Students need to learn to gather information and knowledge, to excel in examination, to imbibe good study habits, for progress in education, for professional progress, to elevate the living status, to be a successful individual, to lead a happy and satisfied life and to achieve personality development. In this unit, we will study about the learning process.

4.1.1 Concept of Learning Process

An individual begins learning since birth, which goes on till death. Learning is a natural and continuous process. Our senses should be active for effective learning. Man has achieved progress due to constant learning. Psychologists have defined learning in various ways. Few of the definitions are given below :

According to **Norman L. Munn**, "Learning is the permanent adaptation while responding to the situation."

According to **Murphy**, "The term learning covers every modification in behaviour and perception."

According to **Crow and Crow**, "Learning is the acquisition of habits, knowledge and attitudes."

We can conclude from the above definitions that learning means the process of bringing purposeful change in one's own self, according to surrounding situation and

environment. This change is supposed to be relatively permanent. Learning involves many physical and mental activities. Appropriate learning brings change in behaviour that is long lasting. Learning causes changes in knowledge, attitude, values, skills etc. of an individual, which are reflected through that individual's behaviour. When change in behaviour of an individual's affective, cognitive and psychomotor domain occurs, we can say that learning has taken place. Change in cognitive domain means development of thinking power due to acquisition of knowledge. Change in affective domain means change in individual's emotions, values, interests and attitude. Change in cognitive or psychomotor domain means change in individual's physical movement or activities. On the basis of this, We can describe the nature of learning.

4.1.2 Nature of Learning Process

- (1) **Goal (oriented)** - Learning process leads to goal. Every person has a goal in life for which he/she learns. Without a goal, learning will not happen.
- (2) **Motivation** - Motivation is essential for learning. Motivated individuals urge to achieve the goal through learning.
- (3) **Path Searching Movement** - After motivation, an individual tries to find the correct way to reach his/her goal.
- (4) **Adjustments** - It is very important to do adjustments while learning.

- (5) **Repetition** - Learning should be repeated several times to avoid forgetting.
- (6) **Insight** - Learning should be done with comprehension of gist, so that gained knowledge shall last for a long duration.
- (7) **Restructuring of the behaviour** - While learning, as we go on enriching our experiences, we also go on restructuring the behaviour and planning the right actions.
- (13) Knowledge acquired by learning can be applied in another kind of learning.
- (14) Learning helps in comprehension.



Remember it

None of the living organisms require to be taught how to learn. Butterfly comes out of the cocoon woven by a larva around itself, cow regurgitates, sparrows build their nests, birds fly in circular movements, find food for living, infant sucks a toy/thing etc. All these activities are natural.



Think about it

We learn to use computers, music, cooking, driving, swimming, playing games and various other activities and also try to become skillful in doing those activities. Think in order to learn, how the characteristics mentioned above can be applied to learn and become skillful.

4.1.3 Characteristics of Learning Process

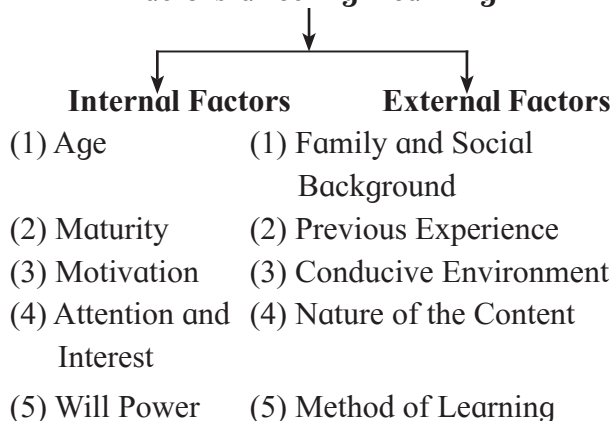
On the basis of various definitions and nature of learning, we can state the following characteristics of learning process :

- (1) Learning is a fundamental process of human life which leads to the progress.
- (2) As Learning is a psychophysical process, it is necessary that senses should be active.
- (3) Learning is a continuous process.
- (4) Learning is a purposeful and goal oriented process.
- (5) Learning involves a specific sequence.
- (6) Internal and External motivation is essential for learning.
- (7) Learning brings desirable change in the behaviour.
- (8) Capacity of adjustment increases due to learning.
- (9) Learning is firmly rooted through practice and constancy.
- (10) The changes in behaviour caused due to learning are progressive in nature.
- (11) Acquisition of new things is expected to happen through learning.
- (12) The knower, the knowable and the knowledge are trilo of learning.

4.1.4 Factors affecting Learning

For effective learning, we need to consider the factors that affect learning. Factors affecting learning are as follows :

Factors affecting Learning



• **Internal Factors** - These factors are related to individual learner.

- (1) **Age** - Learning ability increases with the increasing age. It increases upto a certain age.
- (2) **Maturity** - Physical and mental maturity makes learning easy.
- (3) **Motivation** - For any kind of learning, urge of learning is essential. It means, for learning, internal and external motivation are essential.
- (4) **Attention and Interest** - Students focus attention on a subject if they have interest in the same.
- (5) **Will Power** - If there is a will to learn, learning happens. Dynamism in learning minimizes, if the person is exhausted and bored.

• **External Factors** - These factors are related to the environment.

- (1) **Family and Social Background** - The family and social background of a student includes culture, language, economical status, physical resources, education of parents, values and so on. All these factors affect learning.
- (2) **Previous Experience** - The quality of learning depends on the previous experience of the learner. Previous experience helps the learner to assimilate and understand learning.
- (3) **Conducive Environment** - Learning happens easily if there is a conducive environment.
- (4) **Nature of Content** - Learning becomes simple, if the content is easy to understand. On the other hand, incomprehensible content hinders learning.
- (5) **Method of Learning** - Different individuals can have different methods of learning. The kind of learning method affects the pace of learning and decides whether it will help in attaining mastery over the subject.

Every activity is goal oriented. Learning is also goal oriented e.g., an individual learns using computer for his business growth. Only knowing about using a computer is not enough, but use of various softwares, imbibing the new knowledge is equally important. Learning is a continuous process. In learning, mental processes like concentration, critical analysis and physical processes like-activeness, fitness etc. are included.

Initially there are barriers while learning. We cannot act easily, do not understand a topic due to which learning becomes difficult. Whatever efforts we take to understand the subject is known as adjustment. Learning for comprehending the knowledge about computer includes understanding the relation many parts of computer i.e. hardware and softwares, structure, process, various

commands, understanding diagrammatical representation are all parts of this learning. Inspiration from different sources leads to learning, such as to know something new, self progress, to be independent, to be happy, for improving qualification etc.

4.1.5 Transfer of Learning

Experience gets transmitted if the knowledge, skills, techniques acquired in one condition, affect the knowledge, skills, techniques acquired in another condition; either in favourable or unfavourable manner or do not affect at all (zero effect); then it is known as transfer of learning.

• Types of Transfer of Learning

- (1) **Positive Transfer** - Transfer of learning is said to be positive when learning carried out in one situation affects favourably the learning in other situation or the learning a subject helps to learn another subject effectively. e.g., it is easy to ride a motorcycle, if you know to ride a bi-cycle. The knowledge of Mathematics helps while learning Physics.
- (2) **Negative Transfer** - Transfer of learning is said to be negative; when learning in one situation affects unfavourably the learning in another situation. e.g., a Marathi speaking person may not be able to speak Hindi properly. In an intercaste marriage, the woman finds it difficult to observe customs in the family of in-laws.
- (3) **Zero Transfer** - Transfer is said to be 'Zero', when learning in one situation does not have any influence over the learning in another situation. e.g., knowledge of Mathematics will not help to learn music. Grammatical rules of Marathi do not help to understand formula in Physics.

• Factors transferred through Learning

- (1) **Knowledge** - If one has the knowledge of Sanskrit, then it is easy to learn Marathi or Hindi.

- (2) **Techniques, Methods and Skills** - One who can play tabla, can also play a dholki proficiently.
- (3) **Specific Vision and Loyalty Values** - One who always speaks truth, will never tell lies. One who behaves nicely will never do anything wrong to others.

• **Advantages of Transfer of Learning**

- (1) New skills are developed in the students.
- (2) It helps the students for generalization.
- (3) Helps in imbibing values within the students.
- (4) Qualities of having self confidence and remain goal oriented are inculcated in the students.
- (5) Creates interest for studies in students.

4.2 Theories of Learning

Many psychologists have laid theories on learning that are based on deep research. We are going to study about Theory of Trial and Error Learning and Theory of Insightful Learning.

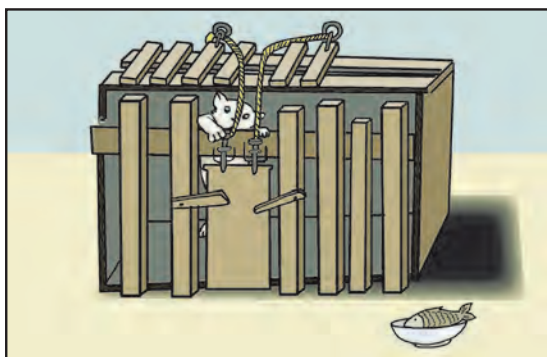
4.2.1 Theory of Trial and Error Learning



Remember it

What efforts do we take while imbibing the skills such as riding bicycle, swimming, cooking, playing games etc? What mistakes do we make? How do we overcome these mistakes? How do we practise to master these skills? What is the motivation for doing these activities?

Edward Lee Thorndike, an American Psychologist conducted many experiments on animals to understand the process of learning. He published this theory in 1898 in the book ‘Animal Intelligence : Experimental Studies’.



Experiment - Thorndike placed a hungry cat in a cage. He kept fish in a plate outside the box. He observed the movements and reaction of the hungry cat. Hungry cat was randomly moving trying to grab the fish. During these movements, suddenly the cat’s paw fell on a lever due to which the door of the cage opened and it could get the fish. In subsequent experiments, it was observed that cat took less and less time to come out of the cage and get the fish. Finally, the cat learnt to immediately press the lever and grab the food as soon as it was kept inside the box. On the basis of this experiment, the features of the trial and error theory can be stated as follows :

- (1) **Motivation** - As the cat was hungry, it tried to get the food.
- (2) **Path Searching Movements** - The cat searched for various alternatives to reach the goal.
- (3) **Success by Chance** - While searching for different alternatives, the cat by chance, put its paw on the lever and succeeded in getting the food.
- (4) **Fixation due to Success** - Since the cat could get the food after pressing the lever, it learnt to get fish by eliminating all useless movements and just pressing the lever.

On the basis of this theory, Thorndike has given three laws of learning :

- (1) **Law of Readiness** - Learning happens only if a person is physically and mentally ready for learning.
- (2) **Law of Practice** - For learning to do a specific act or to reach a goal, one has to constantly practise. Due to constant practising, one understands that act and it gets fixated.
- (3) **Law of Effect** - Actions resulting in happiness, pleasure, success are done frequently. Actions causing unhappiness, displeasure are avoided.



Remember it

Theory of Trial and Error Learning is also known as 'Learning through Errors'. While studying we commit many errors. Afterwards we correct these errors and try to avoid these errors in further study.

• Educational importance of Theory of Trial and Error Learning

- (1) Consider the physical and mental maturity of students for learning.
- (2) The content matter should be practised enough.
- (3) Proper motivation for learning should be created among students.
- (4) There should be cordial relationship between the student and the teacher for successful and effective learning.
- (5) Student's success in learning should be rewarded and appreciated by the teacher.

4.2.2 Theory of Insightful Learning

Insight means the capacity to gain holistic understanding of some event or action. In this theory it is important to understand the correlation between the various factors of that environment or situation.

At the end of 20th century, the impact of behaviourism decreased and structuralism came into light. According to Wertheimer, who was proponent of Gestalt theory and his colleague Koffka and Kohler, learning should be done as whole and not in parts. In 1925, German Psychologist Kohler proposed an alternative for Trial and Error method with theory of Learning by Insight.



Experiment - Kohler placed two sticks which could be inserted within each other separately in the cage. He also kept some bananas outside the cage. When ever the chimpanzee felt hungry, he tried to pull the banana's with one stick alternately. This was tried by him ample times. Once when he was very hungry, while playing with the sticks, suddenly they got inserted within each other due to which a long stick was formed. The chimpanzee was surprised and was able to pull the bananas placed outside the cage. By repeating the act, the chimpanzee could get bananas many times.

On the basis of this experiment, Kohler stated three steps of learning :

- (1) Realize the problem pertaining to the environment.
- (2) Realize the interrelationship or insight between various elements.
- (3) Finding the solution of the problem.

• Educational Importance of Theory of Insightful Learning

- (1) Objectives of learning should be simple and clear, so that it will be easy for the students to understand and hence the learning will be successful.
- (2) Teacher should use the maxim 'Whole to Part' while teaching.
- (3) For successful learning, the teacher should teach the skills to find out correlation, understanding differences and generalizations.
- (4) The level of subject matter should be as per the age of the learner because problem solving ability increases with the age and the experience.
- (5) Student should try to solve the problem with own efforts. Teacher should help the student to solve the problem.

In this way the students should make use of both theories of learning, namely 'Trial and Error' and 'Learning by Insight'. This would help to make their learning effective through self-efforts and problem solving.

Exercise

Q.1 (A) Complete the statements by selecting the appropriate option from the given options.

- (1) According to Murphy, "Learning is modification in"
 - (a) Attention and comprehension
 - (b) Comprehension and behaviour
 - (c) Knowledge and behaviour
 - (d) Behaviour and perception
- (2) Change in individual's values, interests, and attitude is related to domain.
 - (a) Cognitive (b) Affective
 - (c) Psychomotor (d) Knowledge
- (3) When a child uses his previous experience while reacting to new situation, the law of is observed.
 - (a) Effect (b) Readiness
 - (c) Practice (d) Proximity
- (4) When teacher tells Atharva, your writing is very good; Atharva started writing stories. In this case Atharva's learning was influenced by
 - (a) Motivation (b) Maturity
 - (c) Age (d) Willpower

(B) Identify the correct correlation between Column 'A' and Column 'B' and match them.

Column 'A'	Column 'B'
(1) Path searching movement	(a) External factors
(2) Holistic understanding	(b) Trial and Error
(3) Learning method	(c) Zero Transfer
(4) Maturity	(d) Insight
	(e) Internal Factors

(C) Write the answers in one to two words.

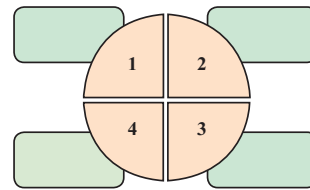
- (1) Write two factors which are transferred through learning.
- (2) Write names of two theories of learning.
- (3) Write two external factors affecting learning.

(D) Write the answers in one sentence.

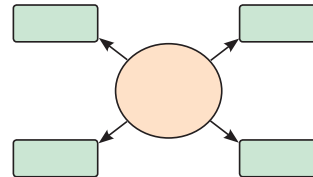
- (1) What is transfer of learning?
- (2) What is repetition?
- (3) Write definition of learning.

Q.2 Complete the following concept designs.

- (1) Write the steps followed by the hungry cat for getting the food in Thorndike's experiment.



- (2) Nature of Learning Process



Q.3 State your opinion about the following statements.

- (1) Motivation is necessary for learning.
- (2) Insight means a holistic understanding of a particular situation or action.

Q.4 Write the short notes.

- (1) Advantages of Transfer of Learning
- (2) Laws of Learning
- (3) Characteristics of Learning Process

Q.5 Explain the difference.

- (1) Theory of Trial and Error Learning and Theory of Insightful Learning
- (2) Positive and Negative Transfer of learning
- (3) Internal and External factors affecting learning

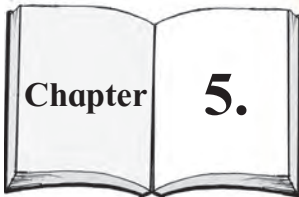
Q.6 Explain the following in about 50 to 80 words.

- (1) Characteristics of theory of Trial and Error Learning
- (2) Educational importance of theory of insightful learning
- (3) Impact of today's social environment on students' learning

Q.7 Write the answers to the following questions in 100 to 150 words each.

- (1) Explain with examples educational importance of Thorndike's theory of Trial and Error Learning.
- (2) Explain three stages of learning on the basis of experiment in theory of Insightful Learning.
- (3) Explain with examples what problems you are likely to face due to the lack of transfer of learning.





Educational Management and Administration



5.1 Qualities of a good Educational Manager

5.2 Functions of the Teacher as a Classroom Manager

5.3 Functions of State Level

Main Educational Administrators

5.3.1 The Secretary of Education

5.3.2 Commissioner of Education

5.3.3 Director of Education

5.4 State level Educational Institutes

5.4.1 State Council of Educational

Research and Training,
Maharashtra, Pune

5.4.2 Maharashtra State Bureau of
Textbook Production and
Curriculum Research
(Balbharati), Pune

5.4.3 Maharashtra State Board of
Secondary and Higher
Secondary Education, Pune

5.4.4 Maharashtra State Council of
Examination, Pune



Lets tell

- ★ What is Educational Management ?
- ★ What are the functions of Educational Managers?
- ★ Explain the need and importance of Educational Management.

In the previous standard, we have studied about the meaning, nature, objectives, need, importance and functions of educational management. The process of education includes aims, planning, organization, direction, control and evaluation of educational activities. It also involves human factors such as government, society, teacher, educationist, parents and students etc. Various physical resources like school complex, textbooks, laboratories are also important in the educational process. All these components need to be managed properly and efficiently. Modern technological advancements demand the need of proper management in all the fields and education is no exception. The scope of management is widening day-by-day due to continuous changes occurring in educational, social, financial and political fields. Each day is marked with new challenges and problems

related to the education process. The only solution to these challenges and problems is Effective Management. The nature of problems in the field of education are ever changing and thus to improve and maintain quality in education, management is important.

5.1 Qualities of a good Educational Manager

Education is a comprehensive process and it consists of main processes such as Teaching, Learning and Evaluation. Teachers, Students, Schools, Textbooks, Educational Materials, Evaluation Tools play very important role in fulfilling the objectives of Education. To bring the permanent change in student's behaviour, classroom teaching needs efficient use of educational resources. Role of a good educational manager is quite important in co-ordinating among human and physical resources for effective use of education. Only a good educational manager can perform this task well with his educational planning, organizing, directing, communicating, controlling and motivating skills. A good educational manager helps in achieving aims and objectives of education. A good educational manager should have following qualities :

• **Qualities of a good Educational Manager**

- (1) Educational Manager should be a good planner.
- (2) Educational Manager should have good leadership qualities.
- (3) Educational Manager decides objectives for an educational task and fulfils it by organizing and coordinating among all the components.
- (4) Educational manager should be a good mentor in educational management and he should motivate various factors to get the work done effectively.
- (5) Educational Manager should be a skilled, knowledgeable and studious person.
- (6) Educational Manager must be aware of various educational administrative policies and procedures for their smooth implementation.
- (7) Educational Manager should follow the democratic principles.
- (8) Educational Manager should be able to adapt with new and innovative ideas, thoughts and reforms in the field of Education.
- (9) Educational Manager should be accountable not only for the success but also failure in his task.
- (10) Self-discipline is an important quality of Educational Manager.
- (11) Educational Manager should be able to evaluate every aspect of educational process in an appropriate manner.
- (12) Educational Manager should be a good communicator and should be able to deliver his ideas, thoughts, goals and instructions in an effective manner.



Discuss it

Discuss with your peers about the role of headmaster in quality development of school.

5.2 Functions of the Teacher as a Classroom Manager

Classroom management is an art as well as a science. Other skills are of no use, if a teacher is not able to manage the classroom properly and effectively. Teacher shoulders the responsibility of developing future responsible citizens of a country. In order to develop who is capable of facing the challenges of future, teacher should perform the following roles :

- (1) Teacher should look after the attendance of the students in schools and make sure for further improvement in it.
- (2) He should use variety of teaching methods and educational materials as per the nature of the content.
- (3) Teacher should take student's active participation in the teaching-learning process.
- (4) Teacher should create a democratic environment in the classroom rather than dictatorship. It will help to inculcate democratic values among the students.
- (5) Good behaviour of the students should be reinforced. Teacher should make them realize about their faults and weaknesses, in a sympathetic manner.
- (6) Self-discipline should be stressed in the classroom. Intrinsic discipline should be developed in the students, because discipline under compulsion is not sustainable.
- (7) Through teaching and learning, the teacher should motivate the students to gain new knowledge and improve or change the wrong or unwanted behaviour.
- (8) Teacher should develop conducive classroom environment because entire success of teaching-learning process depends on classroom environment.

- (9) Teacher should assume role of Counsellor and a guide for the students having problems.
- (10) As a classroom manager, time planning should be done for activities to be organized.
- (11) Through classroom teaching teacher, should channelize students' thoughts, capabilities and interests in a proper direction.
- (12) As an expert of classroom management, teacher should be able to form groups, choose a leader, to get the work done through the team, according to variety of the activities.
- (13) Various educational aids and resources are required during classroom teaching. As a facilitator, teacher should make available all the required educational aids at the required time, in the required number and in the required medium.
- (14) Teacher should strictly adhere to the discipline, rules and imbibe the same in the students.
- (15) Teacher should act as a good communicator between administration and students. He should be able to communicate students' problems to management and vice versa.

5.3 Functions of State Level Main Educational Administrators

5.3.1 The Secretary of Education

The main function of Secretary of Education is to decide about the educational policies of the State, understand and solve problems related to education and to give advice about educational matters to the Education Minister. The Secretary of Education acts as a link between the Minister for School Education and the Director of Education.

• Major Functions of the Secretary of Education

- (1) To give advice to the Minister for school education about policies, resolutions and laws related to education.
- (2) To prepare the rough draft, framework and details of educational resolutions and laws.

- (3) To prepare the final draft and plan about the educational matters as decided in the Ministry.
- (4) To give proper advice regarding the recommendations made by the Directorate of Education to the Government.
- (5) To think about available resources in the State and study the related financial and administrative problems for effective implementation of recommendations.

5.3.2 Commissioner of Education

This post is created in order to bring proper co-ordination in the regionwise work of various departments of school education, including all Directorates, effectively implement all schemes of the departments and take remedial measures, in order to improve the quality of education.

• Major Functions of Commissioner of Education

- (1) To bring co-ordination among all directors of education.
- (2) Effective implementation of all programmes.
- (3) To implement integrative measures to enhance quality of education.
- (4) To give permission to fill the vacant seats of D.El.Ed.
- (5) To give permission to last chance for admission to D.El.Ed by correspondence.
- (6) To give permission to any change in medium to the divisions of Arts, Commerce and Science streams in granted/non-granted higher Secondary schools.
- (7) To give permission to show educational movies to the school children in the State.
- (8) To give permission for co-education to secondary or higher secondary schools for girls.
- (9) To issue NOC and approval of renewal to the schools other than those following government curriculum such as CBSE, ICSE and IB schools.

- (10) To monitor the work of Regional Deputy Directors of Education, Secondary Education Officers and their offices regarding the proper implementation of their powers.

5.3.3 The Director of Education

The Director of Education of state education department administers and implements the policies and plans. He is assisted by Joint and Deputy Directors of Education and Regional Deputy Directors of Education. He shoulders the responsibility of implementing various programmes, policies, plans as decided by Education Department. Looking after school education in state is his responsibility.

• Major Functions of Director of Education

- (1) To give advice to the Education Minister regarding educational matters.
- (2) To implement the educational policies, plans, orders and instructions received from Education Secretary.
- (3) To present plans for new educational programmes to the Government through the Education Secretary.
- (4) To exercise control over educational institutes.
- (5) To sanction grants to educational institutes.

5.4 State level Educational Institutes

5.4.1 State Council of Educational Research and Training, Maharashtra, Pune



Lets tell

Which organization conducts educational research and organizes training programs for teachers for quality improvement in education?

In 1964, a State Institute of Education was established in Pune as per the policy of Central Government to bring in comprehensive improvement and quality in school education.

In order to make the educational programmes qualitative and dynamic, it was renamed as State Council of Educational Research and Training (SCERT), Maharashtra on 31st August 1984. This institute emphasizes on improving quality of teachers' training programmes and educational research. The Director is the head of the institute and he is assisted by Joint Director and Deputy Director. Class I and Class II gazetted officers look after the working of various departments in the institute. All the departments work separately but in co-ordination with each other. SCERT works under the School Education and Sports Department, Maharashtra State, Mumbai. SCERT works through its various departments.

• Major Functions of State Council of Educational Research and Training

- (1) To improve the quality of primary education and develop research attitude in teachers.
- (2) To study the problems in internal evaluation process in schools and suggest measures for improvement.
- (3) To reconstruct and reframe the curriculum of primary education, organize training programmes and develop educational materials.
- (4) To control the working of District Institute of Education and Training (DIET).
- (5) To implement various programmes suggested by national institutes like NCERT, NUEPA, NCTE for State.
- (6) To prepare the curriculum of Diploma in Elementary Education (D.El.Ed.) and to reconstruct it as per the need.
- (7) To facilitate pre-service training for teachers and organize in-service training for administrative officers, Education Development Officers, clerks, teachers and teacher trainers, at all levels.
- (8) To organize training programmes related to value education.

- (9) To implement the admission procedure in order to start the D.El.Ed. course.
- (10) To publish the magazine 'Jeevan Shikshan.'



Let us know

Following are the major departments operating in the State Council of Educational Research and Training, Maharashtra :

- (1) Human Resource Department
- (2) Coordination Department
- (3) IT Department
- (4) Language Department
- (5) Department of Social Sciences
- (6) Department of Art and Sports
- (7) Pre-service Section
- (8) Department of Equity
- (9) Department of International Education
- (10) Research Department

Apart from this, the council has a good comprehensive library.

5.4.2 Maharashtra State Bureau of Textbook Production and Curriculum Research (Balbharati), Pune



Lets tell

Which institute is involved in production of the school textbooks?

It is an autonomous institute established under the control of the State Government. It was established on 27th January 1967 on the recommendation of Kothari Commission. Maharashtra State Education Minister is the Ex-officio Chairman of this institute. The Director of this institute is an officer, who is of the grade of Director of Education, in education department. The governing body decides the policy of the institute. Governing body consists of some Government and some non-government

members. The main objective of this institute is to publish the required school subject textbooks and the educational material, based on the Government approved curriculum and make it available at affordable prices to all.

• Major Functions of Textbook Bureau

- (1) To produce, publish and distribute the school subject textbooks and other educational material for the students as per the Government recognized curriculum.
- (2) To evaluate the textbooks.
- (3) To publish 'Kishor' magazine for children.
- (4) To produce supplementary educational material.
- (5) To sanction research projects related to curriculum and textbooks to the teachers and to provide financial assistance.

The distribution of textbooks and educational material published by the Textbook Bureau is done by Regional Depots. These regional depots are located at following nine places - Pune, Goregaon, Panvel, Nagpur, Amaravati, Aurangabad, Latur, Kolhapur and Nashik.



Let us know

Maharashtra State Bureau of Textbook Production and Curriculum Research is working under the following major Wings/ Sections :

- (1) Academics
- (2) Research
- (3) Store and Distribution
- (4) Computer
- (5) Production
- (6) Administration
- (7) Finance
- (8) Kishor
- (9) Library
- (10) Internal Audit

5.4.3 Maharashtra State Board of Secondary and Higher Secondary Education, Pune



Let's tell

Which organization conducts 10th and 12th standard examinations and gives the marksheets and certificate?

In order to decide and implement the policies related to secondary and higher secondary education, Maharashtra State Board of Secondary and Higher Secondary Education was established on 1st January 1966. The nine Divisional Boards are located at Pune, Aurangabad, Nasik, Nagpur, Amravati, Kolhapur, Mumbai, Latur and Ratnagiri.

• Major Functions of the Maharashtra State Board of Secondary and Higher Secondary Education,

- (1) To give advice to the State Government on the policy matters, regarding Secondary and Higher Secondary Education.
- (2) To conduct Secondary and Higher Secondary annual examinations and declare the results.
- (3) To evaluate curriculum, teaching and examination procedures and to conduct research to improve the same.
- (4) To frame the rules and decide the criteria related to annual examinations, criteria about passing an examination and to give certificates.
- (5) To evaluate and control the working of divisional boards.
- (6) To publish the magazine 'Shikshan Sankraman.'

5.4.4 Maharashtra State Council of Examination, Pune

It conducts important examinations related to school education and vocational education. It was established in 1968 as 'Shasakiya Pariksha Mandal.' Later on, it got converted into an autonomous institution. From 15th August 2002, it is known as 'Maharashtra State

Council of Examination.' The headquarter is of this institution is located in Pune.

The examinations conducted by Maharashtra State Council of Examination are :

- (1) Diploma in Elementary Education (D.El.Ed.)
- (2) Trained Teacher Certificate Examination (T.T.C.)
- (3) Certificate Examination in Physical Education (C.P.Ed.)
- (4) Middle School Scholarship Examination (M.S.S.)
- (5) High School Scholarship Examination (H.S.S.)
- (6) National Talent Search Examination (State Level) (N.T.S.)
- (7) Government Commercial Certificate Examination (G.C.C.)
- (8) Teacher Eligibility Test (T.E.T.)
- (9) Rashtriya Indian Military College, Deharadun, Entrance Examination. (R.I.M.C.)
- (10) Departmental Examination (Clerical grade), Eligibility test for Supervisor post and eligibility test for Assistant Education Supervisors and related officers.

• Major Functions of State Council of Examination

- (1) To plan and publish the comprehensive arrangements examination.
- (2) Major functions of state council of examination.
- (3) To decide the district wise examination centers as per the number of students.
- (4) To provide all the facilities at the examination centers.
- (5) To counsel schools, parents and students regarding examinations.
- (6) To plan and conduct the examinations.
- (7) To confirm the security of the confidential materials of examinations.

Exercise

Q.1 (A) Complete the statements by selecting the appropriate option from the given options.

- (1) The was established as per the recommendations of Kothari Commission.
 - (a) Maharashtra State Board of Secondary and Higher Secondary Education, Pune
 - (b) Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune
 - (c) Maharashtra State Council of Examination, Pune
 - (d) State Council of Educational Research and Training, Maharashtra Pune
- (2) The head-quarter of Maharashtra State Bureau of Textbook Production and Curriculum Research is located at
 - (a) Mumbai (b) Pune
 - (c) Nagpur (d) Aurangabad
- (3) Middle school and High school scholarship examinations are conducted by
 - (a) Maharashtra State Council of Examination, Pune.
 - (b) State Council of Educational Research and Training, Maharashtra Pune.
 - (c) Maharashtra State Board of Secondary and Higher Secondary Education, Pune.
 - (d) Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

(B) Identify the correct correlation between column 'A' and Column 'B' and match them.

Column 'A' (State Level Educational Organisation)	Column 'B' (Year of Establishment)
(1) State Council of Educational Research and Training, Maharashtra, Pune	(a) 1968
(2) State Council of Examination, Pune	(b) 1964
(3) Maharashtra State Board of Secondary and Higher Secondary Education, Pune	(c) 1967
(4) Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune	(d) 1966

(C) Write the answers in one sentence.

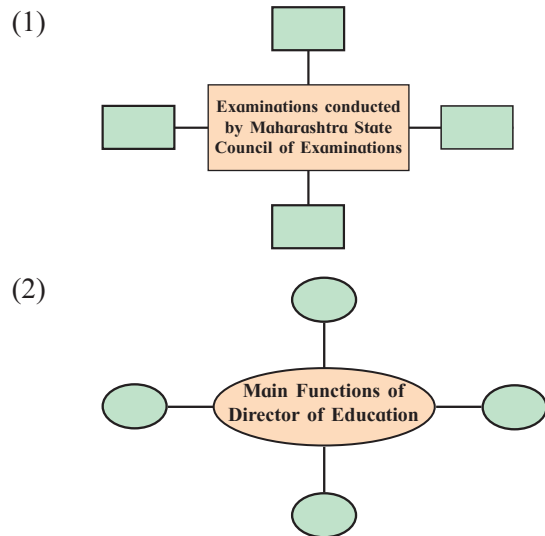
- (1) Who gives the advice to the Minister of School Education regarding educational policies, resolutions and laws?

- (2) Who is the Ex-officio Chairman of Maharashtra State Bureau of Textbook Production and Curriculum Research?
- (3) Which organisation publishes the magazine 'Shikshan Sankraman'?

(D) Write the answers in one to two words.

- (1) Which magazine is published by State Council of Educational Research and Training Maharashtra?
- (2) Which magazine is published by Maharashtra State Bureau of Textbook Production and Curriculum Research?

Q.2 Complete the following concept designs.



Q.3 Write the short notes.

- (1) Functions of Maharashtra State Council of Examination
- (2) Qualities of a good Educational Manager
- (3) Maharashtra State Bureau of Textbook Production and Curriculum Research (Balbharati), Pune

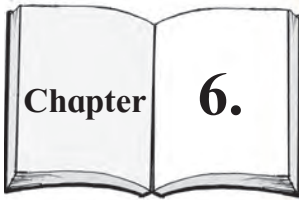
Q.4 Explain the following in about 50 to 80 words.

- (1) Major functions of State Council of Educational Research and Training, Maharashtra
- (2) Major functions of Secretary of Education
- (3) Major functions of Maharashtra State Board of Secondary and Higher Secondary Education

Q.5 Write the answers to the following questions in 100 to 150 words each.

- (1) Explain with examples the functions of teachers as a classroom manager.
- (2) Explain the main functions of Commissioner of Education.





Curriculum and Educational Evaluation



6.1 Curriculum

- 6.1.1 Concept of Curriculum
- 6.1.2 Principles of Curriculum Development

6.2 Educational Evaluation

- 6.2.1 Concept of Educational Evaluation
- 6.2.2 Continuous Comprehensive Evaluation
- 6.2.3 Examinations



Lets tell

- ★ Which subjects have you studied so far in the school?
- ★ Which co-curricular programmes were arranged in your school?

6.1 Curriculum

Before coming to the school we learnt many things from our family, friends, neighbours etc. This learning happens informally. We get planned education in the schools. We learn various subjects in the school and complete the relevant subject practicals. We also participate in various competitions, dance, music and various sports. It means that, in school we complete all the scheduled activities in a disciplined way. We take formal education in the schools. For this purpose educational aims and objectives are framed. While framing the objectives, physical, mental, social, emotional and moral development of the students is considered. So we take into consideration the basis of educational philosophy, educational psychology, educational sociology, etc. All round development of the students is the main aim of education. So to develop various skills among students, to give subject knowledge as well as to develop potential talents, is also equally important. So at school level, developing curriculum is an important task.

Curriculum is the important means to fulfil the aims and objectives of education. Curriculum is decided to give guidance about what to teach and how to teach the students. While developing the curriculum, age group of students, their interests, environment, society etc. are considered. Curriculum gets changed from time to time. In order to include the changes, curriculum is developed according to strata of education. After developing curriculum, syllabus is designed for each standard. Subject experts from concerned subjects collaborate together and develop the curriculum. So what is curriculum? How curriculum is developed? What are the principles of curriculum development? It is essential to study these issues regarding curriculum.



Do you know?

The English word 'curriculum' is derived from Latin language. Original Latin word is 'currer' means to run/to proceed.

6.1.1 Concept of Curriculum

By curriculum, we consider many school subjects. It includes textbooks, content and its structure of the subject. So in order to understand what is curriculum, it is necessary to learn definitions of the curriculum given by some educationists.

According to **Manroe**, “Curriculum embodies all the experiences which are utilized by the school to attain the aims of education.”

“Curriculum does not mean only the academic subjects traditionally taught in the school, but it includes totality of experiences that a child receives at the school. In this sense, the entire school life becomes the curriculum, which touches all aspects of the life of the students and help in all round development of the personality.” - **Secondary Education Commission Report.**

In short, Curriculum means to impart knowledge of various subjects, to complete the projects related to the subject, to arrange various co-curricular activities, to develop the potential qualities among the students, to take the students for educational excursion, to make the learning process more joyful and to give more and more enriched experience. The fulfilment of aims of education and the achievement of objectives of education depends on curriculum. Hence curriculum development has great importance in education. Why to teach? What to teach? How to teach? How many objectives are fulfilled? To find the answers for these questions the following points should be considered :

- (1) **Educational Objectives** - In the beginning, the objectives of the subject are decided according to the age group and stage of education of the student.
- (2) **Content** - After framing the objectives, subject content is decided. The difficulty level is decided on the basis of individual differences and the content is decided accordingly.
- (3) **Teaching Methods and Tools** - Different teaching methods are used to teach the content given in the textbook. Various tools are used to give variety of learning experiences to the students.

- (4) **Tools of Evaluation** - Various evaluation tools are used to check, to what extent the educational objectives are achieved? Whether the desired change in student’s behaviour is occurred or not.

6.1.2 Principles of Curriculum Development

While considering the components of curriculum, following principles should be considered :

- (1) **Curriculum should be Target Oriented** - Curriculum is an important tool to achieve the educational aims and objectives. Curriculum is developed to fulfil the objectives in cognitive, affective and psychomotor domain. Also the intellectual, emotional, moral, social and professional development should be achieved through the curriculum. These objectives should be stated in the form of change in behaviour of the students. To bring about these behavioural changes, all types of the learning experiences are considered in the curriculum development process. The age, interest, maturity level etc. of the students are considered while arranging the learning experiences.
- (2) **Curriculum should be Value Based and Life Oriented** - It is important to inculcate various values through teaching of different subjects. Curriculum is to be developed to cultivate and develop the values like patriotism, punctuality, dignity of labour etc. There should also be a provision in the curriculum to teach how life can be lived happily.
- (3) **Curriculum should Satisfy the Needs** - It is necessary to impart education which can satisfy the needs of life. The needs of life are ever changing. The present day needs of students and the society, should be fulfilled through the curriculum. The curriculum should be framed according to the needs and the surrounding environment.

- (4) **Curriculum should be Skill Oriented** - Besides the content of various subjects, different skills should be included in the curriculum. There should be variety in the curriculum. The skills like self awareness, effective communication, problem solving, stress management etc. should be inculcated through various activities.
- (5) **Curriculum should be Student Centred and Activity Centred** - While developing the curriculum, the age group, interest, etc. of students should be considered. There should be provision of practical education along with bookish knowledge. Curriculum should include activity based programmes like experiments, projects, educational tours etc., in order to give enough scope for student activity.
- (6) **Curriculum should Enrich Personality Development of an Individual** - The bookish knowledge is not sufficient for all round development of a personality. In order to live the life happily and prosperously, curriculum should be developed according to the interest of the students. While developing the curriculum, the content and activity, various actions should be planned by considering all types of students, so that the students will be appreciated for their qualities. They can develop their hobbies and interests. For this purpose, the list of co-curricular activities and the guidelines for implementing these programs, should be given in the curriculum.
- (7) **Curriculum should be Vocation Oriented** - According to common people, the use of education is to become economically self reliant. Education is considered as

a means of earning and to fulfil the practical needs. So curriculum should facilitate the livelihood of students. Subjects of vocational education should be included in it.

- (8) **Curriculum should be Flexible and Dynamic** - The curriculum should be flexible and dynamic. There should be provision for change according to place, time and situation of social life, because there is a constant change in the knowledge and basic concepts of the subjects. In order that the student should not lag behind in the global competition, the curriculum should get changed accordingly.

6.2 Educational Evaluation

6.2.1 Concept of Educational Evaluation

Measurement is a concept used in daily life. Measurement means to count. We do measurements of area, height, weight, distance, time, etc. We do measurements in daily life for various purpose, e.g., 3 meter cloth, 10 kg. onions, 2 litre milk, 4 hours study etc. There is a numeric expression in measurement. Accuracy and reliability are the characteristics of it. Measurement can be calculated in terms of multiple. Various units are used for various measurements.

'Evaluation' is one of the important concepts in education. Evaluation can be done of any educational or other activity. Measurement and evaluation are two different terms, but there is a correlation between them. Evaluation depends on measurement. By measurement we can get the answer of 'how much' but by evaluation we get the answer of 'how good' it is.

'Evaluation is a systematic method to determine, to what extent educational objectives are achieved.'



Classify it

Classify the following examples as measurement and evaluation. (1) Height, (2) Weight, (3) Marks obtained in term end examination, (4) Good handwriting, (5) Only quantitative marks, etc. (6) Communication skill, (7) Use of rules described in civics in daily life.



Do you know?

The term 'evaluation' is mainly used for abstract things instead of person, e.g., the curriculum and the syllabus. The conclusion drawn related to evaluation procedure by researcher are quantitative and qualitative.

In short, Evaluation = Quantitative Description + Qualitative Description + Feedback of teacher.

Action is expected in evaluation. Evaluation always leads to a better action and practice. Evaluation is systematic.

e.g., Sanika obtained 13 marks out of 15 in an essay and Swapnil obtained 8 marks. The feedback given by the teacher is as follows :

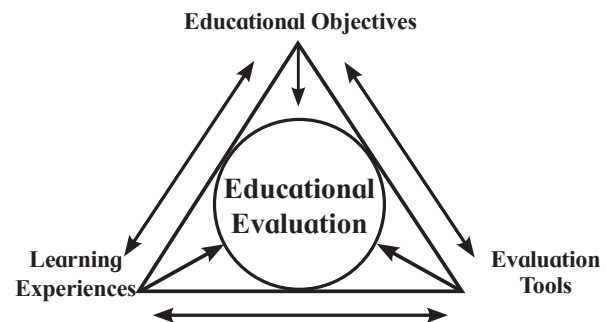
Sanika's handwriting was neat and legible with proper rendering of language. It was grammatically correct. Word arrangement was proper and relevant. The introduction and closure was done with attractive poem, content was meaningful. It reflects that Sanika has the interest in extra reading and has practice of writing and presentation.

On the contrary, Swapnil's handwriting was not good and grammatically it was incorrect. Various examples, illustrations were not included in the writing. Poem, quotations were not used. He has no practice of writing, he has not drawn a line over marathi words, new points were not started with new paragraph, margins were not marked. There was absence of neatness in writing.

It means that only measurement is not sufficient while doing evaluation of a student. Evaluation does not mean the marks obtained in all the subjects of examination.

Evaluation helps to understand the progress of the students. Learning techniques can be assessed. New educational programs can be implemented. Evaluation is useful for assessing the educational standards of the school.

Teaching, learning and evaluation are the integral and inseparable parts of educational system. It is necessary to have effective interaction amongst these three.



From the above diagram it is clear that there is a close and internal correlation between teaching, learning and educational objectives and these things are interdependent. So all these components are important and have equal place.

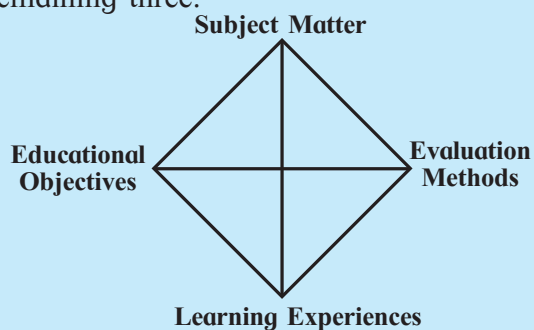
Educational objectives, learning and teaching methods are changing according to the changing needs. So it is essential to change the evaluation method. Evaluation is continuous and comprehensive and it should be nourishing to teaching-learning. The teacher need not wait for the final evaluation in order to see whether the students are applying the knowledge that has been taught, as he has an opportunity to evaluate it frequently. Instead of written examination, proper evaluation can be done through observation. Continuous evaluation is effective to know, how much content the students utilise in daily life. It means that, not only qualitative but also quantitative evaluation can be done. This evaluation is not limited to the school examinations, but the process goes on continuously. Because of this,

the narrowness in learning-teaching reduces and it becomes more broad and constructive.



Let us know

Dr. Patel defined educational evaluation on the basis of four points instead of three, where interrelationship exists among educational objectives, content, learning experiences and evaluation methods. In that case, each component depends on the remaining three.

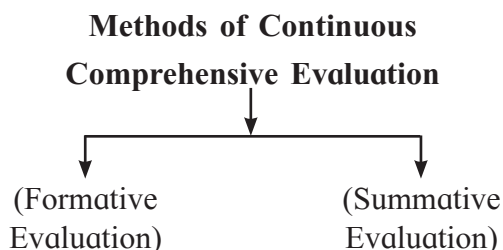


Discuss it

Discuss about the merits and limitations of evaluation done by teacher, by observing the behaviour of students and through written examination at the end of the year.

6.2.2 Continuous Comprehensive Evaluation

A useful procedure at school level for continuous evaluation of all the aspects of personality development of the students means Continuous Comprehensive Evaluation. It is necessary to emphasise Continuous Evaluation of comprehensive learning and observable behaviour of the student. Following two evaluation methods are involved in Continuous Comprehensive Evaluation :



• **Formative Evaluation** - A step by step and regular evaluation, while developing the personality of the student continuously, is known as formative evaluation. In this type of evaluation, the observation of the student behaviour at different events are recorded. In formative evaluation, following tools and techniques are used :

- (1) Daily observations
- (2) Oral (elocution, communication, interview, group discussion, question answers, loud reading, role playing, etc.)
- (3) Practical/Experiments
- (4) Activity (individual/group, self learning)
- (5) Projects
- (6) Test (Short duration informal written test, open book test)
- (7) Exercise/Class work (Information writing, Descriptive writing, Essay writing, Report writing, Story writing, Letter writing, Dialogue writing etc.)
- (8) Other - questionnaire, peer evaluation, self evaluation, group work and other such tools

Formative Evaluation can be used on a large scale, considering the standard, subject and objectives.

• **Summative Evaluation** - Evaluation in an integrated manner after a certain period, means Summative Evaluation. First summative evaluation can be done at the end of first term and second can be done at the end of second term. As per the objectives of the subjects, nature of Summative Evaluation can be either written, oral or practical.

Following objectives are considered in Continuous Comprehensive Evaluation :

- (1) To achieve all round development of the students.
- (2) To evaluate knowledge, comprehension of the students in detailed and continuous manner and to enhance their ability.

- (3) To develop the physical and intellectual competencies of the students.
- (4) To develop knowledge, competency and special intelligence of the students.
- (5) To educate students through student centric methods like activities, discoveries and research.
- (6) Students should be free from fear, pressure and worries; and to help them to express their opinion freely.

Due to continuous comprehensive evaluation, the students are getting immediate feedback and motivation for further work.

Students are evaluated continuously, so the teachers can also focus on their drawbacks in teaching and get the opportunity to overcome them.

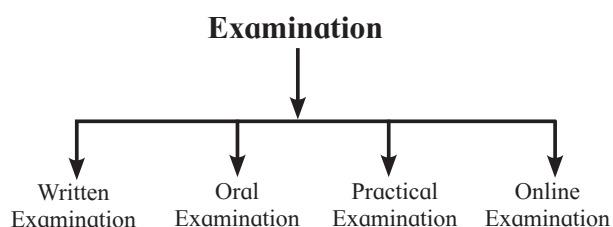


Discuss it

Discuss with your friends, the advantages of Formative and Summative Evaluation.

6.2.3 Examinations

Educational objectives are decided for all-round development of the students. To find out how far these objectives are fulfilled and how the learning experiences are effective, different evaluation tools are considered. Evaluation tools are classified as Quantitative tools and Qualitative tools. Quantitative tools mainly include examination pattern. Examinations are of different types - written examination, oral examination, practical examination and online examination. Written examinations include essay type questions, short answered type questions and objective type questions. You can also understand the types of examinations by following diagram :



Discuss it

Discuss the demerits of present examination system in the classroom.

(1) Written Examinations

Written questions are prepared and the students give response to these question in written form. Such type of examination is known as written examination. Written examination is one of the useful tools for the student's evaluation. Written examination is used as proof for the student's achievement. We can conduct written examination for all the subjects but for that, we have to see all types of objectives of questions in the curriculum. As the students write answers in written form, these written examinations are more effective than oral examinations, hence they are mostly used.

• Advantages of Written Examination

- (1) Written examination is the most easy and useful tool of the evaluation.
- (2) Easy to plan the examination of many students at a time.
- (3) Written examination gives motivation to the students for learning.
- (4) Written examination can motivate students for healthy competition.
- (5) Written examination guides teachers to bring desirable changes in their teaching.
- (6) Due to written examinations, students' progress in different subjects can be recorded and it enables to make the comparison.
- (7) Students' writing skills are developed due to written examination.
- (8) Students' achievement level can be decided on the basis of their scores in the examination.
- (9) Due to various types of questions in the examination, evaluation of all objectives is possible.
- (10) Written examinations are useful for shy and timid students to express their thoughts.



Discuss it

Discuss in the classroom about the merits and demerits of written examination.



Remember it

Written examination can be conducted on the basis of following types of questions :

- (1) Objective Type Questions.
- (2) Short Answer Type Questions.
- (3) Essay Type Questions.

(1) Objective Type Questions

• Advantages of Objective Type Questions

- (1) All the units of different subjects can be included in the question paper.
- (2) Question for 1 mark can also be asked in the question paper.
- (3) It is useful for testing the objective 'knowledge.'
- (4) These type of questions are more reliable.
- (5) The habit of deep study can be developed among the students due to this type of questions.

• Limitations of Objective Type Questions

- (1) It is difficult to frame objective type questions.
- (2) Question paper becomes lengthy due to this type of question.
- (3) The probability of mechanical responses by the students is high for this type of questions.
- (4) These type of questions are not useful for developing reasoning ability.
- (5) These questions are of no use to develop logical presentation, writing style, mastery over language etc.

(2) Short Answer Type Questions

• Advantages of Short Answer Type Questions

- (1) Short answer type questions carry 2 or 3 marks, so these questions can be framed on various units of the curriculum.

- (2) The objectives namely knowledge, comprehension, application and skill can be tested due to this type of question.

• Limitations of Short Answer Type Questions

- (1) Students find it difficult to write the answers with minimum words.
- (2) Students write the answers in their own words, so subjectivity can be observed in marking system.
- (3) Hand writing, orthography can affect on marks.
- (4) If the answers of short answer type question are ambiguous, then marking becomes difficult for the examiners.

(3) Essay Type Questions

• Advantages of Essay Type Questions

- (1) Framing of essay type questions is comparatively an easy task.
- (2) Essay type questions are useful for all subjects.
- (3) Question paper of essay type questions is compact, so expenditure on printing and paper is less.
- (4) Proper presentation of points are required while writing the answers of these questions, therefore good study habits can be developed among the students.
- (5) These types of questions are to be answered in many sentences in a paragraph form; hence we can evaluate students' writing competency, systematic presentation of thoughts, expansion of ideas and sense of appreciation.

• Limitations of Essay Type Questions

- (1) All the units of curriculum can not be involved in essay type question.
- (2) There is more possibility of guess work in these answers.
- (3) Hand writing, style of writing can affect the marks.

- (4) Lack of objectivity is seen while assessing these answers.
- (5) Evaluation depends upon the mood of the examiner.

(2) Oral Examination



Lets tell

Which skills can be mastered among Kindergarten upto 10th standard students through oral examination?

Oral examination is meant to evaluate and explore students' achievement through asking questions in face to face mode.

Oral examination can be conducted for many subjects at primary and secondary level. Here oral response is expected, and it is natural, non-formal and immediate in nature. Listening skill, loud reading skill, communication skill, map reading skill, graph reading skill, tables, oral examples are involved in this examination.

The Advantages and Limitations of oral examination are as follows :

• Advantages of Oral Examination

- (1) Oral examination is useful to diagnose about students' mistakes immediately.
- (2) Oral examination is useful for such students, whose writing skills have not been developed.
- (3) Oral examination is useful for identifying the qualities like presence of mind, stage daring, oratory and communication skills.
- (4) Oral examination is appropriate to measure the skills like pronunciation, spoken skill, story telling, dramatization etc.
- (5) This examination is beneficial in daily teaching, for judging student's progress.
- (6) Printed question paper is not required, so the expenditure is less in oral examination.

• Limitations of Oral Examination

- (1) Oral examination is time consuming.
- (2) Overall evaluation of knowledge and skills of the students can not be done by this examination.
- (3) All the students cannot be asked questions of same level in this examination.
- (4) Records of answers given by the students are not maintained. So, question analysis and marks verification is not possible.
- (5) Questioning and evaluation depends on the mood of examiner.
- (6) Subjectivity of an examiner affects on evaluation on large scale.

(3) Practical Examination



Lets tell

- ★ How were your teachers conducting the examinations of work experiences in preparing paper articles, stitching, embroidering?
- ★ How has been the examination for science experiment conducted in your school ?

When written examination and oral examination cannot evaluate the specific objective, then practical examination is useful for evaluating the specific objective or skill, in school subjects.



Discuss it

How to evaluate the specific objectives or skills through practical examination ?

• Evaluation in Practical Examination

- (1) **Direct Observation of an Activity** - It is important to evaluate the students' act by direct observation. e.g., direct observation is important in singing to check the 'Rhythm' and 'Sur' is appropriate or not, appropriate use of apparatus in science experiment, use

of microscope etc. Some acts of the students can be evaluated through direct observations.

- (2) **Testing of Prepared Objects/Articles** - When the examination is conducted for many students, then it becomes difficult to observe their direct activity. In such case, things prepared by the students can be evaluated at the end of the activity. e.g., making of pearl jewellery, drawing, stitching, weaving, model preparation for science, drawing maps etc.

- (3) **Study of mechanical structure** - Asking students to connect various parts of a machine, by which, how the students study about the various parts of a machine, can be evaluated. e.g., Preparing electrical circuit assembly of television etc.

• **Essential Things for Practical Examination**

- (1) Standardized apparatus should be given to the students during practical examination.
- (2) Apparatus should be in proper condition given to the students, during practical examination.
- (3) Apparatus given to the students during practical examination should be proper from safety point of view.
- (4) Generator or U.P.S. should be provided, if the experiments are related to electricity.

• **Advantages of Practical Examination**

- (1) This examination can evaluate such objectives, which cannot be evaluated by written and oral examination.
- (2) How students are using their knowledge can be assessed through this examination.
- (3) This examination is useful for skill oriented subjects. e.g., Science Experiments, Music, Dance, Singing, Playing Instruments, Work Experience, Physical Education, Computer etc.

- (4) This examination is useful for students, who have less speed in writing and difficulty in language.

- (5) Through this examination evaluation can be done during the examination and after concluding the examination also.

- (6) Evaluation of objectives, namely application and skill, can be done through the practical examination.

- (7) It is reliable and valid, as the examiner offer marks by direct observation of activity.

• **Limitations of Practical Examination**

- (1) Practical examination is time consuming.

- (2) This examination cannot be conducted without the availability of the apparatus for experiment.

- (3) This examination is not useful for all the subjects.

- (4) Apparatus is available for only a few experiments, so, students are given the same experiments again and again.

- (5) All the objectives for evaluation cannot be considered in this examination.

- (6) It is difficult to grade learning outcome of the students accurately.

- (7) Practical examinations are time consuming and expensive.

(4) Online Examination

New approach for conducting examination through computer is the new concept in examination system. Conducting examination on computer with the help of internet is known as online examination.

In online examination, computers are connected with each other for immediate results and students can appear for the examination according to their own time. In online examination, different questions can be stored in the computer according to the objectives, type of question, difficulty level, unitwise (groupwise).

Various traditional examinations are conducted at various examination centres. Lot of preparation is required on the centres for that. e.g., Question papers according to the strength of the students, answer sheets, seating arrangement etc. On the contrary, Online examination can be conducted only with computer and Internet. Traditional examination can be conducted two times in a year. Online examination can be conducted many times in a year. Results are obtained immediately, so the students can take the further decision quickly.

• Advantages of Online Examination

- (1) Paper, pen is not required because this examination is conducted on a computer.
- (2) This examination is conducted on a computer, so handwriting cannot affect on marks.
- (3) No subjectivity in marking system due to this examination.
- (4) This examination is easy and systematic for students.
- (5) There is no barrier in putting the pictures and figures in the question paper.
- (6) Different time limit can be set for different questions.
- (7) Practice of online examination can be provided to the students by making Mock Tests available.
- (8) Online examination can be conducted for many times and at any time.
- (9) Foreign tests also can be given online.
- (10) Immediate declaration of results for some online examinations is possible.

• Limitations of Online Examination

- (1) Difficulties can be faced by the students during examination, who don't have the knowledge of computer.
- (2) Technical difficulties can be faced by the students during online examination. e.g., computer error, reduced speed of Internet, interrupted power supply etc.
- (3) Question has to be solved in given time. Otherwise in few cases, students won't get the opportunity for rethinking.

- (4) Restricted number of students can appear as per availability of computers.
- (5) This examination cannot be conducted for all the subjects.
- (6) This examination cannot be conducted for all the units of the same subject.
- (7) In this examination, all the objectives cannot be considered for evaluation.
- (8) It is not easy to conduct examination for essay type questions.
- (9) This examination is expensive.



Discuss it

Discuss regarding the difficulties of online examination with your friends.



Let us know

Various new methods and techniques are coming in practice for educational evaluation. These enable us to evaluate students' various competencies and skills more effectively.

- **Open Book Examination :** In this kind of examination, while writing the answers, the students are allowed to refer to books for finding the reference. Such a type of examination helps to judge students' thinking skill. It avoids giving unnecessary importance to memorization.
- **Case Based Questions :** In usual written type of examination, some questions can be of case-based type. In such questions, some case, event or a situation is shortly described. The students have to write the answer of the question which is based on this case. Its answer is to be written on the basis of application of knowledge which is already learnt.
- **Use of Rubric :** Rubric is a useful tool of evaluation. Rubric is a set of verbal descriptive statements, which are used for evaluation, instead of using only numerical marks or grades like A, B, C etc.

Q.1 (A) Complete the statements by selecting the appropriate option from the given options.

- (1) The is the totality of school life which touches all the aspects of the students' life and brings about the balanced development of their personality.
 - (a) Syllabus
 - (b) Curriculum
 - (c) Evaluation
 - (d) Textbook
- (2) Students' writing skill and mastery over language can be understood through
 - (a) Oral examination
 - (b) Practical examination
 - (c) Written examination
 - (d) Online examination
- (3) The is not included in formative evaluation.
 - (a) Project
 - (b) Oral work
 - (c) Annual examination
 - (d) Daily observation

(B) Write the answers in one sentence.

- (1) What is a curriculum?
- (2) What is educational evaluation?
- (3) What is Continuous Comprehensive Evaluation?
- (4) What is online examination?

(C) Write the answers in one to two words.

- (1) What are the methods of Continuous Comprehensive Evaluation?
- (2) State the types of questions used in written examination?

Q.2 Explain the following in about 50 to 80 words.

- (1) Advantages of short answer questions
- (2) Limitations of Oral Examination
- (3) Essential requirements for Practical Examinations
- (4) Advantages of Online Examinations
- (5) Objectives to be considered for Continuous Comprehensive Evaluation

Q.3 Write the short notes.

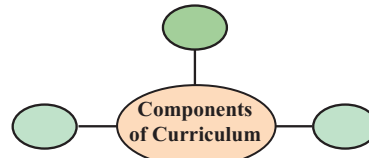
- (1) Factors of Educational Evaluation
- (2) Written examination
- (3) Evaluation in practical examination

Q.4 Explain the differences.

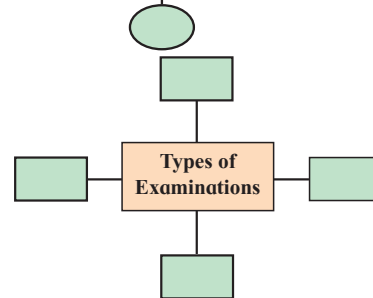
- (1) Measurement and Evaluation
- (2) Formative Evaluation and Summative Evaluation
- (3) Written Examination and Online Examination.
- (4) Oral Examination and Written Examination.

Q.5 (A) Complete the following concept designs.

(1)



(2)



(B) Fill in the following chart, mentioning the types of evaluation of the given activities.

(to draw the circle of given measurement, to play tabla, to connect the loud speaker for school programme, to draw landscape, to play a song on harmonium, to repair the damaged machine)

Direct observation of an activity	To examine prepared article	To study the mechanical structure

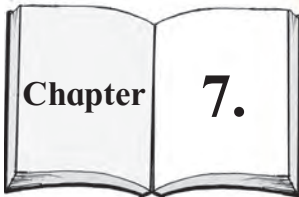
Q.6 State your opinion about the following statements.

- (1) Educational evaluation is a Continuous and Comprehensive process.
- (2) The components of Curriculum are interdependent.

Q.7 Write the answers of the following questions in 100 to 150 words.

- (1) What is formative evaluation? Explain with examples, the tools and techniques used in formative evaluation.
- (2) Explain with examples, the Principles of Curriculum Development.
- (3) Prepare five objective type questions to assess the students' general knowledge. And write advantages and limitations of objective questions.
- (4) Write your suggestions regarding how to improve the written examination.
- (5) Write in detail your suggestions in order to improve oral examinations.





Educational Research Methods



7.1 Historical Research Method

- 7.1.1 Meaning of Historical Research Method
- 7.1.2 Characteristics of Historical Research Method

7.2 Descriptive Research Method

- 7.2.1 Meaning of Descriptive Research Method
- 7.2.2 Characteristics of Descriptive Research Method

7.3 Experimental Research Method

- 7.3.1 Meaning of Experimental Research Method
- 7.3.2 Characteristics of Experimental Research Method

7.4 Tools of Data Collection

- 7.4.1 Questionnaire
- 7.4.2 Interview Schedule
- 7.4.3 Achievement Test

In the previous standard you have learnt about research. This year, we will study about research methods and tools for conducting research.

Educational research is done by various methods and is broadly classified under following three headings -

- (1) Research related to the problems in Past.
- (2) Research related to the problems in Present.
- (3) Research related to the problems in Future.

In short the classification is based on time.

7.1 Historical Research Method

7.1.1 Meaning of Historical Research Method

A scientific method that is useful in relevant, real and objective description and analysis of past events, is said to be historical research method.

A method which helps to reveal true identity of history, is called as historical research method.

Basically in historical research method, past events are used as reference for understanding the present events and for anticipating about future.

Past problems are studied in historical research.

e.g., A study of 'Educational thoughts of Mahatma Jotirao Phule'. In this research, educational thoughts of Mahatma Jotirao Phule will be studied. In this study, educational thoughts of Mahatma Jotirao Phule is the main topic of study and data will be collected with the help of primary and secondary sources.

Primary source will include articles written by Mahatma Jotirao Phule, his autobiography, some documents and pictures etc.; whereas secondary sources include a lesson on Mahatma Jotirao Phule in a textbook, his biography, articles in the newspaper, information given in magazines, a movie etc.

Documents which are written by persons who have witnessed the incident and the things that can be directly examined and are used in past are called a primary source. These include documents, relics, pictures and printed material.

Documents which are provided by persons who have not witnessed the event directly but collected information from the person who witnessed the incident, are called secondary sources. These sources include encyclopaedia, textbooks, newspapers, journals, magazines and other reference books.

In historical research, there is no scope for actual observation because researcher is of present state and the events are of past. Hence, he has to collect the information through various secondary sources.



Lets tell

For the research based on A study of 'Educational contribution of Dr. Sarvapalli Radhakrishanan', which primary and secondary sources can be used for collecting information?

7.1.2 Characteristics of Historical Research Method

- (1) In historical research method, collection, description, explanation and evaluation of past events is done.
- (2) In historical research method, support of past events is taken to solve the current problems.
- (3) In historical research, only collection of facts and information is not enough, but a clear picture of past is essential.
- (4) In historical research, though the information is collected newly, the information is already existing.
- (5) In historical research, primary and secondary sources are used for collecting data.
- (6) In historical research all the important evidences are collected, verification of past events is done and the collected data is interpreted fairly.
- (7) In historical research, collection and analysis of information is done simultaneously by the researcher.

7.2 Descriptive Research Method

7.2.1 Meaning of Descriptive Research Method

When the research is related to the problems of present state, it is called as descriptive research.

In descriptive research, the information of present situation is collected and analysed. In this research method, the researcher has to study about various aspects such as abilities, potential, views, characteristics, aptitude, properties, behaviour, similarities and differences of the specific population. Research tools such as rating scale, questionnaire, interview, observation list, sociometric techniques, standardized tests are used for collecting the required data.

Description of current state and its interpretation is done in descriptive research. Descriptive research deals with present status, existing correlations, opinions, ongoing processes, consequences and tendencies.

e.g., to find out the study habits of secondary school students. In this research study habits of students are considered. Tools like rating scale or questionnaire will be used to measure the study habits of the students for collecting the data. The data analysis will be statistically done using percentage or average calculations. The analysed data will be interpreted and conclusion of the research will be drawn. In this way descriptive research method will be used.



Lets tell

'A study of the infrastructure available in secondary schools,' which data collection tools will you use for research? Which statistical tools will you use for data analysis?

7.2.2 Characteristics of Descriptive Research Method

- (1) In descriptive research, problems related to present state are solved.
- (2) Data collection is done at large scale.
- (3) Though the sample is huge, data collection is done easily in very short duration.

- (4) In descriptive research, population is very large, but a sample is selected which represents the whole population.
- (5) Descriptive research is qualitative and quantitative. In this research qualitative and quantitative data are analysed and interpreted. Thereafter, on the basis of interpretations, conclusions are drawn.
- (6) Local problems are solved within short duration. In short time span, lot of information is collected and analysed to solve problems.
- (7) Descriptive research is based on scientific method. Scientific method is used systematically to solve the problems in education.
- (8) Descriptive research involves survey, case study and developmental method.



Enlist

Make a list of 10 problems in the field of education which you observe presently.

7.3 Experimental Research Method

7.3.1 Meaning of Experimental Research Method

In school education, we conduct or see the experiments only in science. But like science, experiments are done in social sciences too. Education is a social science.

In the field of education, various aspects like teaching-learning process, the nature of human intellect, memory and methods of study are studied using experimental method. In such experimental studies, observations are made and cause-and-effect relationships are investigated. The effectiveness of activities is examined by implementing the specific type of activities that are implemented. Comparative studies of different methods are carried out and based on all these, conclusions are drawn.

From these conclusions, educational theories are derived and then journey of theory to practical applications begins.

No event can happen without reason. There are many reasons behind every event. Educational research involves study of reasons and consequences of any event.

Like Science, information is collected through various experiments in the field of education. The method of collecting or extracting information through the experiment is called experimental research method.

According to **John. W. Best**, "Experimental research is the description and analysis of what will be or what will occur, under careful controlled condition."

As experiment is the core of this method, so it is necessary to understand, what is experiment?

According to **Chapin**, "An experiment is an observation under controlled conditions." e.g., A teacher decides to study students' achievement by e-learning study material, on the 'digestive system' in science. For the experiment, he divides the students of a class into two groups. Each group has students with similar characteristics (age, gender, intelligence). One group of students is taught digestive system using e-learning material and the other group is taught the same topic with traditional method. At the end of the experiment, both groups are evaluated with respect to their achievement and a conclusion is drawn. In this experiment, the group that is taught by using e-learning materials is the experimental group, and group that is taught by traditional method is the control group. Here the teacher wanted to study the effect of the e-learning study material on the student's achievement. Use of e-learning study material is an independent variable and students' achievement is dependent variable.

The factor whose effect is studied is called the independent variable. A substantial change should be made in this independent variable to study the effect. The factor on which this change is studied is called the dependent variable.



Lets tell

A researcher had two groups of students 'A' and 'B' with the same characteristics. He taught group 'A' with Demonstration method and group 'B' with Traditional method. The topic was 'Properties of Carbon dioxide.' At the end of the experiment, achievement of both groups were measured and conclusion was drawn. In this experiment, which is the control group? Which is experimental group? Which is independent variable? Which is the dependent variable?

7.3.2 Characteristics of Experimental Research Method

- (1) Experimental research method is scientific and logical.
- (2) The effect of one factor on another is studied in this method.
- (3) Accurate observations are important in experimental method.
- (4) In this method, experiments are conducted on a small group of students.
- (5) The size of group of students is decided according to the problem.
- (6) Experimental method is objective, observational, logical and verifiable.

In above three research methods, following steps are used for research :

- (1) Selection of research problem.
- (2) Preparation of research design.
- (3) Preparation of research tools and data collection.
- (4) Classification, analysis and interpretation of collected data.
- (5) Report writing.



Compare it

Compare different research methods based on given points.

Points	Historical Research Method	Descriptive Research Method	Experimental Research Method
• Problems are of which time span?			
• Aim of Research			
• Tools used for data collection			

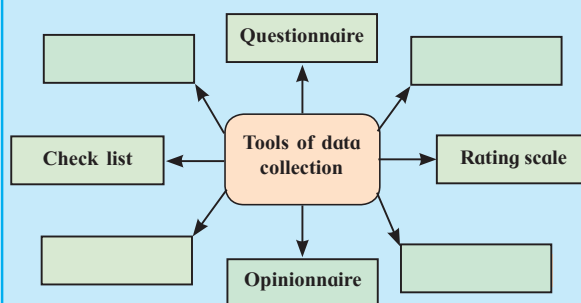
7.4 Tools of Data Collection

In the course of the research work, information is collected to draw conclusions. Information collection means collecting information from the respondents' group according to the research problem. Various techniques and tools are used to collect data in the research.



Complete the table

Complete the following table on the basis of data collection tools used in three methods of research :



Let us learn more about the tools of data collection widely used.

7.4.1 Questionnaire

Questionnaire is used to find out and detect the personal values and beliefs of the people, their past experiences and problems and their current motivations and future plans.

A questionnaire is a method of obtaining answers to the questions, which consists of a collection of questions and the respondent fills the information himself. A questionnaire is a tool, designed to answer questions by various individuals. It includes open and closed ended questions. Based on the open ended questions, the respondents are likely to give their opinions and responses, whereas closed ended questions obtain objective responses.

• **Advantages of Questionnaire**

- (1) Questionnaire can be sent to the persons located in different and distant areas to obtain data from them.
- (2) Researcher assures the respondents to maintain confidentiality of their names and responsibility.
- (3) There is no external pressure while responding.
- (4) The respondents get an opportunity to think over it and respond.
- (5) Decisive answers are obtained.
- (6) Large and wide spread area can be covered.
- (7) Questionnaire is economic.
- (8) As the responses are written, it is easy to verify them.

• **Limitations of Questionnaire**

- (1) It is useful for literate respondent only.
- (2) Conclusions can be adversely affected if respondent gives incomplete and incorrect answers.
- (3) There is no direct contact between researcher and respondent, hence responding to the questionnaire becomes a formality.
- (4) Respondents never respond the questionnaire or send incomplete responses.

7.4.2 Interview Schedule

Respondents are directly contacted to obtain detail information required for research. Interview is face to face conversation between interviewer and interviewee, to obtain valid and reliable information, with the help of questions based on predetermined points. One person or a group can be interviewed. It is useful to keep guideline questions for interview ready but one can add spontaneous questions, if required.

• **Advantages of Interview Schedule**

- (1) Information obtained through interview is deep and detailed.
- (2) As there is a direct contact between interviewer and interviewee, the topic can be discussed in detail and doubts can be cleared immediately.
- (3) Interview is useful to get information regarding the problem from small children or illiterate person, who can not write.
- (4) Well prepared interviewer establishes rapport with respondent and hence detailed information can be obtained regarding the topic or problems.

• **Limitations of Interview Schedule**

- (1) Reaching to every respondent is really expensive.
- (2) Contacting respondents from different locations becomes time consuming.
- (3) Every interviewer may not have knowledge, detail information, communication skills, straight-forwardness, art of creating a favourable environment etc.
- (4) If interviewer decides to record obtained responses at the time of interview, then the conversation stops and gets disturbed. If he decides to record the

responses after the interview, he may forget some responses and hence it is difficult to record all the responses.

- (5) Information obtained through interview may not be quantified.

7.4.3 Achievement Test

Achievement tests are mainly used in experimental research method to measure the acquisition of students' content knowledge. Achievement tests are either standardised or prepared by the researcher. The effectiveness of special teaching methods used in experimental research, is examined on the basis of students' achievements.

• Advantages of Achievement Test

- (1) The achievement test can be administered to many students at a time.
- (2) Achievement test can show how much the students have studied.
- (3) Strength and weakness of students' learnings can be found with the help of achievement test.

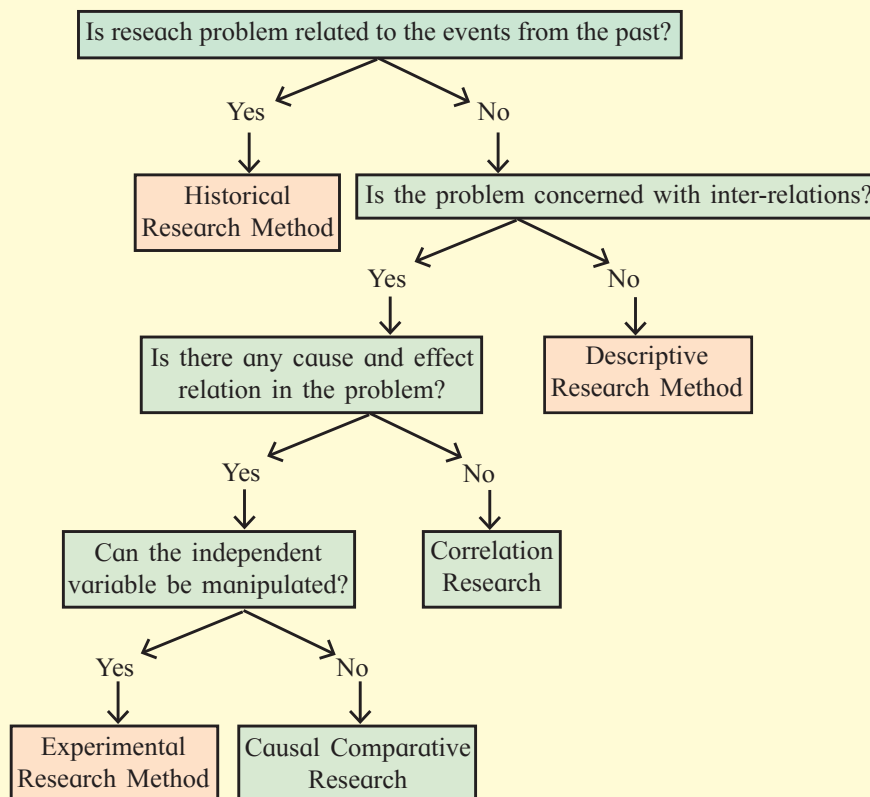
(4) Effectiveness of teaching method can be verified on the basis of scores obtained in the achievement test.

- (5) Diagnostic evaluation is possible through achievement test, which helps further in remedial teaching.

• Limitations of Achievement Test

- (1) If achievement tests are prepared by researcher and if they are not standardised, evaluation can not be accurate.
- (2) There is no objectivity in evaluation, if questions in achievement test are not of objective type.
- (3) If achievement tests are non-standardised, then data analysis becomes difficult.
- (4) If objective questions are in excess amount, then spontaneity, creativity and reflection are neglected.

How will you select the Research Method?



Q.1 (A) Complete the statements by selecting the appropriate option from the given options.

- (1) A systematic study of the social phenomena carried out by observations in a controlled situation is called the
 - (a) Descriptive research
 - (b) Experimental research
 - (c) Historical research
 - (d) Social research
- (2) The analysis of the data in current situation is done in research method
 - (a) Experimental
 - (b) Descriptive
 - (c) Historical
 - (d) None of these
- (3) More data is collected during short period through reserach method.
 - (a) Historical
 - (b) Experimental
 - (c) Descriptive
 - (d) None of these
- (4) The preplanned list of questions in a sequential order is called
 - (a) Interview
 - (b) Questionnaire
 - (c) Achievement test
 - (d) Sociometric technique

(B) Identify the correct correlation between column 'A' and column 'B' and match them.

Column 'A'	Column 'B'
(1) Historical Research Method	(a) Related to present
(2) Descriptive Research Method	(b) Related to content verification
(3) Experimental Research Method	(c) Related to past
(4) Questionnaire	(d) List of questions
(5) Interview	(e) Related to future
	(f) Face to face interaction

Q.2 Explain the difference.

- (1) Historical Research Method and Experimental Research Method
- (2) Descriptive Research Method and Historical Research Method

Q.3 Write the short notes.

- (1) Historical Research Method
- (2) Advantages of Achievement Test

Q.4 Explain the following in about 50 to 80 words.

- (1) Characterisctes of Descriptive Research Method
- (2) Characteristics of Experimental Research Methods
- (3) Advantages and limitations of the Questionnaire

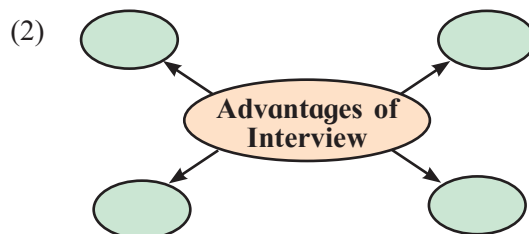
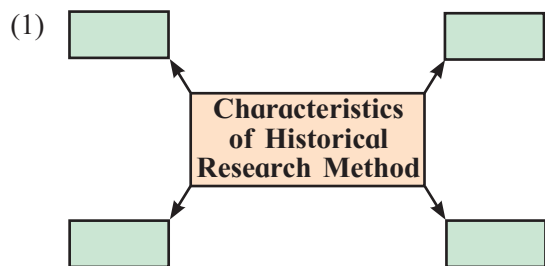
Q.5 Write the answers to the following questions in 100 to 150 words each.

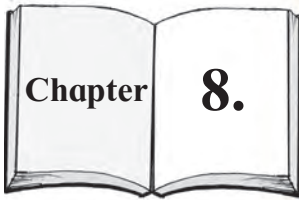
- (1) Prepare an interview schedule of teachers who have succeeded in achieving 100% result of the school and write advantages and limitations of the interview schedule.
- (2) Write in detail, by which research method will you study the problem related to empowerment of Marathi grammar through language laboratory.

Q.6 State your opinion about the following statements.

- (1) Research is needed to study the phenomenon of past events.
- (2) Questionnaires are more useful tool for data collection.
- (3) More in-depth data collection can be obtained through interviews.
- (4) Research is done scientifically.

Q.7 Complete the following concept designs.





New Trends in Education



8.1 Inclusive Education

- 8.1.1 Concept of Inclusive Education
- 8.1.2 Characteristics of Inclusive Education
- 8.1.3 Benefits of Inclusive Education
- 8.1.4 Limitations of Inclusive Education

8.2 Open Education

- 8.2.1 Concept of Open Education
- 8.2.2 Functions of Open Education
- 8.2.3 Characteristics of Open Education

8.3 Blended Learning

- 8.3.1 Concept of Blended Learning

8.3.2 Characteristics of Blended Learning

8.3.3 Benefits of Blended Learning

8.3.4 Limitations of Blended Learning

8.4 Constructivism

8.4.1 Concept of Constructivism

8.4.2 Characteristics of Constructivism

8.4.3 Benefits of Constructivism

8.5 Skill based Education

8.5.1 Concept of Skill based Education

8.5.2 Characteristics of Skill based Education

8.5.3 Benefits of Skill based Education

Change is the law of nature. There is a constant change in society, so in education process. These changes in education process are known as new trends in education. In class XI, you have studied the new trends related to 'e-learning' in education. In this chapter, you are going to study more new trends in education.

8.1 Inclusive Education

8.1.1 Concept of Inclusive Education

Each person is unique. Everyone has different physical and mental abilities, so that everyone varies in his/her choices, needs, methods of study, ability to grasp and methods of interaction. This trend of education to bring different types of students together is called inclusive education.

The right to equality and liberty is adopted in the preamble of Indian Constitution. The article 45 mentions that the Government should strive to provide this right to all persons including differently abled. Later according to section 21A Right To Education (coming under fundamental rights) of the Constitution,

all the children from 6 to 14 years of their age will get free and compulsory education. Accordingly, the government recognized its responsibility and prepared laws and schemes for the implementation of inclusive education.

'Inclusive education is a process of addressing and responding to the diversity of needs of all learners, through increasing participation in learnings, culture, community and reducing exclusion from education and from within education.'

- UNESCO



Enlist

List the physical and mental problems that students experience while studying.

8.1.2 Characteristics of Inclusive Education

Inclusive education encourages education to all the students with different needs together at one place. Students with special needs are referred to as 'Divyang'. It includes disabilities like blindness, deafness, physical disabilities, learning disabilities, etc. Such students when taught in general school with everyone, instead of special school, is called

as Inclusive education. The features of this new trend are as follows :

- (1) Differently abled students study with all other students.
- (2) No school can refuse admission to the student with different ability on the basis of his/her different abilities.
- (3) Differently abled students receive guidance from other teachers, as well as specially trained teachers.
- (4) The school has various tools and learning materials available to the 'Divyang' students.
- (5) The schools make necessary changes in the physical facilities for the students with different abilities. e.g., wheelchairs, ramps, left hand chairs etc.
- (6) Inclusive education includes need based instructional classes in addition to regular schedules. Experts guide students with special needs during that period.
- (7) In inclusive education, combined activities are conducted for students with different needs.
- (8) The schools and the colleges conduct programs for the students, the parents and the community to raise the awareness of inclusive education.
- (9) The notion of respecting each other's personalities without looking down on any physical and mental incompetence is important in this new trend.
- (10) Students with extreme different abilities are enrolled in special schools, with Doctor's advice.
- (11) Students with different abilities and special abilities are equally provided with opportunities not only for study subjects but also for proficiency in the special days, cultural programs for the differently abled and the others.

- (12) As 'Divyang' students get opportunity to communicate with other students, they develop the committed relationships.



Lets understand

Discuss with your Divyang student and friend about their routine and difficulties in learning.

• Information of Government Schemes for 'Divyang'

- (1) Scholarships for the differently abled.
- (2) Differently abled welfare Scheme.
- (3) Education and training of persons with different abilities in Government institutions.
- (4) Granted special schools providing special education through NGOs.
- (5) Scholarships for the students with different abilities for pre-school education.
- (6) Scholarships for students with different abilities after matriculation.
- (7) Financial assistance to persons with different abilities for self-employment.
- (8) Providing artificial limbs and equipments to persons with different abilities.
- (9) Differently abled Welfare State Award.
- (10) Financial support to encourage marriage between a normal person and differently abled person.
- (11) Scheme regarding Kindergarten for mentally challenged students.

The above government schemes for the 'Divyangs' are implemented through the Social Welfare (now Social Justice) Department in the district. Also these schemes can benefit students with 40% or more different abilities. A card called as 'Swavlamban Card' linked to Adhar number with U.D.I.D. (Unified Divyang Identification Digit) of the differently abled person is now being distributed by the division of 'Empowerment of Divyangjan', Ministry of Social Justice and Empowerment of the Central Government.



Internet my friend

Visit web sites of Ministry of Social Justice and Empowerment of the Government of India and get information on various schemes for differently abled people.

- www.differentabilityaffairs.gov.in
- www.swavlambancard.gov.in

8.1.3 Benefits of Inclusive Education

- (1) As students with special needs become accustomed to interacting with other students, their socialization becomes faster.
- (2) All students notice unique personality differences of each other and develop the qualities of living together, co-operating and respecting each other.

8.1.4 Limitations of Inclusive Education

- (1) Divyang students may be at a risk of disturbing mental health, if they are ridiculed and not understood by others.
- (2) If teachers do not teach by understanding different needs of the students, then there could be a severe loss of education of all the students.

8.2 Open Education

There seems to be a problem of dropout of the students at school level. In that, the dropout rate of girls is even higher. In order to bring back such boys and girls again in the stream of education, the concept of open education came into practice.



Think about it

Find and think over the reasons of dropouts from school education.

8.2.1 Concept of Open Education

Open education is a trend of non-formal education. For the students who cannot attend regular formal education, open education is

very useful. The term ‘Open’ in the concept of ‘Open Education’ means liberation from the rigidity of formal education. Open education seeks to focus more on education, by reducing the rigidity of rules of formal education, attendance, timetable and results.

This system has greater flexibility as compared to formal education in terms of admission, attendance, timetable, evaluation etc. In India, open education system is implemented through the ‘National Open School Institute’ and in Maharashtra through ‘Maharashtra State Mukta Vidyalaya Mandal’.



Internet my friend

Visit the website of the National and State Level Open Vidyalaya Boards to find out the information about the admission process, syllabus, evaluation, study centres etc.

- ★ <http://www/nios.ac.in>
- ★ <http://www/msos.in>

8.2.2 Functions of Open Education

Open educational institutions have to work in different stages as follows :

- (1) **To Develop Curriculum** - To prepare curriculum for both distant school education and skill based vocational courses. These curriculum are equivalent to curriculum of specific levels of formal education courses. e.g., curriculum of open basic education, secondary school certificate, higher secondary school certificate, open vocational education etc.
- (2) **To Establish Study Centres** - Locating districtwise study centres throughout the State. These centres are often the schools in that region.
- (3) **To Prepare Learning Material** - To create printed and audio visual material

for learning and distribute it to the students through the study centres. Since these students are studying externally, such learning material is very useful to them.

- (4) **To Give Admissions** - At present, the students are given admissions at the following levels (a) Primary level 5th Class (b) Higher Primary level - 8th Class (c) Secondary level - 10th Class. (d) Higher Secondary level - 12th Class. All admissions are given online. A link to this is provided on the website of the Board. It provides information about admission process, admission schedules, documents etc.
- (5) **To Evaluate** - For an academic year, the Board is responsible for preparing and conducting the timetable for various exams, announcing the results and giving certificates.



Lets Understand

Visit Maharashtra State Open School in your area and understand its working.

8.2.3 Characteristics of Open Education

- (1) Open Education is a trend of non-formal education.
- (2) In Open Education, Teaching and Learning takes place through distance mode. Instead of regular time table, contact sessions for specific days are followed.
- (3) The marks obtained in the final exams are not important for the admission in open education. The student satisfying the criteria of age can get admission in a class by passing earlier classes. e.g., a student who has passed seventh class can get admission directly to tenth class.
- (4) In open education school system, self study is more important. For this, learning material is provided to the students.

- (5) Open education, however does not mean that there are no rules but it means that this system is more flexible than formal education. Registration to the class, appearing for examination, attendance during teaching sessions, payment of the fees are necessary.
- (6) Students who are denied regular school education due to social, physical, economic and family reasons are given opportunity of education in open education.

8.3 Blended Learning



Enlist

Make a list of the online and offline materials of learning.

8.3.1 Concept of Blended Learning

It has become inevitable to use computers in modern education as various ways of learning are made available. e.g., website, blog, e-library, You-tube, e-book etc. It may not be possible to use these tools every time. Therefore books, encyclopedia, magazines are also to be used as tools. Learning which combines the use of such traditional and online tools is called as blended learning.

“A way of learning that combines traditional classroom lessons with lessons that use computer technology and may be delivered over the internet.”

- Cambridge Dictionary

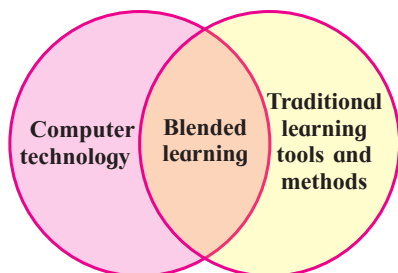
e.g., (1) In online curriculum, online videos, e-books, presentations etc. are available online. However, the student has to be present physically for the examination. This system includes online as well as direct interaction and hence this is called blended learning.

(2) While studying the topic of ‘Volcano’ in Geography, the students observe online videos of volcano, as well as study the lesson in the text book. They have used online and offline

tools and hence this study is called as blended learning.

8.3.2 Characteristics of Blended Learning

- (1) Blended study combines modern and traditional learning materials.



- (2) Some online courses include interactive online sessions, as well as the actual contact sessions.
- (3) In traditional curriculum, the computer is used in combination with the traditional tools for study.
- (4) In Blended learning, both actual classroom and virtual classroom are used.

8.3.3 Benefits of Blended Learning

- (1) Available resources are used appropriately in blended learning. Proper selection of tool is possible because of the use of both online and offline tools, so that learning becomes effective.
- (2) In this learning trend, 'Learning' is at the centre of the study. The study is effective, as it has the option of selecting the learning material needed.
- (3) Traditional tools are also included in the Blended Learning, since the technology based tools are not effective for each component; thus avoiding the use of technology for its own self.
- (4) Everyone does not have the technology based tools. Hence by using available online and offline tools cumulatively, teaching can be made effective.

- (5) The learner gets the best experience by integrating the two ways.
- (6) The learner gets the benefit of technology as well as the human interaction.
- (7) It brings variety in learning experiences due to the availability of various online and off-line tools.

8.3.4 Limitations of Blended Learning

- (1) There is no formal training to use online tools for educational purposes.
- (2) If there is a problem on the availability of online tools, then you need to depend on offline tools only.

8.4 Constructivism

8.4.1 Concept of Constructivism

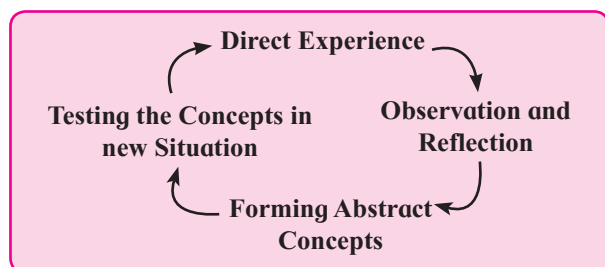
If we review the teaching - learning process during last hundred years; it has been observed that teacher gives knowledge to the students on the basis of information during classroom teaching. Each student in the classroom grasps the information as per his/her ability and previous experiences. The teacher used to decide the level of understanding of a student on the basis of this response in the classroom. Hence the students used to remain inactive in this teacher centred process. Gained knowledge was remembered through mugging and re-produced during examinations, therefore students were deprived of learning process due to teacher centred education. A need was felt to transform the education system from teacher oriented to student oriented gradually. The role of teacher will not be only a knowledge provider, but a motivator, a resource provider and a facilitator. Students will gain their knowledge on the basis of the previous experience and support of the teacher. Every student is different and has his/her unique learning style. He himself

discovers, creates and presents the constructed knowledge as per his/her level. This is the foundation of Constructivism.

Lets understand this concept with the help of an illustration. e.g., Teacher organises the learning activities for the students to learn the concept of addition. The classroom will be divided into group of 4-5 students. These students will be provided with some material for learning. Such as, first group will be given colourful sketch-pens, second group will be given rose flowers of various colours, third group will be given pen, fourth will have bangles, stones etc. Then the group will be instructed to segregate the things with different colours. Then the groups will be instructed to collect the things of similar colour and keep together. Then groupwise the students will explain the process step by step. The students will further explain about the ways of strengthening the concept of addition, in order to bring together means to add will be explained by students. The teacher's role is as facilitator, comperer, coach, guide; whereas the students learn through experiments and experience, implementation of various skills and construct new knowledge.

According to **Johnson**, "Constructivism is a theory of learning, based on the idea that knowledge is constructed by the knower based on mental activity."

So in the above definition, it means that Activity Based Self Education, is constructive education. The process of construction of knowledge takes place as follows :



Do you know?

- ★ Student constructs knowledge of his own.
- ★ Student learns better through activities.

Generation of knowledge is a continuous process. It occurs differently at various levels. The student constructs knowledge through cognitive process. e.g., After teaching a prose lesson, teacher will instruct the students to read paragraphs. After loud and silent reading of the paragraph, the teacher will instruct to underline the difficult words. Then the teacher will distribute cards with pictures and words for matching with each other correctly. Students are expected to match the pictures with the difficult words which were underlined, find synonyms which will help in vocabulary building and comprehending the paragraph. Teacher will instruct the students to use the difficult words for sentence formation. Similarly students will also be encouraged to use the words for formation of sayings and phrases, which shall enhance their creativity. Further, the students will understand the prose with explanation.

As per the above mentioned example, following questions arise in our mind such as - what is the role of learner? How does the student construct knowledge? How does the constructive process happen? What is the role of teacher in constructivism? What is the importance of references in teaching-learning process? Which methods are used by the teacher for effective construction of knowledge? How to determine the direction of learning? On the basis of above questions, we can state following characteristics of constructivism :

8.4.2 Characteristics of Constructivism

- (1) Student is the creator of his own knowledge.
- (2) Previous experience plays an important role in constructivist learning.
- (3) Constructivism is based on individual knowledge creation.
- (4) In constructivism, the status of previous knowledge and new knowledge is linked to construct new knowledge.
- (5) Role of a teacher in constructivism is of a guide, a facilitator and a compere.
- (6) Innovative classroom structures and sitting arrangements are used for constructivist teaching-learning process.
- (7) The emphasis is on creating a joyful environment as the learning process depends on motivation and interest in constructivism.
- (8) Teachers provide appropriate reference material which is used by the students for learning.
- (9) Constructivist teaching-learning process has great variety such as, students use experiments, concept formation, problem solving, discovery, creative thinking, logical capabilities, discussions and brain-storming in constructing the knowledge.
- (10) In constructivism, as learning objectives are tested at each stage, students can determine correct direction of learning.
- (11) Evaluation is not a goal but a process. Therefore various evaluation techniques are used to achieve the objectives and improve the teaching-learning process.

8.4.3 Benefits of Constructivism

- (1) In constructivism, the emphasis is on a student to create his own knowledge, so there is an opportunity for self-learning and the knowledge they earn is lasting.
- (2) Creating a conducive environment for knowledge-creation, motivates the

students to think. This leads to the practice of study by questioning and reflecting on it. It inculcates habit of self-learning and independent thinking, so that they can attain vision of self study in different situations.

- (3) Language plays a vital role in constructivism, as the learning is interactive.
- (4) It is possible to use information communication technology tools to generate new knowledge.

Thus constructivism is a re-building of previous knowledge and learning. Knowledge is constructed in a conducive and supportive environment. Social co-ordination is achieved through knowledge construction.



Let us know

In view of constructivism, the role of teachers and the students are as follows :

★ Role of Teachers

- (1) Teachers should inspire and direct properly.
- (2) He should encourage students for self study.
- (3) Teachers should be ready to accept the concepts attained by students.
- (4) Teachers should encourage independent study.
- (5) Teachers should encourage creative thinking.
- (6) Teacher should be able to use new technology for teaching.

★ Role of Students

- (1) Students should be curious, inquisitive and capable of discussions.
- (2) Students should be able to understand the problems and make clear statements.
- (3) Should construct experiments.
- (4) Should state his/her views clearly.
- (5) Should verify and trust the knowledge as per the present.
- (6) Accept new ideas, thoughts and views.



Various Professions (Program Manager, Guide, Hotel Management, Pilot, Computer Repairing, Vehicle Repairing)

8.5 Skill based Education

The student should get holistic development through education. The education leads to intellectual, emotional and creative development of a student. A new trend, 'skill based learning' has evolved for the preparation for vocational education right from the time of school education.

8.5.1 Concept of Skill Based Education

Education must lead to job attainment and entrepreneurship. Acquisition of various skills related to various vocations along with traditional education, is skill based education. Skill is the ability required to complete wholesome work successfully. Skills required for various vocations and secrets differ. e.g., - motor repair, tourism etc.



Internet my friend

Visit the following website of National Skills Development Corporation (NSDC) and get information about various skill based courses. <https://www.nsdcindia.org>



Enlist

Enlist various professions. Which professional would you like to become? Which skills are required for that?

8.5.2 Characteristics of Skill Based Education

Introducing skill based education at school level ensures student's readiness for vocational education in future. It also develops interest for the vocation. Production of capabilities and quality of production depends on skilled human resource. Hence skill based education is important. This new trend has following characteristics :

- (1) Students become aware of the specific skills required for a specific vocation.
- (2) Skilled human resources can be developed for the competition.
- (3) The students can decide about the type of vocation to choose as they have undertaken vocational education along with regular education.
- (4) The education, instead of becoming theoretical, becomes experiential and supportive jobs.

- (5) It develops awareness of entrepreneurship and self employment.
- (6) The student becomes capable of facing the challenges of globalization.
- (7) This type of education imparts respect to labour.
- (8) Differently abled (Divyang) students can assimilate favourable vocational skills and become self reliant. e.g., Visually challenged students can undergo training of mass media and become good comperers, entrepreneurs etc.

8.5.3 Benefits of Skill Based Education

- (1) Skill based education nurtures entrepreneurship and makes the students ready to become an entrepreneur.
- (2) Skill based job or business can be undertaken after taking skill based education.
- (3) National pool of skilled human resources is built.
- (4) It generates employability.
- (5) Recruitment of skilled manpower leads to prosperity of industries.
- (6) The opportunities of globalization can be effectively utilized because of persons having higher and supreme skills.
- (7) The nation becomes capable of supplying skilled human resources to various economies across the Globe.
- (8) The skill based education leads to industrial development and thereby growth in the economy.
- (9) Students can get exposures to different vocations, enterprises at an early stage. This helps them identify their inclination and abilities. Based on it, they can choose the vocation or sector, to initiate an enterprise.



Remember it

Pradhanmantri Kaushalya Vikas Yojana (PMKVY) is implemented by Government of India through Ministry of Skill Development and Entrepreneurship (MSDE). Through this scheme youth is trained to acquire skills in various trades. Visit the website :
www.pmkvyofficial.org



Experience it

Visit a vocational education institution and understand its working.



Let us know

Apart from the new trends in Education which you studied in this chapter; some more noteworthy trends in education can be mentioned as follows :

- **Co-operative Learning**

In this type of learning, students make different groups and learn through mutual co-operation, co-ordination and self-learning.

- **Interactive Learning**

In this kind of teaching, there is no one-way teaching by the teacher. On the contrary, the teacher teaches through interaction and communication with the students.

- **Team Teaching**

This is teaching done by a team of two or more teachers, who teach a particular unit through mutual co-ordination and dialogue.

Q.1 (A) Complete the statements by selecting the appropriate option from the given options.

- (1) The student has to construct knowledge at his own level is a base of
 - (a) skill based education
 - (b) constructivism
 - (c) blended learning
 - (d) open education
- (2) The trend of education that facilitates simultaneous education for all learners including special needs, learners are called
 - (a) Special education
 - (b) 'Divyang' education
 - (c) Inclusive education
 - (d) Open education
- (3) Open education is type of education.
 - (a) formal
 - (b) non-formal
 - (c) informal
 - (d) special
- (4) In blended learning are used.
 - (a) Books
 - (b) Website
 - (c) Online and offline tools
 - (d) Photos

(B) Write the answers in one to two words.

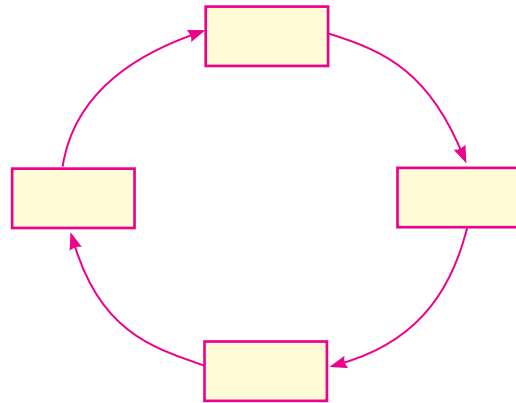
- (1) According to which article of Indian Constitution, education is a fundamental right?
- (2) Write name of any State Level open education institute.
- (3) What is inclusive education ?

Q.2 State your opinion about the following statements.

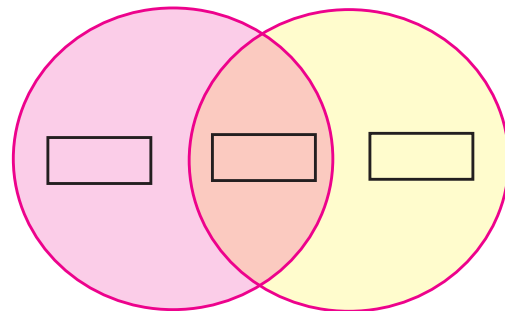
- (1) Chances of employment increase due to skill based learning.
- (2) Socialization of 'Divyang' students become faster due to inclusive education.
- (3) The students who are deprived of formal education get the opportunity through open education.
- (4) The creativity in students gets developed because of constructivism.

Q.3 Complete the following concept designs.

(1) Knowledge Generation Process



(2) Blended Learning



Q.4 Write the short notes.

- (1) Characteristics of inclusive education
- (2) Concept of constructivism
- (3) Meaning of skill based education

Q.5 Write the answers to the following in 50 to 80 words each.

- (1) Characteristics of blended learning
- (2) Functions of open education
- (3) Characteristics of constructivism

Q.6 Write the answers to the following questions in 100 to 150 words each.

- (1) Explain the concept and characteristics of open education.
- (2) Explain the concept and characteristics of skill based education.
- (3) Explain benefits and limitations of blended learning.



Terminology

Achievement Test	- संपादन कसोटी	Economical Factor	- आर्थिक घटक
Act	- अधिनियम	Educational Management	- शैक्षणिक व्यवस्थापन
Adjustment	- समायोजन	Educational Support Material	- शैक्षणिक पूरक साहित्य
Aim	- ध्येय	Emotional	- भावनिक
Attitude	- अभिवृत्ती	Equalitarianism	- समानतावाद
Basic Education	- मूलोद्योगी शिक्षण	Examination	- परीक्षा
Behavioural Change	- वर्तन बदल	Experimental Research Method	- प्रायोगिक संशोधन पद्धती
Blended Learning	- संमिश्र अध्ययन	Expression	- अभिव्यक्ती
Blog	- अनुदिनी	Feedback	- प्रत्याभरण
Case Study	- व्यक्ती अभ्यास	Framework	- आराखडा
Character Formation	- चारित्र्यसंवर्धन	Fundamental Process	- मूलभूत प्रक्रिया
Check List	- पडताळा सूची	Guide	- वीरबाला
Cinema	- चित्रपट	Historical Research Method	- ऐतिहासिक संशोधन पद्धती
Classification of Data	- माहितीचे वर्गीकरण	Inclusive Education	- सर्वसमावेशक शिक्षण
Co-Curricular	- अभ्यासपूरक	Independent Variable	- स्वाश्रयी चल
Commission	- आयोग	Industrial Factor	- औद्योगिक घटक
Commissioner (Education)	- आयुक्त (शिक्षण)	Insightful Learning Theory	- मर्मदृष्टीमूलक अध्ययन उपपत्ती
Confidential Material	- गोपनीय साहित्य	Internal Evaluation	- आंतरिक मूल्यमापन
Constructivism	- ज्ञानरचनावाद	International Harmony	- आंतरराष्ट्रीय सामंजस्य
Content	- आशय	Internet	- आंतरजाल
Continuous		Interview	- मुलाखत
Comprehensive Evaluation	- सातत्यपूर्ण सर्वकष मूल्यमापन	Interview Schedule	- मुलाखत सूची
Cultural Factor	- सांस्कृतिक घटक	Joint Director of Education	- शिक्षण सहसंचालक
Cultural Transformation	- सांस्कृतिक संक्रमण	Law of Effect	- परिणामाचा नियम
Curriculum	- अभ्यासक्रम	Law of Exercise	- सरावाचा नियम
Data Anlysis	- माहिती विश्लेषण	Law of Readiness	- तयारीचा नियम
Data Interpretation	- माहितीचे अर्थनिर्वचन	Learning	- अध्ययन
Dependent Variable	- आश्रयी चल	Learning Outcome	- अध्ययन निष्पत्ती
Deputy Director	- उपसंचालक	Lecturer	- अधिव्याख्याता
Deputy Director of Education	- शिक्षण उपसंचालक	Life Oriented	- जीवनानुगामी
Descriptive Research Method	- वर्णनात्मक संशोधन पद्धती	Life Skills	- जीवन कौशल्ये
Dignity of Labour	- श्रमप्रतिष्ठा	Lifelong Learning	- आजीवन शिक्षण
Director of Education	- शिक्षण संचालक	Mass Communication Media	- समूह संपर्क माध्यमे
Directorate of Education	- शिक्षण संचालनालय	Mass Education	- समूह शिक्षण
Differently abled	- दिव्यांग	Maturity	- परिपक्वता
Distance Education	- दूरस्थ शिक्षण		
Dynamic	- गतिमान		

Mental	- मानसिक	Scheduled Tribe	- अनुसूचित जमाती
Mobile Phone	- भ्रमणध्वनी	Scholarship	- शिष्यवृत्ती
Monarchy	- एकाधिकारशाही	Scientific Temper	- वैज्ञानिक मनोभाव
Moral Education	- नैतिक शिक्षण	Scout	- बालवीर
Motivation	- प्रेरणा	Secondary Source	- दुय्यम स्रोत
Movement	- चळवळ	Secretary of Education	- शिक्षण सचिव
National Cadet Corps	- राष्ट्रीय छात्रसेना	Secularism	- धर्मनिरपेक्षता
News	- बातम्या	Self Expression	- आत्माविष्कार
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Population Factor	- लोकसंख्याविषयक घटक	Software	- आज्ञावली
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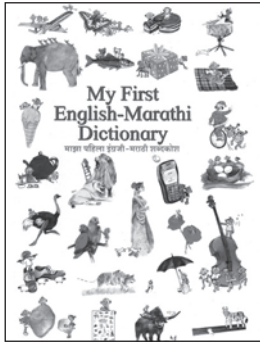
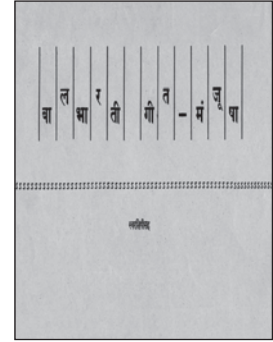
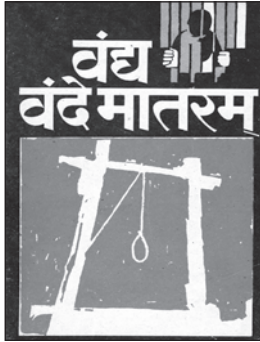
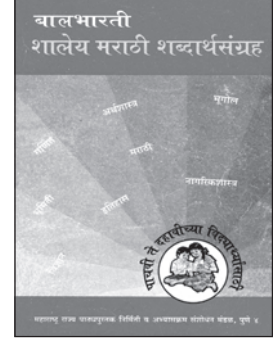
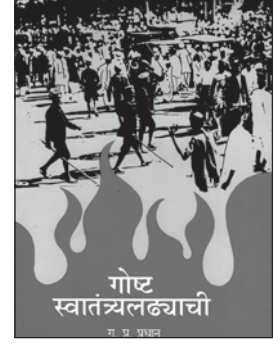
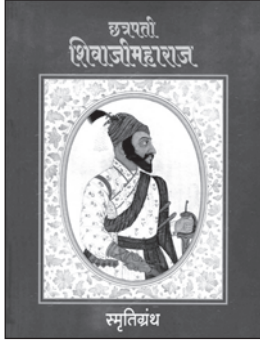


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